ABSTRACT

The present work is addressed to English teachers of public and private high schools who use the coursebook Our World Through English (OWTE) as the main didactic material for teaching the English language.

This work offers an analysis of this coursebook, which is part of the New English Curriculum Reform in Ecuador, the CRADLE Project. The analysis is based on the principles of the Constructivist Theory used in education and the Communicative Approach which is used for teaching a second language. This theory and this method aid in the construction of the student's knowledge and in the practice and use of the target language.

This work has the purpose of analyzing and reviewing the methodology, topics, activities, and supplementary material of coursebooks OWTE No. 1, 2 and 3. In addition, it contains surveys made to English teachers and students of different public high schools of Cuenca who give their opinions about some aspects of the coursebook, and information about how English teachers manage their classes.

The analysis of the coursebook Our World Through English allows English teachers know and understand aspects of it in order to improve its use in the classroom.

We, as English teachers, should know the importance that an appropriate coursebook has for teaching a second language, especially for students of high schools. However the teacher's performance is also a fundamental aspect in the classroom. So there must be a good relationship between these two elements in order to guide the students toward constructive learning.

Palabras claves: CRADLE Project, theories, methodologies, coursebook Our

World Through English, target language.

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UNIVERSITY OF CUENCA

FACULTY OF PHILOSOPHY

SCHOOL OF ENGLISH LANGUAGE AND LITERATURE

"AN ANALYSIS OF THE BOOK OUR WORLD THROUGH ENGLISH FROM THE PERSPECTIVE OF THE CONSTRUCTIVIST THEORY AND THE COMMUNICATIVE APPROACH"

PREGRADUATE THESIS PRIOR TO OBTAINING THE DEGREE OF BACHELOR IN ENGLISH LANGUAGE AND LITERATURE

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2010

DEDICATORY

This work is dedicated to my beloved parents Juan and Gladys, my brothers and my sister who always were there giving support, love and patience during my career.

With love!

Elvia

DEDICATORY

This work is dedicated to my beloved parents Rosarito and Alberto and my brothers, especially to Carlitos and his wife who encouraged me to finish my career. Also, I dedicate this work with love to my dear, beautiful niece, Angeles Belen, in whom I found courage and strength in my difficult moments of this research. With love!

Wilson Oswaldo

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Wilson Oswaldo

ALL CONTENTS OF THIS THESIS ARE THE EXCLUSIVE RESPONSIBILITY

OF ITS AUTHORS

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ELVIA CHUISACA   WILSON PAUCAR

INTRODUCTION

The use of a suitable coursebook together with the teacher's good performance in the classroom, among other issues are essential for the process of English language learning and teaching.

The Ministry of Education and Culture of Ecuador has designed a series of coursebooks called Our World Through English (OWTE) as part of the CRADLE Project for improving the quality of teaching of English.

We are interested in understanding how the coursebook OWTE is organized because of some complaints about it. This leads us to make an analysis of this coursebook with the objective of finding out whether or not this coursebook is appropriate for teaching English in public high schools of the city of Cuenca.

To carry out this investigation and reach its objective, we need to know and understand certain aspects of the CRADLE Project; the principles of the Constructivist Theory and the Communicative Approach; and the opinions of English teachers and students about the coursebook.

In the first chapter, we will deal with some issues of the CRADLE Project, such as its background, its objectives, its didactic material (coursebook OWTE) and its achievements.

In the second chapter, we will make a review of the Constructivist Theory of education and the Communicative Approach used for teaching a second language. This review will help us to understand their characteristics, principles, application, and their techniques since this theory and this method will serve as a foundation for the analysis of the coursebook OWTE.

In the third chapter, we will carry out surveys in order to gather information based on the experiences of English teachers and students who use the coursebook OWTE. The surveys will be presented to students of eighth, ninth, and tenth years of Basic education (Ciclo Básico) and their English teachers of urban and rural high schools. We choose these students from these years because they are starting to take part in the New English Curriculum Reform. It is important to know how the students work in their first stages using this didactic material, since effective use of the language will depend on how it is taught in the first stages.

In the last chapter, we will focus on a detailed analysis of the coursebook OWTE (its objectives, topics, tasks, activities and supporting material). The analysis will be based on the perspective of the Constructivist Theory and the Communicative Approach.

CHAPTER I

The CRADLE Project

1.1 Background

For more than a decade the government of Ecuador has been concerned about the effectiveness of English language learning and teaching in both public elementary schools and high schools. In 1992, the Ministry of Education and Culture (MEC), under a bilateral-technical cooperation agreement between the governments of Ecuador and Great Britain, implemented the CRADLE Project in order to achieve a substantial and lasting improvement of English learning in public high schools.

The CRADLE Project (Curriculum Reform Aimed of the Development of the Learning of English) started from a baseline study of conditions, needs and wants of teachers and students. This baseline study was carried out at the pre-implementation stages in order to determine the situation of English language learning and teaching in the country.

The baseline study contains the following premises:

a) Coursebooks and other materials were not affordable in terms of price, applicable contents, and methodology.

b) There were not hours for English classes in public high schools (two or three hours per week).

c) The teacher training was not adequate, and according to MEC, a high percentage of teachers didn't have appropriate qualifications.

d) The evaluation system did not meet national standards. This meant that test formats varied from teacher to teacher, even within the same school.

e) The course (study program) was structural, emphasizing more on linguistic competence; thus, grammar and vocabulary were taught in isolation.

f) Classes were too large with 40 to 50 students per class.

All the aforementioned statements above set the objectives for the development of the CRADLE Project.

1.2 Objectives of the CRADLE Project (taken from its original document)

1.2.1 General

- To innovate and empower the process of English language learning and teaching in order to develop student's communicative competence through the development of language skills such as listening, reading, speaking and writing.

- To give appropriate infrastructure for the development of the New English Curriculum Reform.

1.2.2 Specific

- To produce the study plan and the course for the English language instruction for eighth, ninth and tenth years of Basic Education (Ciclo Básico), and first, second and third years of high school (Ciclo Diversificado).

- To review the course according to the results obtained by the experimentation of the project in its initial phase.

- To produce didactic material for English language learning and teaching (a six coursebook series for the student and a didactic teacher's guide).

- To unify the evaluation systems for learning English in Basic Education and High School and to apply the National Exam at the end of the school year.

- To produce and perform new modules of training for English teachers and to consolidate the already existing ones.

- To establish links with universities to train English teachers.

- To create a network of Provincial Coordinators for the implementation of the New English Curriculum Reform in the country.

- To maintain the National Team for the development of English Curriculum in the Ministry of Education and Culture, National Director of Curriculum, and Division of Foreign Languages (DIEX).

- To assign and train at least a Provincial Coordinator of Foreign Languages whom will be responsible for the development, evaluation and continuity of the English Curriculum Reform in each province, including teacher training.

1.3 Legal Dispositions and Resolutions

The CRADLE team worked in legal dispositions and resolutions in order to establish a legal base for the implementation of the New English Curriculum Reform in the country.

1.3.1 Legal Disposition No. 2511 (May 12, 1993)

In this legal disposition and resolution No. 2271 of August 31, 1993, the major curriculum change was the increase of English class periods. The five periods of English language instructions per week in high schools of the country began in a progressive way as follows.

	Year	Province/Region	Date
Started with...	eighth of Basic Education	Sierra and Oriente	October, 1993
		Costa and Galápagos Islands	May, 1994
Completed with...	first year of High School	Sierra and Oriente	October, 1999
		Costa and Galápagos Islands	May, 2000

In this same legal dispositon and with resolution No. 2543 of October 1993, the use of the series of coursebooks "Our World Through English" (OWTE) was authorized, along with its corresponding didactic teacher's guides written by the CRADLE team. In addition to these two reforms, there are others which are stated in these same articles. Here is the literal translation of this document.

REPUBLIC OF ECUADOR

MINISTRY OF EDUCATION AND CULTURE

Section: CURRICULUM DEVELOPMENT

Agreement No. 2511

THE MINISTRY OF EDUCATION AND CULTURE

WHEREAS:

THAT the English language among others is considered an essential means of universal communication for the development of science and technology, and for the service of education, industry and commerce.

THAT in the context of the educational politics from 1992 to 1996, there is in process the **CURRICULUM REFORM FOR BASIC EDUCATION** in which the teaching and learning of the English language is considered.

THAT for the curriculum development of the subject, there has been organized a National Network of Provincial Coordinators and Teachers Resource Center of English in all the provinces of the country.

THAT the English Unit of the Ministry of Education and Culture, as part of its activities for the coordination of the development of the English Curriculum, is elaborating the series of coursebooks **OUR WORLD THROUGH ENGLISH** with the cooperation and coordination of the British government through its Mission in Ecuador; and,

IN USE of its faculties,

AGREES

Art 1. TO DETERMINE the five periods of class per week for English language instruction in secondary schools, executing this in a progressive way, starting in the academic periods of 1993-1994 in the Sierra and Oriente and in 1994-1995 in the Coast and in the Galapagos Islands.

Art 2. TO AUTHORIZE the compulsory experimental application of the series of coursebooks **OUR WORLD THROUGH ENGLISH** for the study of English in the six years of secondary school in the public and fisco-missional schools of the country.

Art. 3. TO ORDER that the English Unit, through the National Directorate of Planning and the DINACAPED, will be in charge of planning and organizing the training and evaluation of the project, and the use of didactic materials for the learning and teaching of this language.

Art. 4. TO CONTROL the application of the new system of formative and total evaluation of English in coordination with the English Unit and the Network of Provincial Coordinators.

Art. 5. TO ASSIGN RESPONSIBILITIES to the National and Provincial Supervision of Education regarding the control of teaching of the foreign language so that a high school that begins with the teaching of a determined language would continue with the program through the six years of secondary school.

Art. 6. TO ESTABLISH that in the transference of students of secondary level from one high school to another, the grade obtained in any foreign language which affects the promotion from one level to another will be transferable to the language of the corresponding school registration.

Art. 7. TO INTRUST to the National and Provincial Directorates of Education, through their specialized departments, the execution and application of the present agreement.

To be communicated in Quito on May 12, 1993.

Dr. Eduardo Peña Triviño,

MINISTER OF EDUCATION AND CULTURE.

1.3.2 Legal Disposition No. 746 (March 9, 2000)

Legal disposition No. 746, which follows, has been modified in some aspects from legal disposition No. 2511, in matters such as the implementation of English as an optional subject in elementary schools, the application of the series of coursebooks "Our World Through English" in the experimental and technical high schools for the study of the English subject, and the application of the National Exam for students of tenth year of Basic Education (Ciclo Básico) and senior students of high schools (Ciclo Diversificado). These modifications can be seen in the following literal translation of this document.

REPUBLIC OF ECUADOR

MINISTRY OF EDUCATION AND CULTURE

NATIONAL DIRECTORATE OF JURISTIC ASSESSORSHIP

Agreement No 746

SUBSECRETARY OF EDUCATION

WHEREAS:

THAT the Ecuadorian Education should respond to the demands of national and international development according to the economic, social and cultural reality of the country;

THAT the English language, among other meaningful studies, constitutes a fundamental means of universal communication for the development of science and technology to the service of education and integral human development;

THAT the National Directorate of Curriculum through the National Division of Foreign Languages, with the contribution of the National Directorate of Planning of

Education and the DINAMEP, have developed the CRADLE Project, an Ecuadorian-British bilateral-technical cooperation for the renewal of the Curriculum of English;

THAT in both legal dispositions No. 2511 of May 12, 1993 and No. 1944 of May 7, 1996, it is determined five class periods per week for English teaching in high schools, starting from 1993-1994 in the Sierra and Oriente and in 1994-1995 in the Coast and the Galapagos Islands, and the obligatory application of the series of coursebooks **OUR WORLD THROUGH ENGLISH**;

THAT the Curriculum Reform for Basic Education according to the Ministerial Resolution No. 1443 of April 9, 1996 sets up five class periods per week for English language instructions in eighth, ninth, and tenth years;

THAT in the Ministry of Education and Culture, the National Division of Foreign Languages has a network of trained funcionaries to promote the curriculum development of English in the Provincial Directorates, as well as the creation of Teachers Resource Centers with didactic materials to promote the professional development of English teachers; and,

IN USE of the faculties that confers the delegation granted by the Minister of Education and Culture, Sports and Recreation, by means of legal disposition No. 582 of March 01, 2000.

AGREES:

Art. 1. TO RATIFY the five periods of class per week for English language instructions in eighth, ninth and tenth years of Basic Education (Ciclo Básico) and in Bachillerato (Ciclo Diversificado).

Art. 2. TO APPLY, in an optional manner, the English language learning from first to seventh years of Basic Education in establishments that have the facilities and the specialized human resources.

Art. 3. TO RATIFY the compulsory experimental application of the series of coursebooks **OUR WORLD THROUGH ENGLISH** for the study of English in eighth, ninth and tenth years of Basic Education (Ciclo Básico) and Bachillerato (Ciclo Diversificado) of secondary schools in public and fisco-missional schools of the country, including the experimental and technical ones.

Art. 4. TO BE IN CHARGE of the National Division of Foreign Languages of the National Directorate of Curriculum, the planning and organization of training, the evaluation of the project and the use of didactic materials for the teaching and learning of this language through their departments in the Provincial Directorates of Education with the members of the project legally established in coordination with the DINAMEP.

Art. 5. TO CONTROL the application of the new system of formative and total evaluation of English, including the National Exam for students who conclude the tenth year of Basic Education (Ciclo Básico) and the third year of Bachillerato (Ciclo Diversificado).

Art. 6. TO ASSIGN RESPONSIBILITIES to the National and Provincial Supervision of Education regarding the performance of the five periods of class assigned to the English language learning in the eighth, ninth and tenth years of Basic Education (Ciclo Básico) and the first, second and third years of Bachillerato (Ciclo Diversificado).

Art. 7. TO ARRANGE that a high school that begins with the teaching of a determined foreign language continues with the program through the six years of secondary school.

Art. 8. TO ESTABLISH that in the transference of students from one educational institution to another, the grade obtained in any foreign language which affects of the promotion from one level to another will be transferable to the language of the corresponding school registration.

 Art. 9. TO DETERMINE that the Plans and Programs for the English subject

elaborated by the National Division of Foreign Languages and approved by this Ministry have an oficial character.

Art. 10. TO ASSIGN RESPONSIBILITIES to the National Directorate of Curriculum through the National Division of Foreign Languages regarding the study and approval of all didactic materials for the teaching and learning of foreign languages.

Art. 11. TO INTRUST to the National and Provincial Directorates of Education, through their specialized departments, the execution and application of this agreement.

To be communicated in the city of San Francisco of Quito, Metropolitan District, on March 9, 2000

Gabriel Pazmiño Armijos
Subsecretary of Education

1.4 Didactic Material of the CRADLE Project

One of the objectives of the CRADLE Project was to produce appropriate and affordable didactic material for English language learning and teaching, taking into account some aspects such as the price of the coursebook, student' and teacher' s needs and methodology.

As we have stated, Ecuadorian ELT professionals worked with the British government to shape up the CRADLE Project. Thus, a team of over 20 Ecuadorian national and regional project coordinators was selected and trained in universities of Great Britain. This CRADLE team produced the didactic material to be used in all public high schools in Ecuador.

This didactic material contained:

- a six coursebook series called "Our World Through English" for students

- didactic teacher's guides

- audio material

The coursebook OWTE was written and produced in Ecuador to be used in Ecuadorian high schools. For the production of this coursebook, the CRADLE team took into consideration a clear, wide view of socio-economic and cultural contexts of the country and the student' and teacher's needs in clasroom situations. For this reason, the topics refer to Ecuadorian culture to arouse the student's interests and keep them motivated for English learning.

OWTE is based on the view that people use language for communication. There are different purposes in communication, but the purpose of asking and giving information is central. Many Ecuadorians, especially students, want to use English in their higher level education and their jobs.

The teacher's guides are distributed free of charge to teachers attending Orientation Courses for the Curriculum of the English Language, organized by the Division of Foreign Languages (DIEX) and held in all provinces of the country. The teacher's guides help teachers to prepare their lessons.

The audio material is available for teachers in the Teachers Resource Center (TRC) in each province through the Provincial Coordinator.

1.5 Achievements

In order to evaluate the impact of the New English Curriculum Reform in Ecuador, the British government created a commission of professionals from within the Ministry of Education and the Catholic University. This commission was supported by the Principal Adviser in Education of the Department of Ultramar of Great Britain.

The main actions of the evaluation process of the project included, among others, meetings with the authorities of the Ministry of Education and Culture, class observations, the evaluators' attendance of the Sixth Annual Meeting of National and Provincial Coordinators and facilitators of the CRADLE Project, meetings with authorities of the universities that train English teachers, and meetings with National Coordinators of the project.

According to a document published on the official website of the Ministry of Education and Culture of Ecuador (MEC) and the Procedures Handbook for the CRADLE Project, the CRADLE team has considered the following achievements:

1. Legal bases were established for the process of change to the new curriculum through several resolutions and legal dispositions.

2. The New English Curriculum, with five periods of class per week, has been implemented in 95% in public high schools. The results obtained were from

1992 to 2007, with the participation of 800,000 students and some 5,000 English teachers in the project.

3. The project has also moved to include a 60% of private high schools.

4. English learning was introduced as an optional subject in Basic Education.

5. A new course (study program) was established, based on the communicative view of the language, and a vision of the learner as the center of the process.

6. "Our World Through English", a series of six culturally and methodologically appropriate coursebooks, was produced; teacher's guides, audio material, and material for testing and exams in addition, were produced. Didactic material, informative magazines, and pamphlets were published and distributed without cost by the Ministry of Education in cooperation with the private sector.

7. Training Courses were also an important achievement. Five National Coordinators obtained their Master's degree. Thirty-two Provincial Coordinators studied Postgraduate courses in Great Britain. Another 70 Provincial Coordinators were trained in Language Improvement and Methodology Courses in order to train better Ecuadorian English teachers. In addition, the DIEX produced the following modules of training for English teachers:

a) Orientation Courses/Methodology Workshop: (15 hours) aimed at orienting teachers on the implementation of the New English Curriculum, and

familiariazing them with the use of the coursebook "Our World Through English".

b) <u>Language Improvement Modules</u>: (30 hours) designed to improve the teacher's language competence.

c) <u>Testing Workshops</u>: (6-15 hours) short practical courses aimed at developing teacher's knowledge and skills in the implementation of a National Exam. These modules have been implemented for all provinces of the country. Training was provided for Provincial Coordinators by the DIEX through Annual General Meeting workshops.

8. The elaboration and printing of guiding material "Procedures Handbook for the CRADLE Project" was accomplished by the network of National and Provincial coordination.

9. National Exam was established for students of high schools of the tenth year of Basic Education and senior students of high school of the country.

10. Teachers Resource Centers and Mini-Teachers Resource Centers with specialized libraries were opened.

11. The establishment of a network of Provincial Coordinators, with the National staff and the National Director of the project, was also accomplished.

12. Contacts with universities were formed.

After the positive results of the evaluation, the Ecuadorian and British governments have considered it necessary to consolidate the English Curriculum Reform in all areas of the project and to continue working an extensive program of training. The British government through the British Council and the Embassy in our country has continued helping to the development of the project through the following contributions:

1. Postgraduate Courses in Hillderstone College (England) for four Provincial Coordinators of the project in these provinces: Guayas (2), Pastaza (1) and Pichincha (1).

2. Contract and payment of British writers for the production of specialized coursebooks for students, didactic teacher's guides and audio material for the areas of Computing, Tourism, and Administrative Assistance in high schools that have these careers.

3. Training of 500 English teachers in the province of Pichincha.

4. Training of National and Provincial Coordinators in specialized courses (Summer Course and Evaluation) in Bogotá, Colombia.

5. Economic and technical support for the publication of the pedagogical magazine *ETC* which is distributed free of charge to English teachers in all levels of education in all the country.

6. Meetings and invitations to all coordinators of the Teaching Knowledge Test Course (TKT), authorities of the Ministry of Education, and professionals involved with the CRADLE Project for the celebration of the 15 years of the project in the House of the British Embassy (November 2007).

1.5.1 Evaluation of the achievements

The commission of professionals of the Ministry of Education, the Catholic University and the Principal Adviser in Education of the Department of Ultramar of Great Britain took into account the following scale to evaluate the impact of the New English Curriculum Reform in Ecuador.

This commission suggests the use of the following scale to evaluate the achievements with relation to the objectives of the CRADLE Project.

1= It has been completely achieved

2= It has been highly achieved

3= It has been partially achieved

4= It has been achieved to a certain level

5= It can not be achieved

x=It is very early to judge the achievement

The qualification given by this commisison to this evaluation was of *2*; that is, the objectives have been *highly achieved*.

CHAPTER II

Theories and Methodologies

2.1 The Constructivist Theory

Constructivism is a broad theory that can be applied to many fields of study, such as philosophy, psychology, epistemology, etc. Our concern in this investigation is to focus on Constructivism in education. From the educational stand point, Constructivism states that the process of learning is carried out by an active learner who constructs and/or reconstructs ideas and concepts within a social context.

Characteristics of the Constructivist Theory

The main characteristics of Constructivism are

1. The learner is responsible for his own learning; he should be an active individual in the learning process.

2. The learner must have an organized and structured previous knowledge to give special meaning to the new information.

3. The teacher's principal function is to be a facilitator in the process of the learner's construction of knowledge. He should allow his learners to investigate, discover, compare and share their ideas.

2.1.1 Contributions

Contributions to this theory include the works of Jean Piaget, Lev Vygotsky and David Ausubel. Although they state it with different theoretical focuses, they all conceived the idea that knowledge is constructed actively by

the individual everyday, and it is not taken from the environment passively.

We are going to mention each theorist's contributions to Constructivism, and how they conceive the individual's cognitive development.

Jean Piaget

Jean Piaget states in his Cognitive Development theory that an individual is formed of schemas (physical and cognitive structures) which serve as the base for the development and formation of other, more complex schemas in the individual's cognitive development. The individual is born with these schemas, which Piaget calls simple schemas. While the individual evolves everyday, he receives more logic and abstract information which serve to manipulate new information. In this process of cognitive development, Piaget identifies two cognitive processes called *adaptation* and *organization*.

Adaptation is a dual process by which the individual fits to the environment through *assimilation* (the acquisition of new information), and *accommodation* (the change of the cognitive structures of the individual). The interaction between *assimilation* and *accommodation* produces a dynamic process called *Equilibration*, which is the relationship between prior knowledge and new information or concepts to create new knowledge. Successive equilibria allow changes in the learner's cognitive structures, resulting in learning. If *assimilation* and *accommodation* do not make a connection, the individual will enter a state of cognitive disquilibrium (no relationship with the information).

Organization is a process of categorization, systematization and coordination of the cognitive structures, wherein learners order and classify new information.

According to Piaget, *adaptation* and *organization* are *invariants* which are present in every individual. The cognitive structures or schemas are also *variants* because they differ from one person to another; this means that each individual develops a unique cognitive structure. So Piaget concludes that learning is an internal process in which the individual participates actively, by acquiring, modifying and constructing new structures which become more complex every time.

Lev Vygotsky

Lev Vygotsky is associated with the Social-historical theory. He focuses on the importance of social interaction, language and culture as essential parts in the cognitive development. He emphasizes the great influence of culture and social contexts on learning.

Like Piaget, Vygotsky believes that the individual is born with basic schemas which later evolve and become superior ideas or concepts. He names the basic concepts *spontaneous* concepts and superior concepts as *scientific* concepts. The former emerge from the individual's own reflection on everyday experience. The latter, in contrast, are originated from the instructed activities in the classroom that gradually create in the learner more logically defined concepts through interaction with the environment. These *scientific* concepts undergo a substantial change, depending on the learner's ability to comprehend

the adult's model. Vygotsky states that while the scientific concepts come in contact with the cognitive structures, the *spontaneous* concepts reduce their intensity, allowing the *scientific* concepts internalize in the learner's mind.

This process of change from *spontaneous* to *scientific* concepts happens first, on a social scale (interpersonal) and later on an individual scale (intrapersonal). In the social scale, the individual receives help from people (teachers, parents, classmates, friends, etc.) which is vital for learning. Vygotsky mentions the term *scaffolding*, which is the function that represents this help. This process happens in what Vygotsky calls the *Zone of Proximal Development* (distance between the real development, determined by the learner's ability to solve a problem independently, and the level of potential development, determined by solving a problem with the adult's guide). In this way, the learner constructs his own knowledge individually but at the same time socially. The individual interacts with others with the use of language. As we mentioned before, language plays an important role in cognitive development because it is the main means by which adults transmit information to children.

As we have seen, the social interaction has repercussions on the individual's cognitive development, as stated by Vygotsky. The learner does not create knowledge from its beginning because aside from receiving it, he modifies, constructs or reconstructs and finally, he internalizes knowledge that an adult transmits to him.

David Ausubel

David Ausubel contributes to Constructivism with his *Meaningful Learning Theory*. *Meaningful Learning* is carried out by a process of

assimilation: the incorporation of new information or concepts in a close relation with the knowledge existing in the learner's cognitive structure in a meaningful way. According to Ausubel, *assimilation* can lead to learning in three ways: 1) when the learner operates mentally with the exposed information in order to provide additional meaning, 2) reducing the probability of forgetting the information and 3) making it easy to retrieve.

One way to help the process of *assimilation* is through the "idea map" technique. These idea maps help the comprehension of the contents that the learner has to learn in order to connect them with the already existing ones. The construction of idea maps helps students and teachers get the meaning of the materials and contents to be learned. (Maldonado, 106).

Factors that Contribute to Meaningful Learning

- The new information or material to be presented has to be substantially meaningful (to be associated deeply with the previous knowledge).

- The learner must have a *disposition for learning* (the habit of relating new information with the previous, usefully and meaningfully).

- The manner of presentation of new information or material is significant. Ausubel suggests the following: 1) to present the general ideas before the specific ones, 2) to keep in mind the correct definitions of the terms to be used, 3) to enumerate similarities and differences among the ideas and 4) to give the learners the opportunity to express the ideas with their own words.

It is indispensable to keep in mind that in the learner's cognitive structure, there are previous contents and knowledge which are vital for learning according to Ausubel. The previous knowledge plays an important role in learning, when it is correctly structured and when it is highly significant. Meaningful Learning occurs when the learner relates new information or concepts to previous knowledge about real-life situations. Consequently, a teacher must know and analyze the concepts the learner posseses in order to prepare his lessons.

According to these theorists, one could say that the individual is neither a product of environment, nor a simple result of his internal aptitudes; but that he is his own construction, which is developed day by day as a result of the interaction between these two factors.

The theorists' contributions to Constructivism are summarized in the following ideas in the educational field.

- Learning is a constructive internal process that is subjective and personal.

- Learning is facilitated by the interaction with others.

- Learning is a reconstruction of cultural ideas and concepts.

- Learning depends on cognitive, emotional and social development, and on the learner's pre-existing cognitive structures.

- The starting-point for learning is the previous knowledge of the individual.

- Learning is an internal re-organization of cognitive structures.

- Learning is successful when the new and the previous knowledge interface and when there is a cognitive disequilibrium, allowing the incorporation or internalization of the information.

- Learning is a self-organization by the learner (he has the opportunity to generate his own questions and form his own hypotheses).

2.2 The Communicative Approach to Language Teaching

The *Communicative Approach* is a method of teaching a foreign language. Its main goal is to develop communicative competence in learners, using the target language. It has been developed by applied linguists in rejection of traditional methods which gave priority to grammatical competence as the basis of language proficiency. The knowledge of structures and vocabulary are important, but not enough to allow the use of language in communication. People must know how to use language appropriately in a social context.

2.2.1 Background

During the seventies, there was a growing dissatisfaction among foreign language teachers and traditional methodologists due to the scarcity in producing satisfactory results in teaching and learning a foreign language. This is the case of the Grammar-Translation and Audio-Lingual methods, which supported language teaching through basic structures only. Learners tried to learn a language just by memorizing short dialogues, repeating and imitating

the teacher's pronunciation. So the learners were able to structure sentences correctly, but they were often communicatively incompetent. Applied linguists attempted to improve the teaching of foreign language through a functional and communicative approach, rather than relying on the mastery of grammatical structures alone.

2.2.2 Theories of Language that Support the Communicative Approach

The *Communicative Approach* starts from a theory of language as communication. Its purpose is to train learners to use language for communication. Therefore, this method attempts to reach a process of natural acquisition of language in the classroom, proposed by Stephen Krashen and Tracy Terrell in their theory, the *Natural Approach*. The Communicative Approach focuses mainly on meaning rather than on form.

According to Krashen, acquisition of a foreign language can take place only when people understand messages in the target language. He differentiates two terms in his theory: *learning* and *acquisition*. *Learning* is a conscious process, relating to the knowledge of the grammatical rules of a language. *Acquisition*, by contrast, is an unconscious process, similar to when a child begins to speak his mother tongue without explicitly knowing grammar. To achieve this process of acquisition satisfactorily, learners must receive *comprehensible input* (a part of a foreign language that learners listen or read in the classroom). This *comprehensible input* should be a little beyond the learners' level of competence in the target language. Krashen suggests that learners should be exposed to *comprehensible input* most of the time as an

important step to the acquisition of a language. While the teacher provides input to learners, they are in a silent period called by Krashen *internalization* (period of attention to the language that they hear before they try to produce it). Therefore, learners should not be forced to speak until the appropriate time. If a teacher forces them, there might be a "mental block" produced by tension.

The *Communicative Approach* follows the principles of the *Natural Approach*, teaching learners to develop the communicative abilities through activities where they can use language in real situations. Thus, this method attempts to develop what the sociolinguist Dell Hymes refers to as *communicative competence*. In his phrase "there are rules of use without which the rules of grammar would be useless", he means that a competent language user should not only know the grammar and vocabulary of a language but also be able to apply that linguistic knowledge appropriately in a social context. It means to know when, where, how, for what and to whom we address our speech.

Henry Widdowson, in his concept of *Communicative Language Teaching*, suggests that we cannot exclude linguistic competence (knowledge of grammar of a language). He states that linguistic competence and communicative abilities have to be developed at the same time in the classroom. To support this concept, Widdowson distinguishes two aspects: *usage* and *use* of a language. *Usage* is the knowledge of grammatical rules whereas *use* is the ability to apply these grammatical rules in a social context. It is necessary to develop these linguistic abilities in order to achieve communicative competence of the target language.

Another linguist, Michael Canale, has suggested that communicative competence has four components: grammatical, discourse, sociolinguistic, and strategic[1].

The *Communicative Approach* follows a syllabus based on *notions* and *functions*. In general terms, *notions* represent abstract concepts (space, time, location) and specific concepts (context or situation where people communicate), while *functions* are the purposes for which utterances of a language are used. For example, "shopping" will need some language functions such as asking for prices or features of a product and bargaining.

2.2.3 Essential Principles of the Communicative Approach

a. Authentic language. - Language (target language) is used in real social contexts. This authentic language can be found in authentic materials, e.g. magazines, newspapers, job advertisements, weather reports, etc. Through the use of authentic materials, learners are given opportunities to develop strategies for understanding language.

b. One function can have many different linguistic forms.- For example, to make a suggestion, the learner can choose one of these forms: You should...,

---

[1] "Grammatical competence, that is, how to use grammar, syntax and vocabulary of a language. Discourse competence; that is, how to interpret a larger context and how to construct longer stretches of a language so that the parts make up a coherent whole. Sociolinguistic competence, that is, how to use language appropriately in different situations, knowledge of rules of politeness, etc. And strategic competence, that is, how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of language, and how to learn more about language in the context". The National Capital Language Resource Center, Washington, DC. "Teaching Goals and Methods, Goal: Communicative Competence". Internet. www.nclrc.org/essentials/index.htm Access: August 15, 2009.

Why don't you..., You'd better..., I think you should... The student must be able to choose the most appropriate one, according to the social context and the roles of the interlocutors.

c. Errors are tolerated.- Errors are seen as a natural outcome of the development of communicative skills. The learner's success is determined as much by his fluency as by his accuracy. Constant correction is unnecessary and even-counter-productive.

d. Teacher's role.- The teacher is a facilitator. In an EFL classroom, the teacher is an advisor, a monitor and a co-communicator.

e. Learner's role.- Learner is communicator, trying to express his own ideas and opinions. He learns to communicate by communicating. The *Communicative Approach* is a learner-centered method where the learner is the center of the process; and therefore, he is responsible for his own learning.

f. Communicative activities.- All the activities done in the classroom have a communicative intent. According to Morrow (Johnson and Morrow, 1981), in order to be truly communicative, these activities have three features: *information gap*, *choice* and *feedback*. *Information gap* states that a learner communicates in order to get information he doesn't know. In communication, users of language have a *choice* of what to say and how to say it. True communication takes place when the speaker and listener understand what each one wants to communicate. But if not, one must provide reinforcement

(*feedback*) to the other.   In this way, learner uses language through communicative activities such as games, role plays and problem-solving tasks.

g. Communicative interaction.- This encourages a cooperative relationship among learners and gives them the opportunity to work on negotiating meaning. Effective interaction occurs when learners work in small groups.

h. Fluency and accuracy.- The learner's success is determinated as much by his fluency as by his accuracy. Fluency is a natural and spontaneous language use without pauses and hesitations.

2.2.4 Techniques of the Communicative Approach

a. Information Gap

In real communication people normally communicate in order to get information that they do not possess. In this technique, students perform tasks through which they exchange information that one student knows and that the other does not know.

b. Language Games

The students find this technique enjoyable. If this is properly designed, it will give students valuable communicative practice. Students work in pairs. Student A and student B exchange information, ask and answer questions, or compare pictures to discover missing information.

c. Role-Play

In this technique, students are assigned roles to perform a scene where they use information or clues given by the teacher. The use of language in a real context is an important aspect for the development of the communicative competence.

d. Critical Thinking Skills

Student's minds should be involved in activities where he can reason, analyze, criticize, etc. so getting some part of the target language implicitly. Problem-solving is one activity, among others, of this technique.

e. Retrieving Text Order

In this technique, the activities are performed by the students in order to achieve cohesion and coherence of the language for an effective communication. These activities can be scrambled sentences or picture strip stories.

f. Group work/Pair work

The activities of the *Communicative Approach* used in the classroom have a fundamental aspect in that they are designed to be perfomed in pairs or small groups. If the students work in groups, they will obtain the following benefits:

a) they can learn from hearing the language used by other members of the group.

b) their motivational level is likely to increase.

c) they will produce a greater amount of language than they would use in teacher-fronted activities.

d) they will have the opportunity to develop their fluency.

After we have revised the Constructivist Theory and the Communicative Approach, we conclude that they have similar ideas with respect to the process of learning. This theory and this method conceive the learner as the center of the process, while the teacher is a facilitator in the learner's construction or reconstruction of knowledge. In addition, their aim is to develop skills in learners. The Constructivist Theory suggests the development of critical thinking skills and the Communicative Approach the development of communicative skills for the use of the target language. In conclusion, they try to lead the learner toward meaningful learning, where he is an active subject, participating in the process of construction of his own knowledge in a social context.

CHAPTER III

SURVEYS

For our investigation, we needed to understand the use of the coursebook "Our World Through English" (OWTE) in the classroom. This coursebook is used for teaching the English language in public high schools in our city. In order to obtain this information, we worked with students and English teachers from several high schools who filled out a survey to obtain real information.

3.1 Background of the selected high schools

We selected twenty-four high schools to work with the surveys. These high schools are located in the center of Cuenca, in the countryside, and in two cantons: Paute and Gualaceo. These high schools have different schedules: in the morning, afternoon and night. The period of English classes varies from one high school to another, being five periods, more or even less. The length of the class period is of forty-five, forty or even thirty minutes per class (high schools with night schedules).

The list of the selected high schools is the following:

1. 26 de Febrero

2. Alfonso Lituma

3. Antonio Avila

4. Carlos Arízaga Vega

5. Checa

6. Chiquintad

7. Ciudad de Paute

8. Daniel Córdova Toral

9. Ecuador

10. Francisco Febres Cordero

11. Guillermo Mensi

12. Herlinda Toral

13. Industrial Ricaurte

14. Manuel Córdova Galarza

15. Manuel Corral Jauregui

16. Manuela Garaicoa de Calderón

17. Miguel Malo

18. Miguel Moreno

19. Nocturno "Francisco Tamariz Valdivieso"

20. Nocturno "San Francisco"

21. Nocturno "UNE del Azuay"

22. Octavio Cordero Palacios

23. Republica de Israel

24. Victor Gerardo Aguilar

3.2 Questionnaire for students in the ninth and tenth years of Basic Education

The questionnaire was applied to a sample of 3,691 students from the ninth and tenth years of twenty-four public high schools of the province of Azuay. The questionnaire was given in Spanish because the students who answered it were from the Ciclo Básico.

The sample of the questionnaire for the students is as follows.

SURVEY FOR STUDENTS

Read the questions carefully and answer.

1. Mark with an X the following items of the coursebook Our World Through English (OWTE) according to your opinion.

	interesting	satisfactory	not satisfactory
Topics			
Activities			
Readings			
Dialogues			
Experiments			

2. What skills do you develop in class with the coursebook OWTE?

   a) Listening skills _____

   b) Reading skills _____

   c) Speaking skills _____

   d) Writing skills _____

3. What do you learn with the coursebook OWTE?

   a) Grammar rules _____

   b) To communicate _____

   c) Vocabulary _____

   d) Others _____

   Please specify_____

4. How many hours do you practice role-plays in class?

    a) 5 hours per week   ____

    b) 4 hours per week   ____

    c) 3 hours per week   ____

    d) 2 hours per week   ____

    e) 1 hour per week   ____

    f) 0 hours per week   ____

5. How many hours do you work in pairs o groups in class?

    a) 5 hours per week   ____

    b) 4 hours per week   ____

    c) 3 hours per week   ____

    d) 2 hours per week   ____

    e) 1 hour per week   ____

    f) 0 hours per week   ____

6. When you use English to communicate, your teacher uses the following techniques to correct mistakes:

    a) Teacher corrects every time you make mistakes.   ____

    b) Teacher takes notes and corrects at the end of your participation. ____

    c) Teacher takes notes, explains and corrects mistakes at the end of the class.   ____

d) Teacher never corrects mistakes. _____

7. Your teacher speaks English in class...

    a) 100 % _____

    b) 75 % _____

    c) 50 % _____

    d) 25 % _____

    e) 0 % _____

8. Your teacher shows the meaning of the vocabulary through...

    1. the English language:

        a) context of the reading ___

        b) visual material (pictures, flashcards, drawings, etc.) ___

        c) mimes or/and gestures ___

        d) explanation in English ___

    2. translation:

        a) teacher translates the vocabulary ___

        b) use of dictionary ___

3.2.1 Analysis of the responses to the students' survey

In this process of gathering information, students were asked to answer eight questions. Questions one, two and three were related to the coursebook OWTE and questions four, five, six, seven and eight were related to their teacher's management in the classroom. The answers of the questionnaire were analized and represented in graphs.

In question one, we wanted to find out the student's level of motivation about the items of the coursebook. The students were asked to mark the items according to their opinion. The items were topics, activities, readings, dialogues and experiments. They had three options: *interesting*, *satisfactory* and *not satisfactory*. *Interesting* means important; *satisfactory* means pleasant and *not satisfactory* means not pleasant. We show one graph for each item.
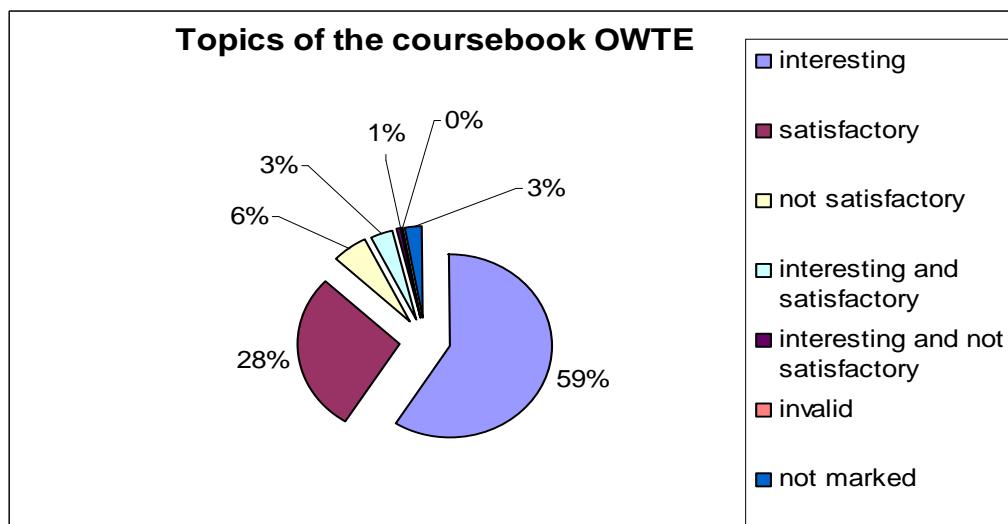
Graph No. 1

Title: Topics of the coursebook OWTE

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

As we can see in the graph, the students considered *topics* as interesting with a percentage of 59%, followed by satisfactory and not satisfactory. Students also marked at the same time the options interesting & satisfactory (as much important as pleasant) in 3% and interesting & not satisfactory (important but not pleasant) in 3 %.

**Activities of the coursebook OWTE**

■	interesting
■	satisfactory
□	not satisfactory
□	interesting and satisfactory
■	interesting and not satisfactory
■	invalid
■	not marked

0% 0% 3% 10% 3% 35% 49%
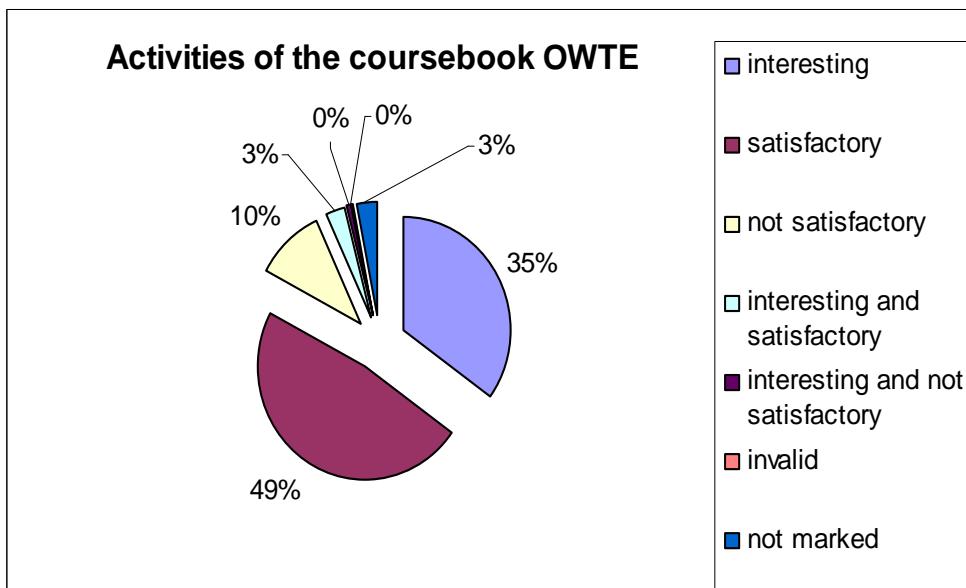
Graph No. 2

Title: Activities of the coursebook OWTE

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Graph 2 shows us that the *activities* presented in the coursebook OWTE are 49% satisfactory, followed by the option interesting, not satisfactory and interesting & satisfactory (important and pleasant) respectively.
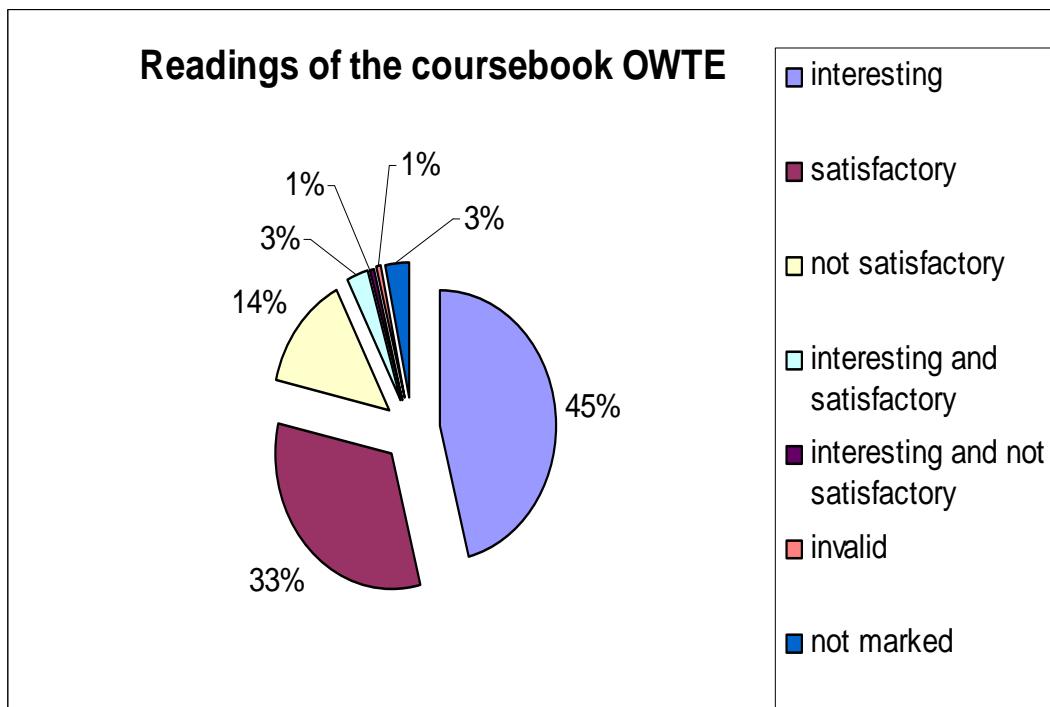
Graph No. 3

Title: Readings of the coursebook OWTE

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In the graph 3, students considered the *readings* to be interesting with a percentage of 45%, followed by satisfactory and not satisfactory.
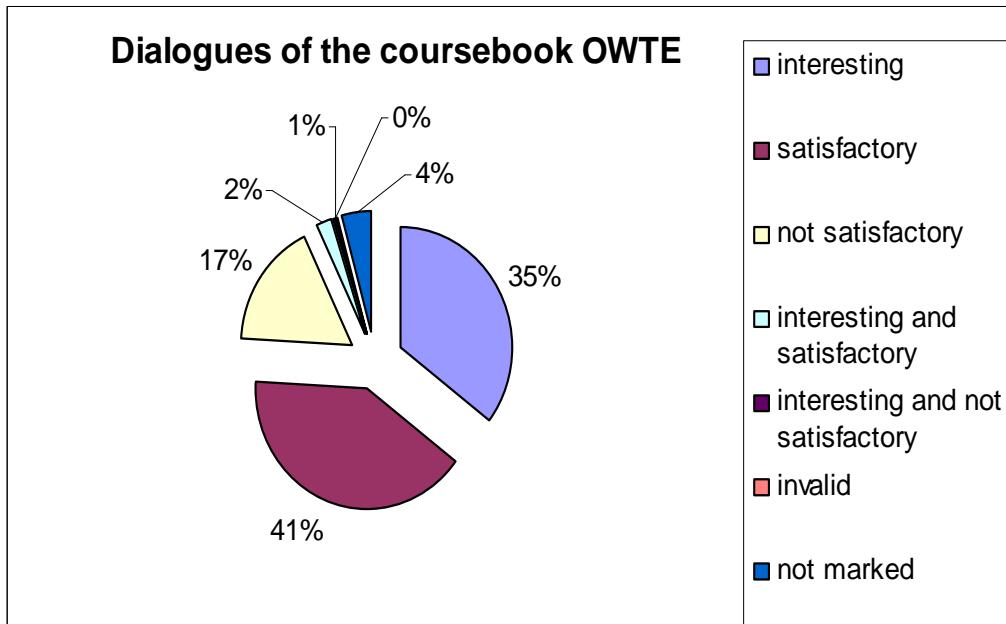
Graph No. 4

Title: Dialogues of the coursebook OWTE

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In this graph, we see that the *dialogues* are considered to be satisfactory with a percentage of 41%, followed by interesting and not satisfactory.

Experiments of the coursebook OWTE

- interesting
- satisfactory
- not satisfactory
- interesting and satisfactory
- interesting and not satisfactory
- invalid
- not marked

1% 0%
3%
15%
48%
29%
4%
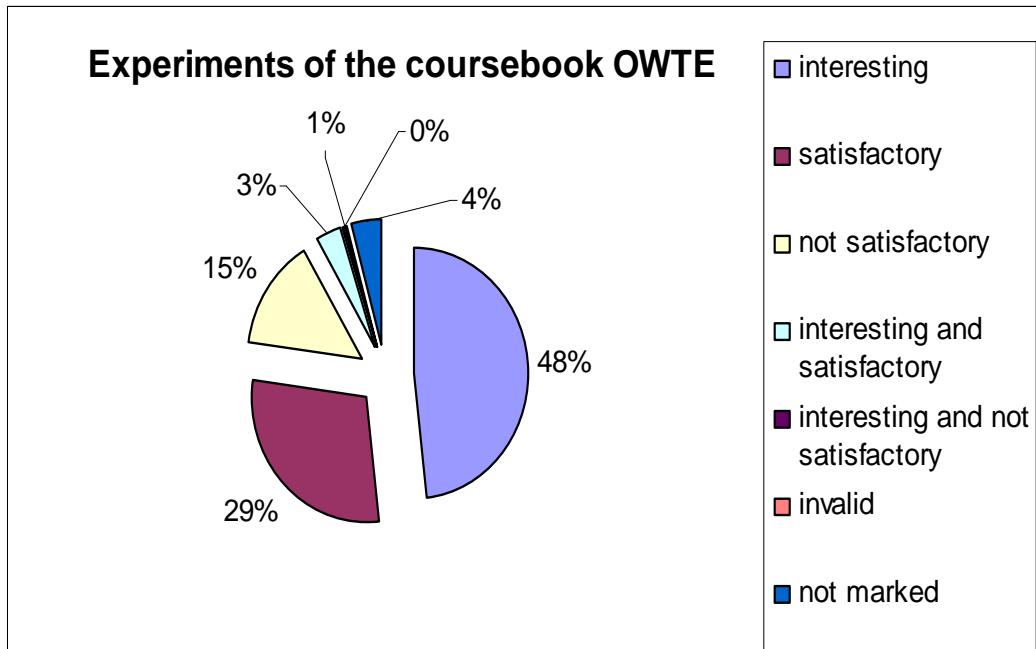
Graph No. 5

Title: Experiments of the coursebook OWTE

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In the last graph related to question one, students marked the *experiments* as interesting, with a percentage of 48%, followed by satisfactory and not satisfactory respectively.

In question two, we wanted to verify whether or not the coursebook accomplishes its main purpose, to teach communicative competence through means of linguistic competences: listening, speaking, reading and writing. We can see in the graph that all the skills are being developed inside the classroom, with little difference among the percentages.

What skills do you develop with the coursebook OWTE?
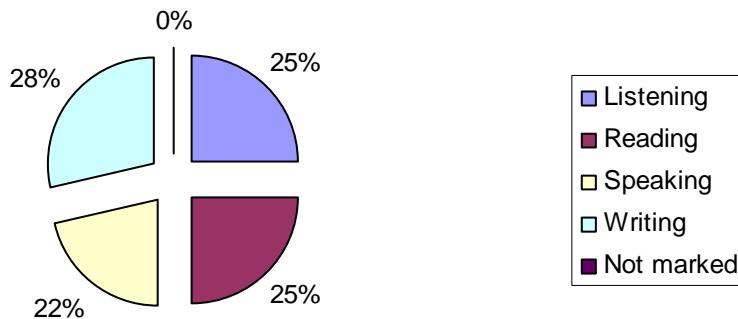

Graph No. 6

Title: What skills do you develop with the coursebook OWTE?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

According to the CRADLE Project, this coursebook follows a functional-communicative syllabus. In this question, we wanted to verify it. The graph indicates that students learn more *vocabulary*, with a percentage of 43%, followed by the options *to communicate* and *grammatical rules*, respectively.

What do you learn with the coursebook OWTE?
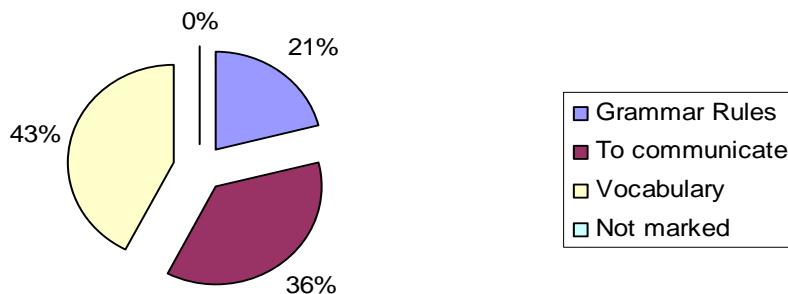
Graph No. 7

Title: What do you learn with the coursebook OWTE?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Role-play is an important technique to help students develop communicative competence, so we wanted to find out how many hours teachers use role-plays in their classes. As we can see in the graph, the time spent in role-play activities is quite low. 30% indicate that role-plays are performed between 0 and 1 hour per week.

How many hours do you practice role-plays in class?
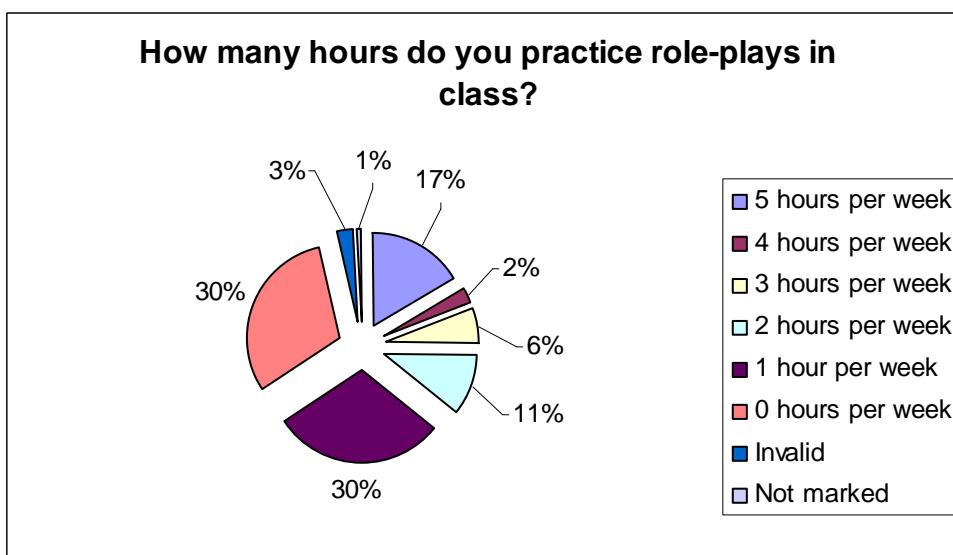
Graph No. 8

Title: How many hours do you practice role-plays in class?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Interaction among students is essential to acquire a language. This graph shows the hours that teachers let students work in pairs or groups. 47% indicate that students only work in groups one hour per week.
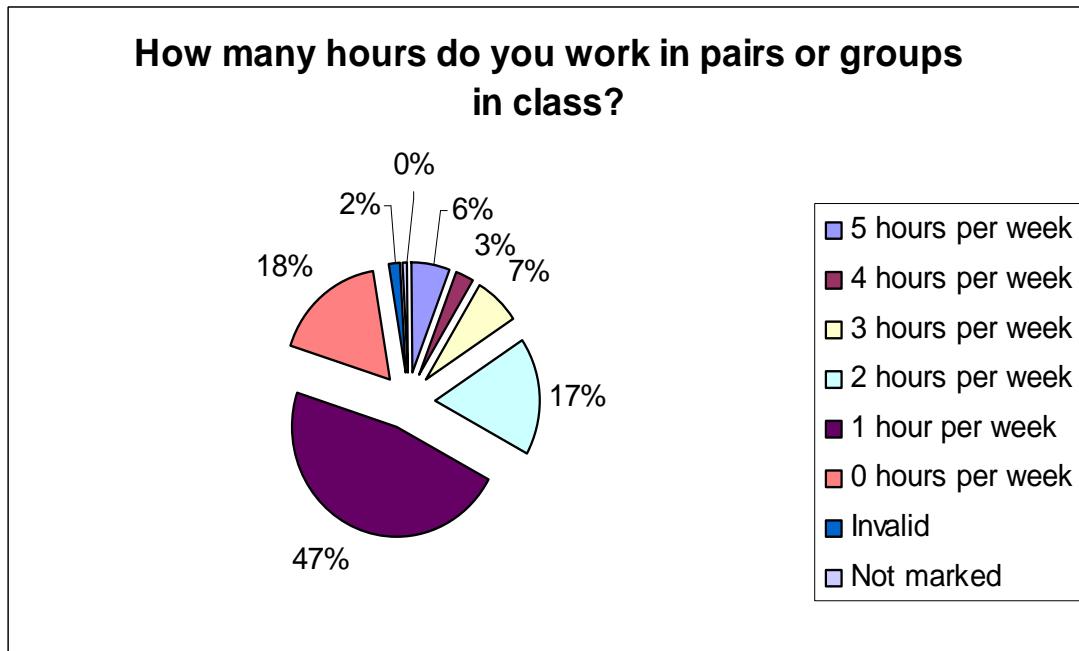

Graph No. 9

Title: How many hours do you work in pairs or groups in class?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In the next question, we wanted to know which technique the teachers use to correct students' mistakes while they try to communicate. 61% indicate that teachers make corrections every time students make mistakes.

**Which techniques does your teacher use to correct mistakes?**

2% 1%
11% 0%
25%
61%

- Teacher corrects every time
- Teacher takes notes and corrects later
- Teacher takes notes, explains, and corrects at the end of the class
- Teacher never corrects
- Invalid
- Not marked
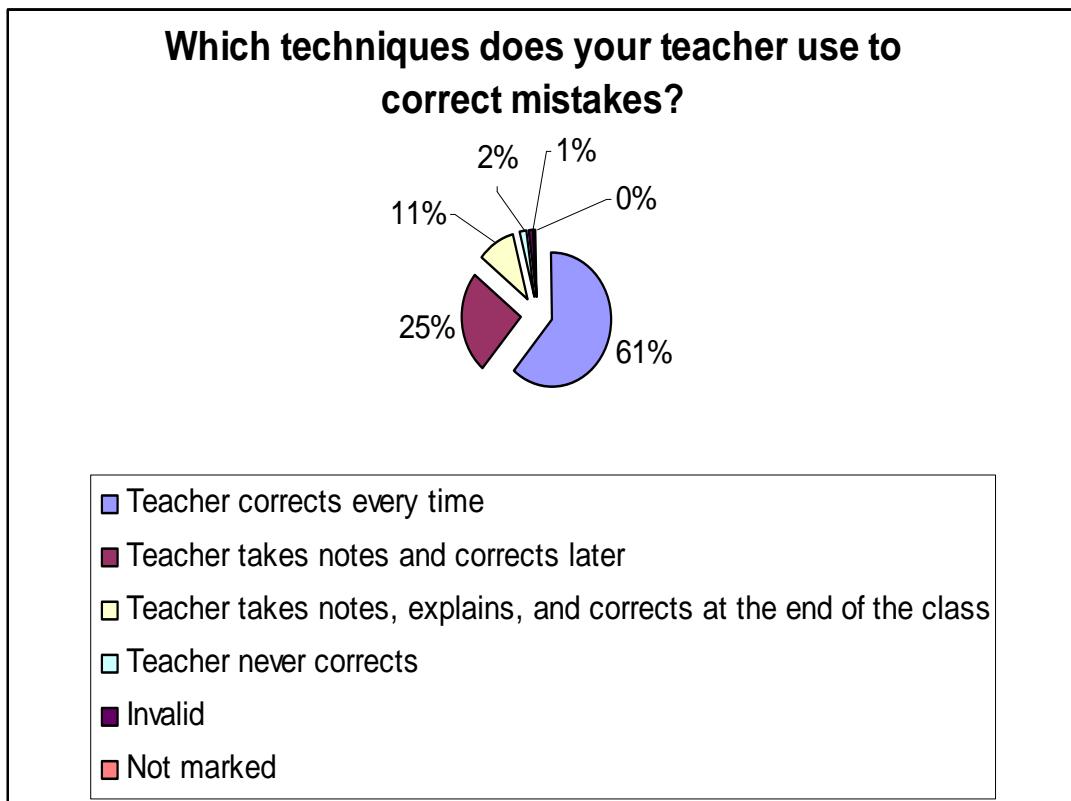
Graph No. 10

Title: Which techniques does your teacher use to correct mistakes?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Students acquire a foreign language when they are exposed most of the time to the target language. This graph shows that 44% teachers use English during their classes in a 75%. It could be said that teachers almost always use the target language in the class.

**Your teacher speaks English in class...**

■	100%
■	75%
□	50%
□	25%
■	0%
■	Invalid
■	Not marked
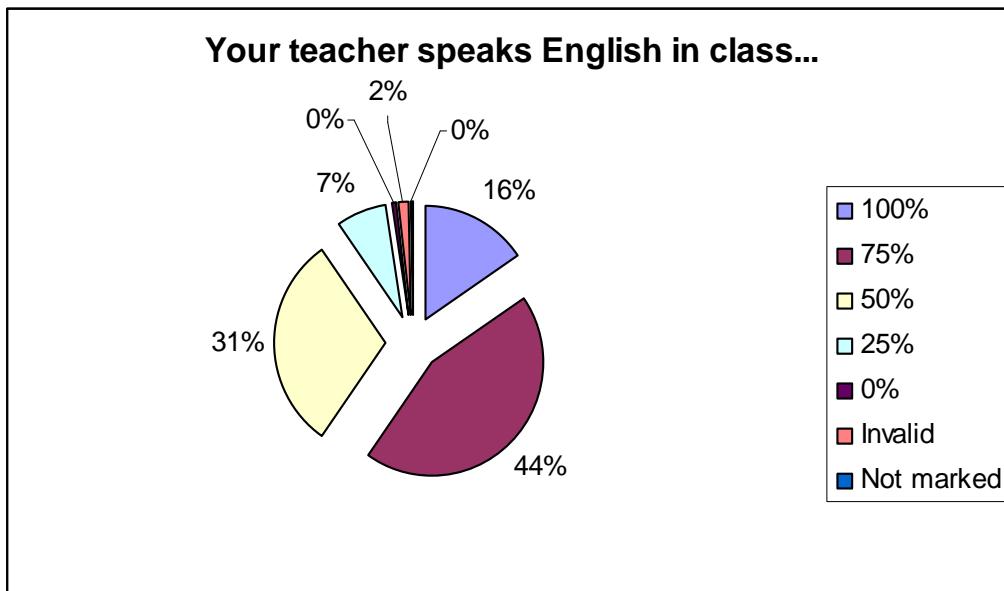
Graph No. 11

Title: Your teacher speaks English in class...

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In the last question, we asked how teachers present vocabulary in the classroom. This graph indicates that the most commonly used technique is *translation by the teachers*, with 27%.

Your teacher presents vocabulary through...

- context of the reading
- visual material (pictures, flashcards, drawing, etc)
- mimes or/and gestures
- explanation in English
- translation by the teacher
- the use of dictionary

16% / 9% / 9% / 18% / 27% / 21% / 0%
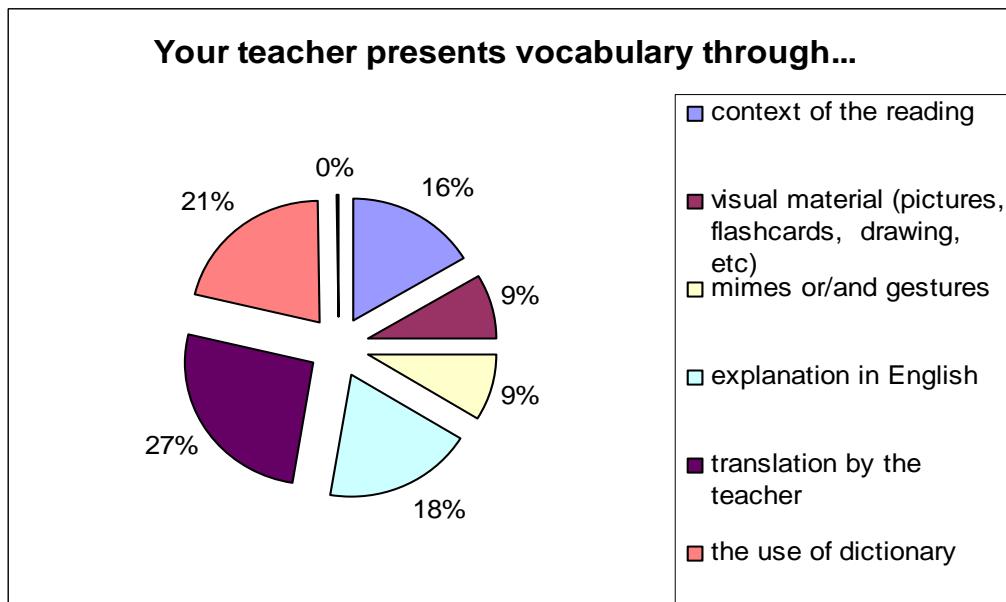
Graph No. 12

Title: Your teacher presents vocabulary through...

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

3.3 Questionnaire for English teachers

The questionnaire was applied to a sample of 64 English teachers from the twenty-four high schools mentioned above.

The sample of the questionnaire for the teachers is as follows.

SURVEY FOR ENGLISH TEACHERS

Read the questions carefully and answer.

Section A: Coursebook Our World Through English (OWTE)

1. Do you think the topics of the coursebook OWTE motivate students to learn the English language?

   Yes _____   No _____

   Why? _____

2. Do you think the new items in the third edition of the coursebook OWTE motivate students to learn the English language?

   Yes _____   No _____

   Why? _____

3. According to the contents of the coursebook OWTE, it teaches...

   a) grammar _____   b) vocabulary _____

4. According to the activities of the coursebook OWTE, does it provide students with opportunities to communicate?

   Yes _____   No _____

5. Which skills does the coursebook OWTE help students develop?

   a) Listening _____   c) Reading _____
   b) Speaking _____   d) Writing _____

6. Which activities does the coursebook OWTE present in order to augment student's oral production?

   a) Role-plays   _____

   b) Descriptions   _____

c) Narrations _____

d) Others _____

Please specify _____

7. The coursebook OWTE follows a ... syllabus.

a) grammatical _____   b) functional-communicative _____

8. What is your opinion of the topics of the coursebook OWTE related to the culture of our country in terms of learning of English?

a) Appropriate _____

b) Inappropriate _____

c) Slightly appropriate _____

Why? _____

9. Does the coursebook OWTE offer real communicative situations to the students to improve their English learning?

Yes _____   No _____

Section B: Methodology

10. How do you present the vocabulary of each unit?

1. Through the English language:

a) in context of the reading _____

b) visual material (drawings, pictures, flashcards, etc.) _____

c) mimes or/and gestures _____

    d) explanation in English   _____

2. Through translation

    a) teacher translates the vocabulary   _____

    b) use of dictionary   _____

11. Which activities do you use to encourage the student's oral production?

    a) Role-plays   _____

    b) Descriptions   _____

    c) Narrations   _____

    d) Others   _____

        Please specify _____

12. You present grammatical structures through...

    a) context of the reading   _____

    b) readings   _____

    c) explanation of the grammatical rule   _____

    d) others   _____

        Please specify _____

Section C: Training

13. Do you attend the training workshops that the CRADLE Project offers teachers?

    Yes _____   No _____

    Names of the workshops _____

14. How do you rate these workshops?

a) Very good _____   b) Good _____   c) Bad _____

Why? _____

Section D: Other issues

15. Are you familiar with the Teachers Resource Center (TRC) created by the CRADLE Project?

Yes _____   No _____

Where is the TRC located in Cuenca?

_____

Do you have access to it?

_____

16. Do you receive extra didactic material for your classes from the CRADLE Project?

Yes _____   No _____

Please write the types of extra didactic material.

_____

Comments or suggestions about the coursebook OWTE.

_____
_____

Thanks for your collaboration.

3.3.1 Analysis of the responses to the teachers' survey

In this questionnaire, English teachers were asked to answer four sections; section A related to the coursebook OWTE; section B related to the teacher's methodology; section C was about teacher's training and section D refered to some issues of the CRADLE Project.

The answers obtained from the questionnaire were analized and represented in graphs. Some questions required personal criteria from teachers.

Section A: Coursebook Our World Through English

In question one, we wanted to find out the level of motivation that exists among the students from the teachers' point of view. 66% think that the topics really motivate their students to learn English. According to them, the topics are dynamic, varied and updated, presenting important information about our culture, other countries, and other issues like health, environment, general culture, etc. 27% state that are topics that do not motivate students because they do not have a meaningful sequence, that the characters are boring, and some of them think that the topics are not appropriate for students' ages.

Do you think the topics of the coursebook OWTE motivate students to learn the English language?
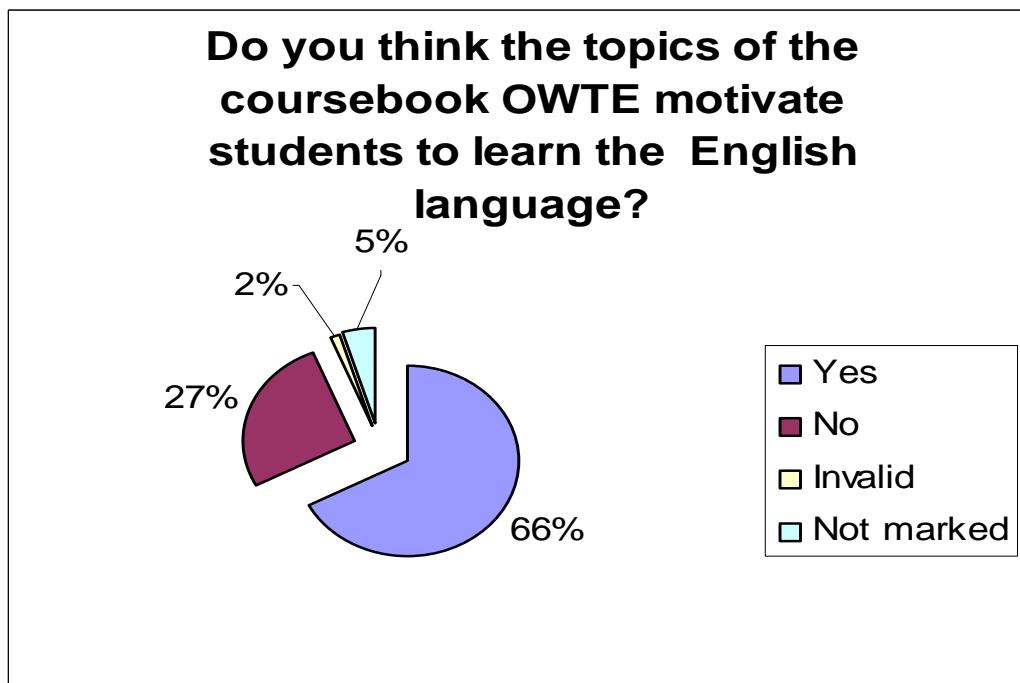
Graph No. 13

Title: Do you think the topics of the coursebook motivate students to learn English?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

The next graph shows the answers about the teachers' opinions with respect to the implementation of new items in the coursebook; for example, *Checking my progress.* 60% of teachers state that the new items motivate students to learn English, while the other percentage mentions that they are just other elements which are not remarkable in any way.

Do you think the new items in the third edition of the coursebook OWTE motivate students to learn the English language?

17%

23%

60%

- Yes
- No
- Not marked
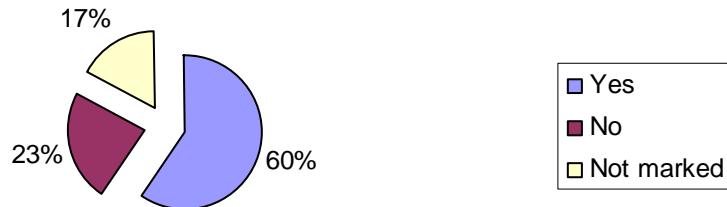
Graph No. 14

Title: Do you think the new items in the third edition of the coursebook OWTE motivate students to learn the English language?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

in question three, 47% of teachers confirm that the coursebook OWTE, according to its contents, teaches *vocabulary*, followed by *grammar*.

According to the contents of the coursebook OWTE, it teaches...

6%

22%

25%

47%

- Grammar
- Vocabulary
- Both
- Not marked
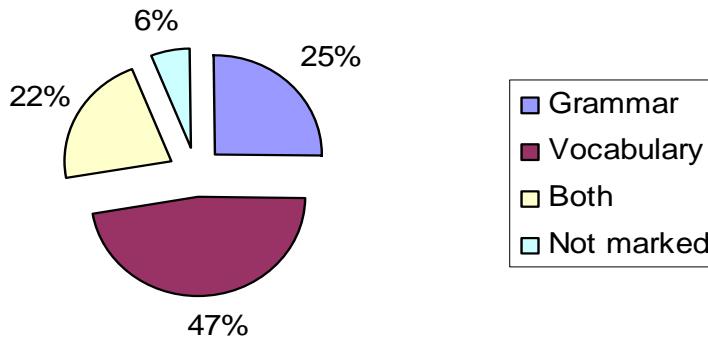
Graph No. 15

Title: According to the contents of the coursebook OWTE, it teaches...

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In this graph, we can see that 60% of teachers confirm that the coursebook, according to its activities, offers opportunities to communicate.

According to the activities of the coursebook OWTE, does it provide students with opportunities to communicate?

- 8%
- 2%
- 23%
- 67%

Legend:
- Yes
- No
- Invalid
- Not marked
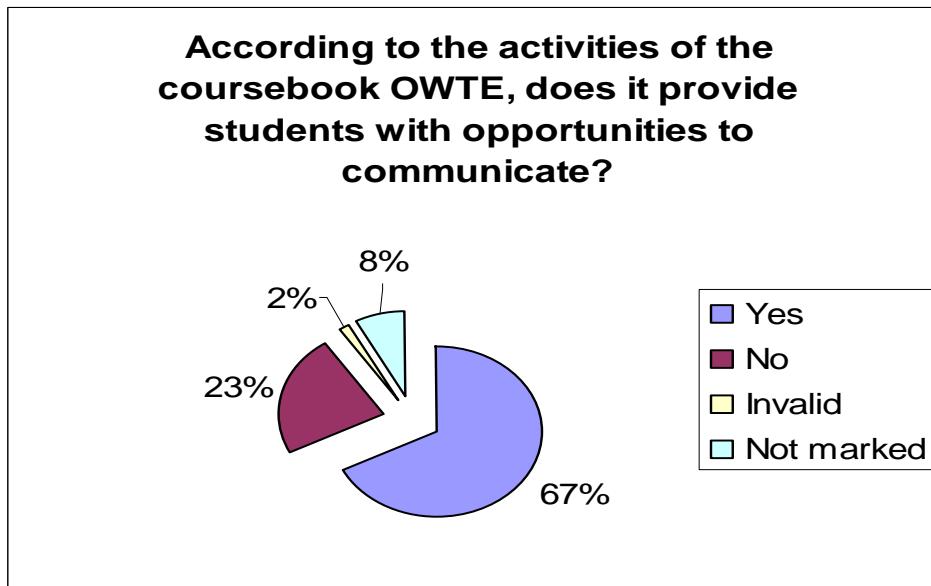
Graph No. 16

Title: According to the activities of the coursebook OWTE, does it provide students with opportunuties to communicate?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In this question, teachers stated that the coursebook OWTE helps to develop the four skills, but with a slight difference of percentages among them.

Which skills does the coursebook OWTE help students develop?

21%	28%
26%	25%

■ Listening
■ Speaking
□ Reading
□ Writing
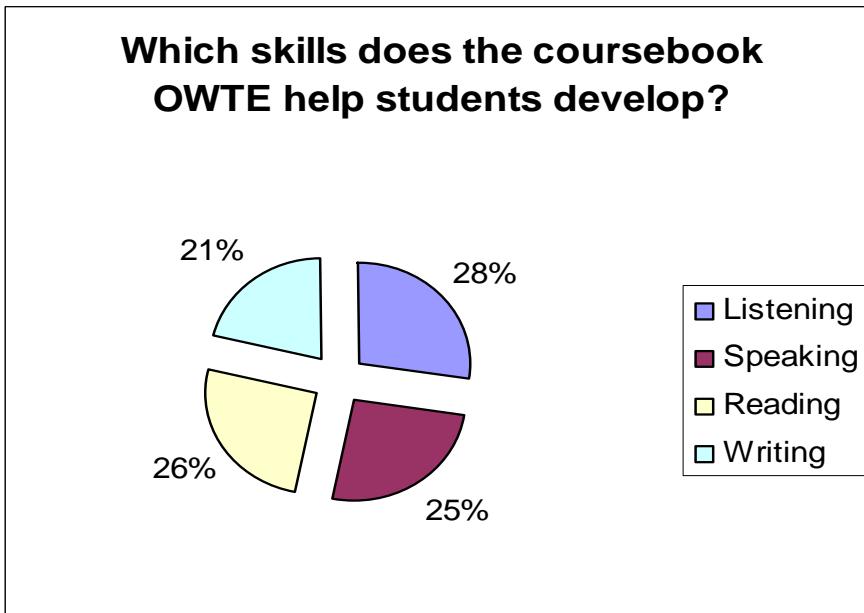
Graph No. 17

Title: Which skills does the coursebook OWTE help students develop?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In the next question, we wanted to know which activities the coursebook offers in order to augment students' oral production. 38% of teachers confirm that the coursebook presents more activities with descriptions, followed by the *other* options. In the *other* options, 12% of teachers mentioned that there are other activities in the coursebook, such as questions and answers between teachers and students, songs, games and giving instructions.

Which activities does the coursebook OWTE present in order to augment student's oral production?

- Role-plays
- Descriptions
- Narrations
- Others
- Not marked

15%
2%
12%
33%
38%
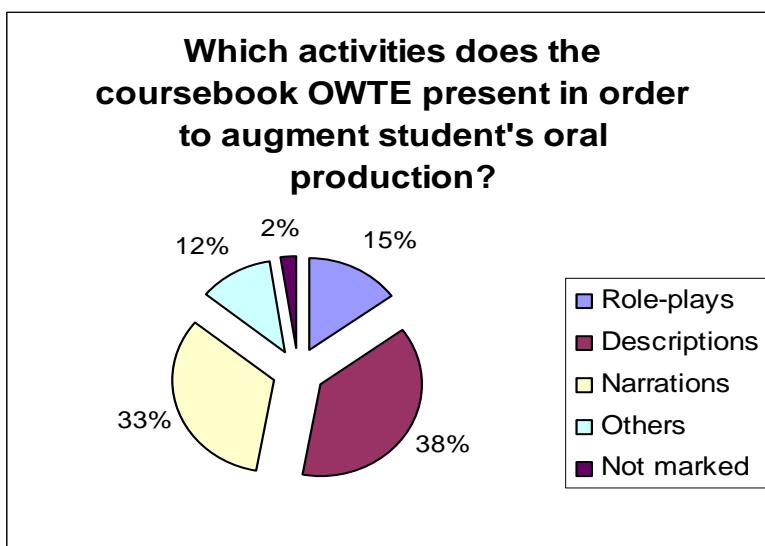
Graph No. 18

Title: Which activities does the coursebook OWTE presen t in order to augment student's oral production?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

According to the philosophy of the CRADLE Project, the coursebook follows a functional-communicative syllabus. In this question, we wanted to verify this. The graph shows 58% for functional-communicative, followed by grammatical and the final percentage for both.
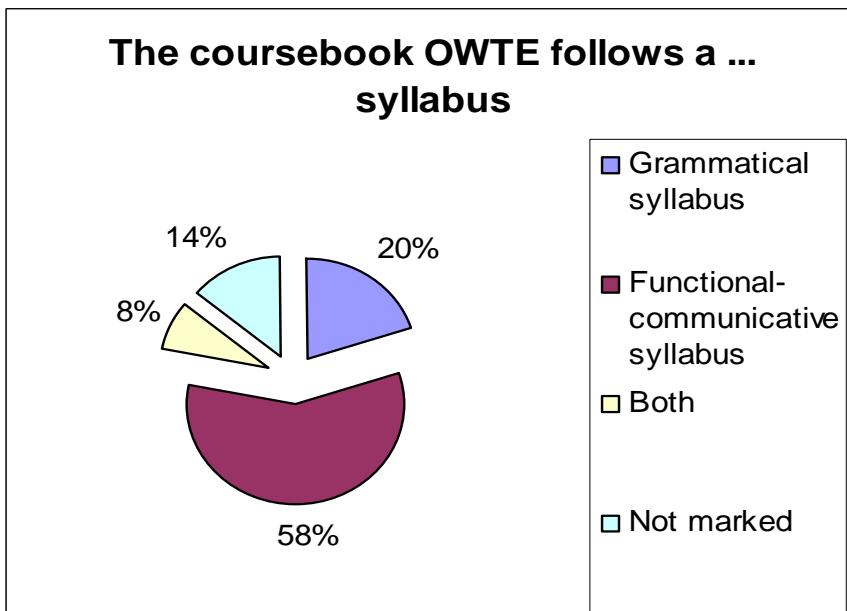
Graph No. 19

Title: The coursebook OWTE follows a ... syllabus.

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

The next graph shows whether or not the topics of the coursebook, based on the culture of our country, effective for learning English. 64% state that the topics are appropriate for these reasons: topics are interesting for students, pictures are recognizable, students are familiar with the social context and some topics are tied to certain areas of learning, such as Social Science, History, etc.

What is your opinion of the topics of the coursebook OWTE related to the culture of our country in terms of learning English?
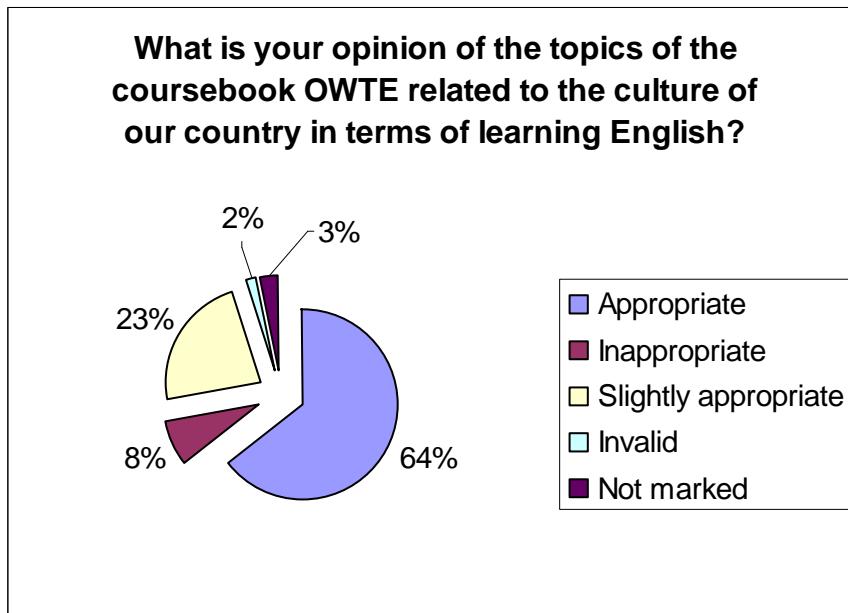
Graph No. 20

Title: What is your opinion of the topics of the coursebook OWTE related to the culture of our country in terms of learning English?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

The aim of this question was to see if the coursebook really offers real communicative situations to students (to develop mainly the speaking skills). 65% of teachers state that this didactic material (coursebook) offers real communicative situations.

Does the coursebook OWTE offer real communicative situations to the students to improve their English learning?

- Yes
- No
- Invalid
- Not marked

2% 8% 25% 65%
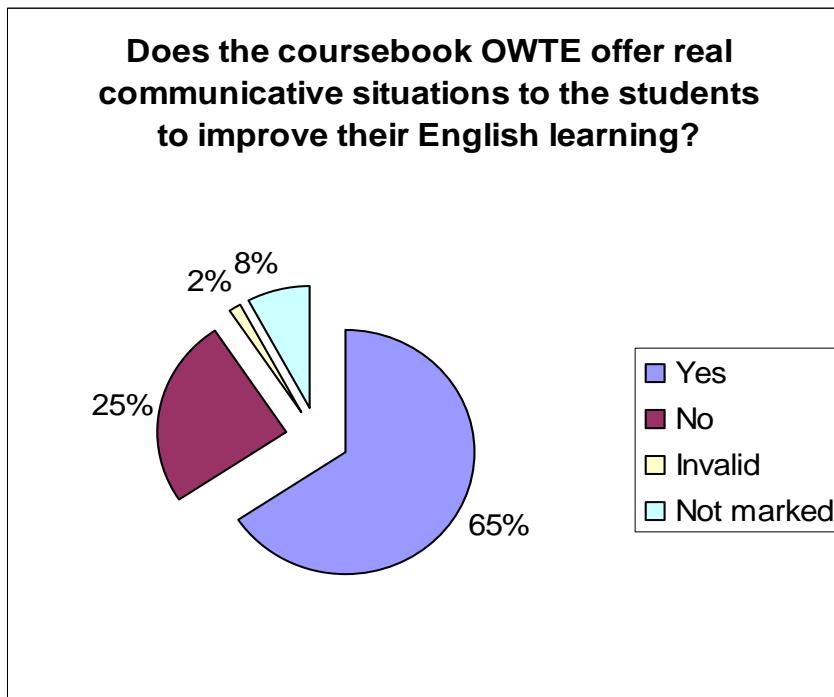
Graph No. 21

Title: Does the coursebook OWTE offer real communicative situations to the students to improve their English learning?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Section B: Methodology

There are many techniques which can be used to present vocabulary in the classroom. With this question, we wanted to know which technique is most commonly used by teachers. The graph shows that teachers present vocabulary through the use of the dictionary 22% of the time, followed by the other ones.
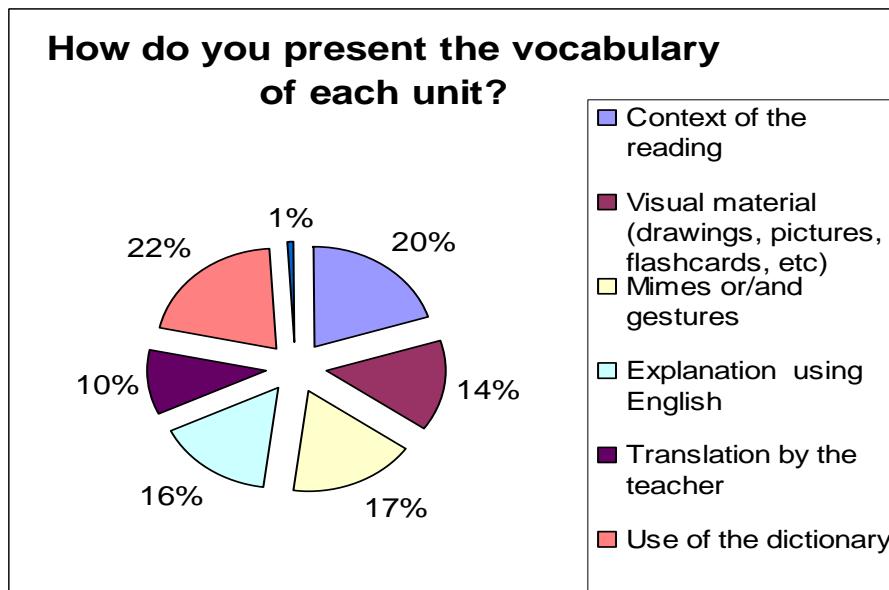
Graph No. 22
Title: How do you present the vocabulary of each unit?
Elaborated by: Elvia Chuisaca and Wilson Paucar
Date: February 22, 2010

In the next graph, we demonstrate the activities used by teachers for the students' oral production in class. As we can see *descriptions* are used by teachers 33% of the time, followed by *narrations* 26% of the time and *role-plays* 23% of the time. 16% mentioned other ways to encourage oral production; for example, instructions, questions and answers, songs and oral games.

Which activities do you use to encourage the student's oral production?

- Role-plays
- Descriptions
- Narrations
- Others
- Not marked
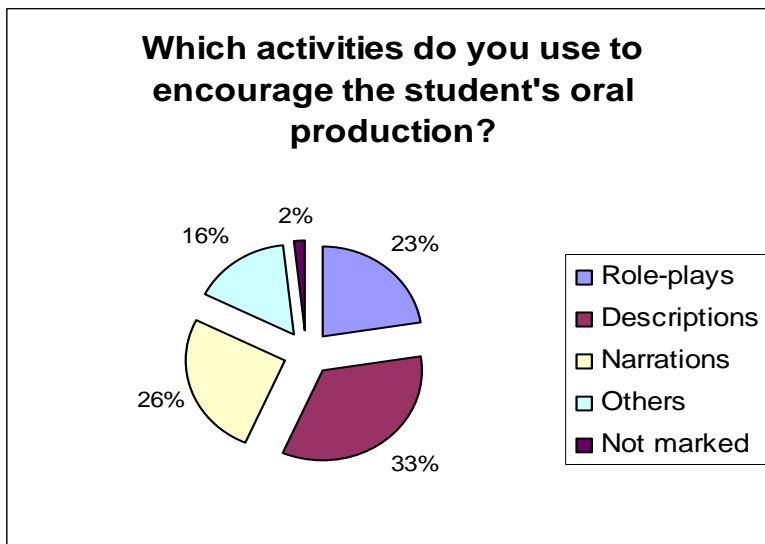
Graph No. 23

Title: Which activities do you use to encourage the student's oral production?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

There are various techniques that help teachers present grammatical structures, so in this question, we asked for the most commonly used techniques by English teachers. According to the graph, 40% use an explanation of the grammatical rule, followed by context (situation) and reading.
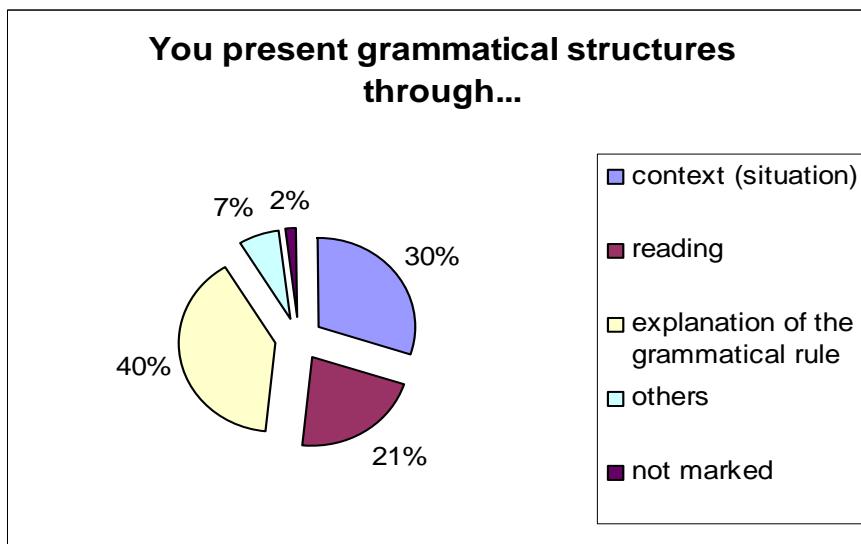
Graph No. 24

Title: You present grammatical structures through...

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Section C: Training

The teacher's training is an important aspect for the process of English learning and teaching. The CRADLE Project offers training workshops for English teachers. Therefore, we formulated this question to check the teachers' attendance to these workshops. As we can see in the graph, 63% assist. Teachers mentioned attending the following workshops: Teaching Techniques, Orientation courses, Methodology workshops, Revision courses, "How to teach English to Children", "Coherent Writing", Testing workshops, "Cooperative Learning", "Making OWTE more dynamic" and Language Improvement.

Do you attend the training workshops that the CRADLE Project offers teachers?

6%

31%

63%

- Yes
- No
- Not marked
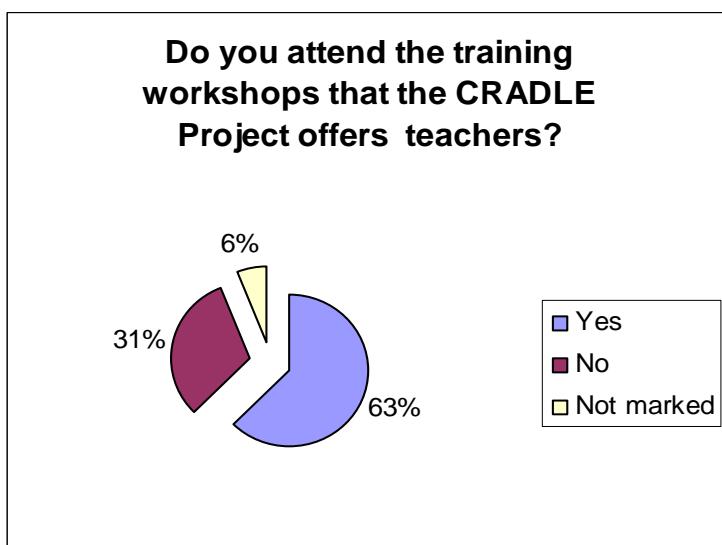
Graph No. 25

Title: Do you attend the training workshops that the CRADLE Project offers teachers?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

This question is related to the previous one. 63% of teachers who confirmed having attended the workshops gave their opinions about the workshops. A percentage of 49% stated that the workshops are *very good* because they update teachers on new methodologies for application in the

classroom, help teachers with information about the management and new modifications or changes to the coursebooks, and alleviate doubts that teachers have about the coursebook and its methologies and techniques.

A percentage of 43% stated that the workshops are g*ood.* According to teachers, these workshops are not totally based on the reality of teaching English in high schools; that people who give the courses give priority to teachers who use the English language fluently; and that there are too few hours to cover all the topics of the workshops. In addition, a percentage of 8% stated that courses are *bad* because they are not practical, people who manage the courses have a lack of training, and there are not enough support materials.

How do you rate these workshops?
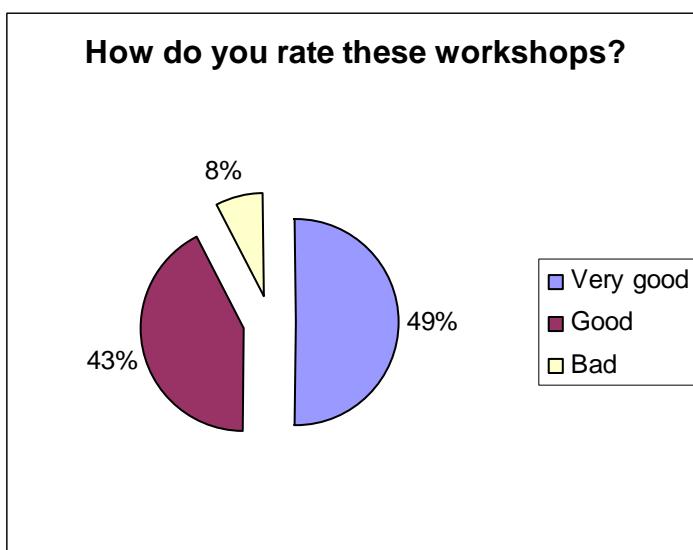
Graph No. 26

Title: How do you rate these workshops?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

Section D: Other issues

The Teachers Resource Center (TRC) is a small library for English teachers created by the CRADLE Project. In this question, we wanted to find out if teachers are familiar with this place here in Cuenca, and if they have

access to it. The graph shows that 55% of teachers are familiar with this small library, which is located in the Dirección Provincial de Educación del Azuay, while 53% confirm having access to TRC.
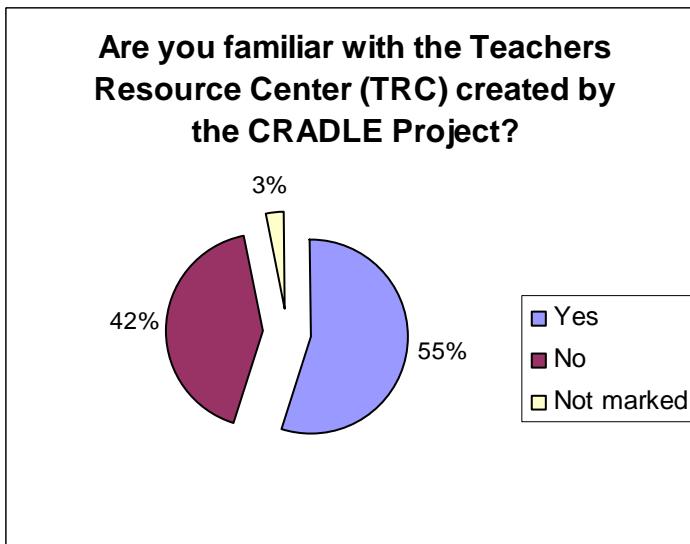

Graph No. 27

Title: Are you familiar with the Teachers Resource Center (TRC) created by the CRADLE Project?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010
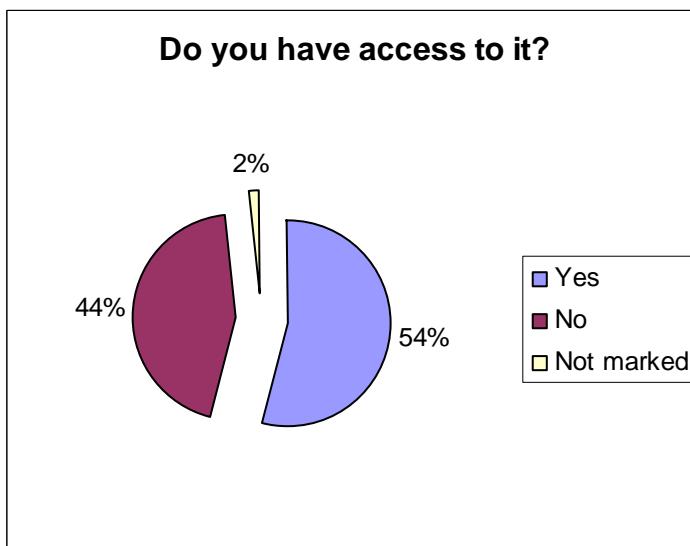
Graph No. 28

Title: Do you have access to it?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

In the last question of the questionnaire, we asked if the CRADLE Project supports teachers with extra materials for their classes.   60% of teachers confirm that they receive materials, such as pamphlets, the magazine ETC., a little book called "Colloquial English", flashcards, games, little stories and bingos.
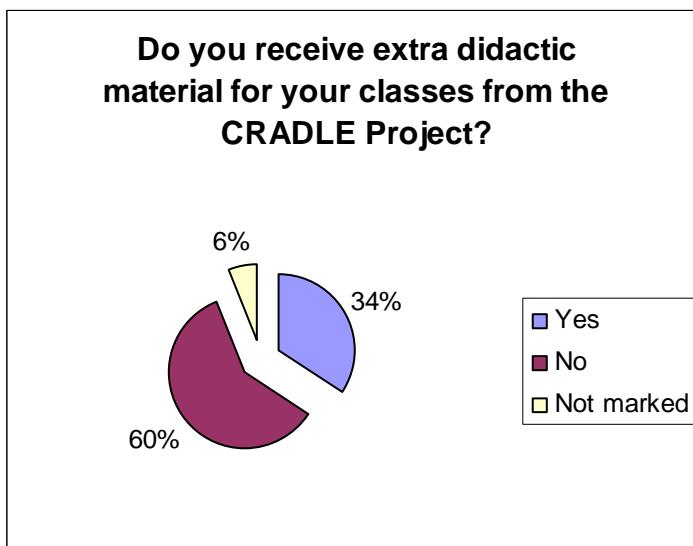
Graph No. 29

Title: Do you receive extra didactic material for your classes from the CRADLE Project?

Elaborated by: Elvia Chuisaca and Wilson Paucar

Date: February 22, 2010

At the end of the teachers' questionnaire, they wrote some comments and suggestions about the coursebook OWTE. They suggest the following:

- Grammar must be more extensive.

- The topics and exercises must be updated and appropriate for the students' ages. They must be checked because they have some mistakes in printing.

- Readings should be less extensive.

- There should be more speaking activities based on real-life situations.

- Units of the coursebook should be less extensive and follow a more appropriate sequence for teaching.

- A workbook should be created for students, as well as a special coursebook for night schools (opinions suggest that OWTE is too advanced for night schools), and visual material (videos).

- They also suggest the creation of a coursebook website, which would provide extra activities.

- The CRADLE Project should offer more workshops concerning grammar and vocabulary for teachers.

- There should be more workshops of training for teachers, and more didactic material (coursebooks and cd's).

Before closing this chapter, we want to make some observations, taken from talking to authorities, teachers and students. Students come from different levels of education, and this is a big problem for teachers. They face students that even have serious problems with the use of their native language. It is a hard work for English teachers because they cannot accomplish all the class plans that the CRADLE Project suggests they accomplish in the scholarly year.

Another observation is that not all teachers have a degree in the English language, but in other subjects, instead. In other cases, they just took some English courses or they traveled to other English-speaking countries for a couple of years. However, they are assigned as English teachers by the authorities of the high schools. This aspect is necessary to take into account since an English teacher should study the English language deeply and manipulate it correctly. In addition, they must know and use all the methodologies and techniques that will aid them in teaching.

The lack of importance placed on the English subject is other issue we must address. We noticed that some high schools do not accomplish the legal

disposition established by the CRADLE Project; that is, to work five English class periods per week. It means that these high schools have just three or four hours per week, especially in the Ciclo Diversificado, affecting the learning of English. In this way, it is imposible to accomplish the class plans designed for the scholarly year.

The last aspect is the number of students per class that is forty, forty-five or even fifty students. It is difficult to work in this way, as much for teachers as for students. The students do not learn, and the teachers cannot perform the activities of the coursebook; for example, role-plays or working in groups or pairs.

The CRADLE Project is improving the English language learning and teaching through the use of the coursebook OWTE. However, this process sometimes fails for many reasons, as we can see in the observations made above.

The information gathered from these surveys will be significant for the analysis in the next chapter, since we will have a wider point of view of the coursebook OWTE.

CHAPTER IV

Analysis of the coursebook series, <u>Our World Through English</u> OWTE, third edition (eighth, ninth and tenth year of Basic Education)

The CRADLE Project is one of the projects that the Ministry of Education and Culture has designed to improve the quality of education in Ecuador. Its aim is to innovate the process of English language learning and teaching by developing the student's communicative competence through linguistic competences, such as listening, reading, speaking and writing.

The coursebook Our World Through English (OWTE) is part of the process of curriculum change in the teaching of English produced by the CRADLE Project. It is a six coursebook series which is designed for students of public and private high schools for English language learning and teaching.

The investigation of our thesis carries us toward the analysis of the coursebook OWTE in its third edition. The objective is to find out whether the coursebook is appropriate or not for the process of English language learning and teaching in public high schools of Cuenca.

First, we will review some aspects of the coursebook OWTE in order to understand how they are treated. Then we will analyze them according to the Constructivist Theory and the Communicative Approach.

4.1 Point of view of language in the coursebook OWTE

Language is used as a means for communication in order to interrelate with others in social interactions. The coursebook Our World Through English

(OWTE) is based on this principle of language. There are different purposes in communication, but the purpose of asking and giving information is the central one in the course (study program) of the CRADLE Project. The student wants to use English in his higher education and in his jobs, and he also wants to manage the social function of language. OWTE aims to enable student to enter adult life with a firm basis of essential English and language learning skills.

4.2 Methodology

The methodology used in this course follows a functional-communicative approach through which the student develops linguistic competences: listening and reading (receptive skills), and speaking and writing (productive skills). This methodology concentrates mainly on teaching the student to receive and share information through the aforementioned competences in a narrow relationship, with aspects of socializing, and the development of values and sub-skills which are useful in the process of learning.

a) Teaching based on content and on development of competences.

The coursebook bases its content on different topics and real-life situations to develop the process of English language learning and teaching. The advantage of using real situations is that lessons are meaningful and therefore motivate the student. This methodology establishes solid links between the process of language learning and teaching, and other kinds of learning**.**

The curriculum design based on linguistic competences allows the student to develop essential communicative abilities in order to give and receive information in different situations and places.

b) Integration of language skills

The purpose of this methodology is to develop linguistic competences through the use of the skills, listening, reading, speaking and writing, in an integrated way. This means using a cycle of experiences in each activity. The student must have an initial receptive experience of listening to or reading a text about a variety of topics; he has to look for the meaning in what he listens to or reads. While he is listening or reading, his attention is controlled by the purpose for listening or reading. To have a purpose, or "need", helps him to understand and obtain the information that he needs. He takes notes correctly as he receives information.   After completing the receptive stage, the student continues on to the productive stage, where he uses notes to reconstruct the essential information that he has gotten, creating an oral response, and/or written text.

To develop the aforementioned linguistic skills, it is important to use those skills in the same manner in which they are presented in real life. For example, people listen and understand messages for a purpose, and not simply in order to repeat what they have heard in the same way.

c) Development of techniques of study and cognitive abilities

As part of the development of language skills, the methodology used by the coursebook seeks to develop sub-skills: cognitive skills and techniques for studying. These sub-skills are interrelated with language learning, such as

classifying, ordering in sequence, establishing hypotheses, inferring, deducing, elaborating charts, summarizing, interpreting and elaborating graphs.

4.2.1 Grammar Section

The selection of grammatical content is based on the language functions and on the topics of the coursebook. Grammar here is treated in a meaningful context to motivate the student. At the beginning, the student tries to use simple forms, and later more complex ones. The student experiences this grammar in situational and linguistic contexts at the same time as he explores information about a wide variety of topics.

Traditionally, the learning of grammar has been treated in a passive way and focused on grammatical forms and rules. In the New English Curriculum, the target language is used in a meaningful way, letting the student actively participates. Thus the student uses the language and deduces certain grammar points by himself.

4.2.2 Vocabulary Section

The vocabulary is focused on language functions in relation to the topics of the coursebook. This vocabulary is presented in context through meaningful texts (spoken or written) instead of lists of words. The course recommends that the teacher should not explain vocabulary before it is encountered in context. The teacher should encourage the student to work out meaning using all available resources. This includes the student asks for help from the teacher or classmates using the target language.

4.3 Teaching Resources

The complete course consists of a student's coursebook, a teacher's guide and audio material.

4.3.1 The student's coursebook

The student's coursebook OWTE is designed for one school year of study. In the third edition, coursebooks OWTE No. 1 and 2 are divided into 15 core units, and 12 core units in coursebook OWTE No. 3. Each coursebook includes a Grammar Practice section at the end. In addition, coursebook OWTE No. 3 includes a Checking My Progress section (at the end of each unit), with the objective of encouraging the student to reflect and evaluate the progress made in each unit.

The core units consist of 5 lessons each, divided into a number of tasks; each task has a number of teaching steps in the teacher's guide. Each core unit is designed to be covered in one or one and a half weeks with five class periods per week, providing time for review and evaluation; this implies that ideally 4 or 5 units (3 terms = 12 or 15 units) will be covered per term. However, the amount of time that a class group takes will depend on many factors, including previous exposure to English at primary level, general educational level, class size and length of class periods.

The Grammar Practice section of the student's coursebook is used in class as reinforcement of certain grammatical structures or as homework.

The coursebook also contains an appendix where the student can find a

list of irregular and regular verbs, subject pronouns, modal verbs, classroom language and rules for pronunciation practice of verbs.

4.3.2 The teacher's guide

The teacher's guide provides the following.

a. Introduction.

This consists of a brief presentation of some changes made in the third edition of the coursebook OWTE, the course components, the planning of the use of the materials, the philosophy of the coursebook, the skills cycle, and how the grammar, vocabulary, and examinations are treated.

b. General Teaching Tips

This section gives some advice about how the English language should be used in the classroom, some basic rules for pronunciation and intonation, some differences between American and British spelling, ways to organize the class in groups, and instructions for performing songs, rhymes and chants.

c. Language Objectives

In this section, there is an overview of each unit which contains indexes of grammar points, functions, vocabulary, skills development, curriculum links and general learning skills.

d. Detailed teaching notes for each unit

In this section, there are the objectives of the lessons for each unit, the steps to perform each task, the audioscripts, and possible production models for writing and speaking.

e. The Grammar section

This contains the answer to the exercises in the student's Grammar Practice section of each unit.

f. Test section for assessment for the student and test keys.

This section indicates how to apply the tests and how to correct the language skills. There are models of monthly and term tests.

g.   Appendix with language reference pages and core vocabulary list (this appendix is only in coursebooks OWTE No. 1 and 2).

h.   Audioscripts

Here is an example of a detailed unit in the teacher's guide.

UNIT seven — ENGLISH IN ECUADOR — Lesson 1
What Does it Mean?

Lesson objectives
- to increase students' awareness of the English around them
- to develop intensive listening skills

N.B. Please look at Lesson 5 in advance. Tell students what a scrapbook is (It is like a notebook used to stick in newspaper articles, notes, art works, etc. It can be made from some used paper or an old notebook). Ask them to bring their own scrapbook and some labels in English for that lesson.

Lesson 1

Task 1 Activating general knowledge

1 Tell students to read the task instructions. Check understanding.

2 Guide students to talk about the pictures. Write these cues on the board: *They are ..., It ...*

3 Accept students' responses.

A possible production model
They are signs in English.
They are very common, especially in big cities.
It means that English is part of our life now.
We need to understand English.

Task 2 Matching information

1. Draw some blank boxes on the board.

2 Clarify the task with the example. Say: *"Look at number 1. It says handicrafts. It is a place to buy weavings."* Point at the picture and the phrase as you speak.

3 Tell students to do the task individually.

4 Check the answers on the board.

Key
6 / 3 / 4
2 / 5 / 1

Task 3 Matching information

1 Copy the phrases on the board.

2 Demonstrate what the students have to do with the given example.

3 Tell students to do the task individually.

4 Tell students to check the task in pairs.

5 Ask a student to write the answers on the board.

Key
3 / 2 / 1 / 5 / 4

Task 4 Listening and completing a text

N.B. Check your pronunciation, stress and intonation with the tape/CD before teaching.

1 Copy the phrases on the board.

2 Play the tape/CD or read the first phrase. Complete it as an example.

3 Play the tape/CD or read Tapescript 25 as many times as necessary for the students to complete the phrases.

4 Ask a student to write the phrases on the board.

Tapescript 25 Some Phrases

Look at these T-shirts. Listen and complete the labels on them.

I love Ecuador. Take it easy. Just do it! Life is full of surprises. One step ahead. I survived!!

Key
1 Ecuador
2 easy
3 it
4 life
5 ahead
6 I

The teacher's guide leads the process of language learning according to the information it contains (mentioned above). It goes into detail and takes the teacher step by step through every stage of every unit, even telling the teacher what he has to say at each given moment. Thus the teacher's guide has a complete view of what, when and how to use the material in a systematic way, in order to reach the objectives of each unit and the course. This kind of teacher's guide could help an inexperienced or untrained teacher a great deal in how to use the student's coursebook.

4.3.3 Audio material

The audio material of the coursebook OWTE is available on a CD. The voices in the recordings come from British native speakers. The sort of English taught in OWTE is standard British English, appropriate to its global use at the beginning of the 21st century. The audio material follows the same order as it occurs in the student's coursebook.

Each student's coursebook has a CD which helps the student improves the listening skill (listening comprehension), pronunciation, stress, intonation and rhythm of speech. The CD is recorded at natural speed without any extraneous sound effects. This audio material is recorded in a studio by professionals. What is recorded on the CD is also available in printed form as audioscripts in the teacher's guide.

The CD has a cover which indicates the number of audioscripts with the number of the units, as well as the lessons and the titles of the audioscripts. It is organized in the following way:

a. The presentation

b. The number of the unit

c. The number of the audioscript

d. The number of the lesson

e. The number of the task

f. The instructions for each task

The CD for coursebook OWTE No.1 has 69 audioscripts.

The CD for coursebook OWTE No. 2 has 50 audioscripts.

The CD for coursebook OWTE No. 3 has 32 audioscripts.

CD 1
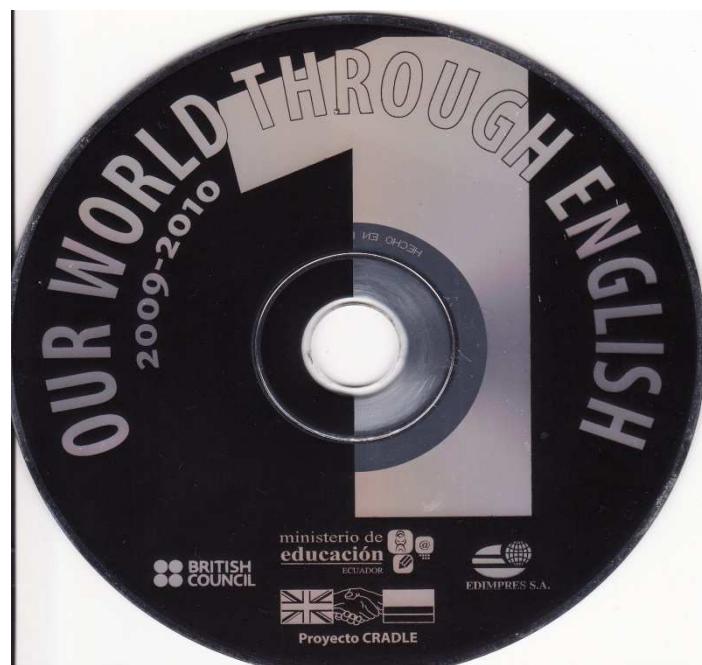
The CD contains readings, dialogues, descriptions, songs, chants and rhymes which helps the student develops his listening skills and sub-skills.

Through the content of this audio material, the student assimilates and accommodates the target language into his cognitive structures when he recognizes or familiarizes words or phrases during the listening activities about a certain topic. These words or phrases are recognizable to the student because he has had previous experience with them in early stages. The student relates these known words to what he hears from the audio material in order to give meaning. Then he internalizes the target language when he is able to develop listening sub-skills (completing notes, getting general and/or specific information, filling in the blanks, etc.) through listening tasks. Also, he internalizes the pronunciation, stress and intonation of the English language.

4.4 Supporting materials

For improving language learning, the coursebook OWTE provides visual material and tests.

4.4.1 Visual material

It is recommended that effective visual material in a coursebook be usable; that is, it should be possible to teach with it and through it. Coursebooks OWTE No. 1, 2 and 3 show pictures, photographs of real people and places, flashcards, drawings, maps, charts, diagrams, graphs, idea maps and tables. It is necessary to distinguish what kind of visual material is

presented in this coursebook: visuals used for teaching a language item, or visuals used as illustrations to make the page look more attractive.

The visual material in coursebooks OWTE No. 1, 2 and 3 serves as illustration, and at the same time, it helps to develop certain activities. The student, through this visual material, learns vocabulary, follows instructions, completes notes, gives real information, and tabulates information with the use of bar graphs and pie charts (the graphs and pie charts are used only in coursebook No. 3). The activities that are performed with the use of these visuals are always related to the topics of each unit. These visuals do not help to teach grammar.

Examples of these visuals used in the coursebook OWTE:

Coursebook OWTE No. 1

Unit 5 "**Occupations**"

TASK **5** *Let's chant!*

My mum's a cash**ier.**
She works in a **store.**
Your mum's name's **Ro**sa,
But tell me some **more.**
What does she **do** and
Where does she **work**?

She's a cash**ier** but
She works in a **bank.**
What about **you**?
What do **you** do?
Me? I'm a **stu**dent
Just like **you**.

Coursebook OWTE No. 2

Unit 4 "**Water**"
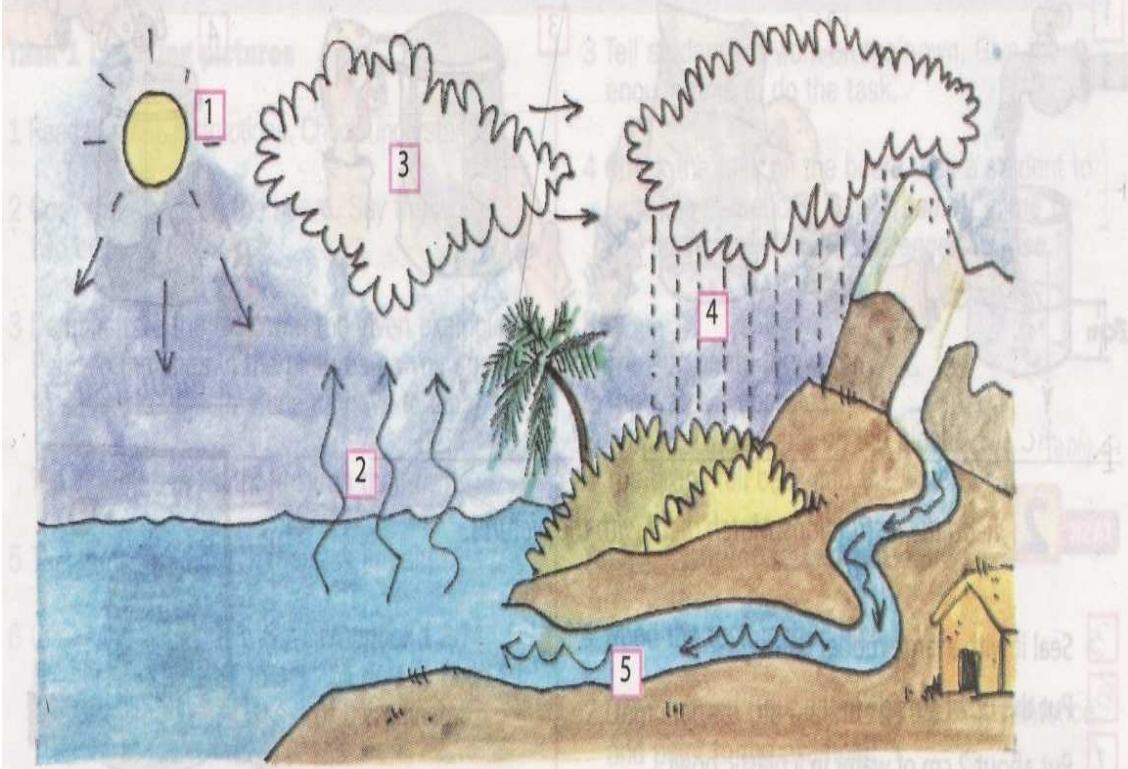
Coursebook OWTE No. 3

Unit 10 "**Crime**", lesson 2 "Crime on Television"

Task 6. Make a pie chart with your results.
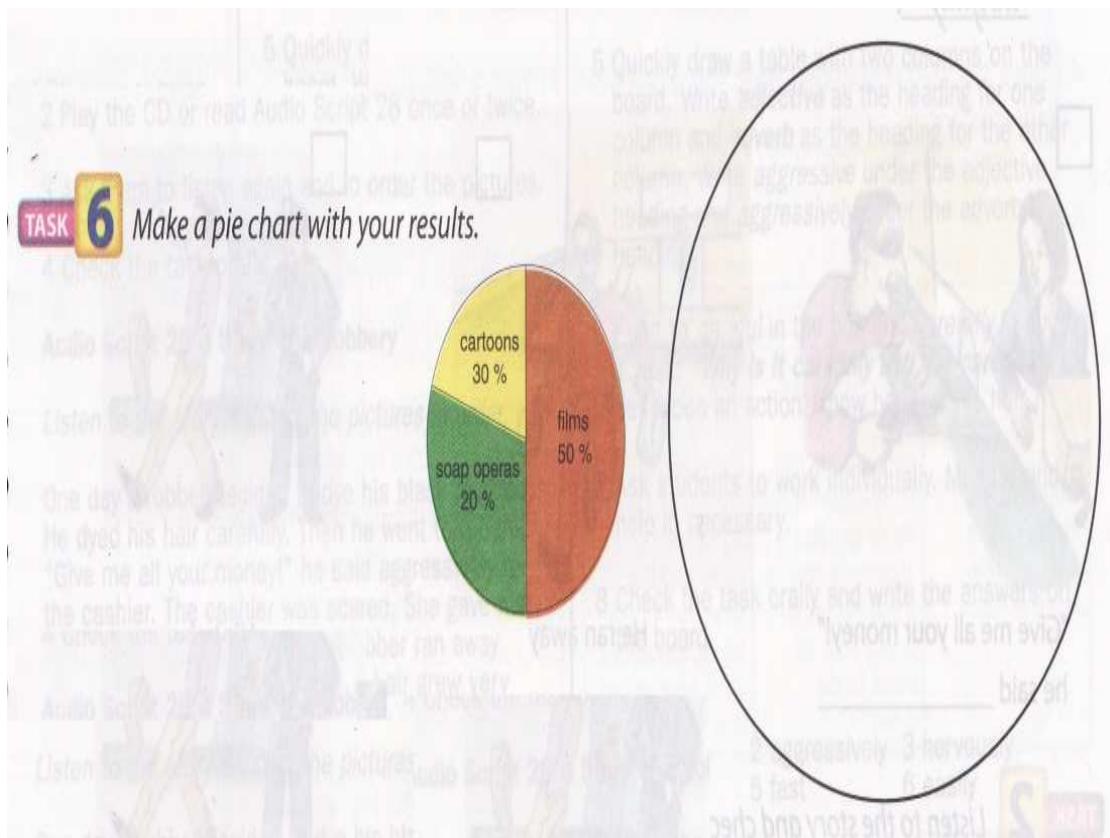
4.4.2 Material for Testing

With respect to the tests, the coursebook OWTE contains one test every three units, which might be applied after a month of normal work, and a term test for use after four units have been completed. The tests have been designed to measure the student's performance and achievement in the areas of language skills (listening, reading, writing and speaking), grammar and vocabulary. The purposes of the tests are

a) to give the student a focus for studying and revision.

b) to motivate the student to develop fluency and accuracy.

c) to provide the teacher with a system to assess the student's progress.

d) to standardize the levels of student's performance and achievement.

The test models are in the teacher's guide with a description about how the tests are organized and how to apply them and how to correct them, and test keys.

To correct the test, the teacher has to follow the score scale:

Listening   5 marks

Reading   5 marks

Speaking   5 marks

Writing   5 marks

Grammar   5 marks

Vocabulary   5 marks

TOTAL   30 marks

The teacher has to transform this mark (30 marks) to a mark based on 20 marks. For speaking and writing skills, the teacher has to use a system of bands:

To correct the speaking skill:

Band 5: The student can communicate clearly. His speech is grammatically and lexically accurate.

Band 4: The student can communicate, but he makes some errors in grammar, lexis and pronunciation.

Band 3: The student can communicate in a limited way. He makes basic errors in grammar and lexis.

Band 2: There is no real communication, just isolated words and phrases.

Band 1: The student is not able to understand or speak at all.

To correct the writing skill:

Band 5: The text is well written. There are no mistakes.

Band 4: The text is well written. There are few mistakes.

Band 3: The idea is understood, but there are some basic mistakes.

Band 2: The idea is understood, but there are a lot of basic mistakes.

Band 1: The ideas are not understood at all.

Example of a Monthly test:

Coursebook OWTE No. 2

Test Two

(Units 4, 5 and 6)

Your name_____ **Your Class** _____

Listening

1 Listen and tick the correct information you hear. (5 marks)

1 Water is very important for humans, animals and plants. (✔)
2 Our bodies are more than 65% water. ( )
3 People in the Amazon travel by boat in rivers. ( )
4 There are many uses of water. ( )
5 People and animals use water to sleep. ( )
6 Milk is 95% water. ( )
7 Paute hydro-electric power station does not use water. ( )
8 Plants need water to grow. ( )

2 Listen to a talk about a surprise party. Complete the table. (5 marks)

name	make:	buy:	bring:
Lourdes	*some popcorn* [1]		
Luisa	_____ [2]		
Elena		*some snacks and* ____ [3]	
Gonzalo		_____ [4]	
everybody			_____ [5]
Marcelo's mother	_____ [6]		

Reading

*3 Read **A Disease in My Town** and complete the information. (5 marks)*

People collected water in _____ [1].
Some people forgot to _____ [2] the water.
The doctor said that the children had_____ [3].
He knew the children had the disease because they had _____ [4].
The doctor gave them some oral rehydration _____ [5].
The doctor gave some advice to their *parents* [6].

A Disease in My Town
I live in a little town. In August, it stopped raining. There was very little water in the rivers and lakes. People collected water in containers but sometimes they forgot to boil it. Some children got diarrhoea and vomited. A doctor said they had cholera. He gave them oral rehydration solution (ORS). He told their parents: "You should boil water before you drink it. You should wash your hands after you go to the toilet. You should wash and peel your fruit. Put your rubbish in bins. Please do not contaminate water."

Test Two

4 Read **Typhoid.** Complete the information below. (5 marks)

the cause of typhoid: _____

the symptoms: *people do not want to eat*

_____

_____

_____

the treatment: _____

Typhoid

Typhoid is a dangerous illness. It can kill people. There are a lot of cases in Ecuador. Germs in dirty water or in food cause typhoid. People with typhoid have fever. Sometimes they have pain in the abdomen. Sometimes they also vomit. Sometimes they do not want to eat. People with typhoid must drink lots of water.

Speaking

5 Look at the diagram and the words. Tell your partner about the water cycle. (5 marks)

subject	verb	complement
1 The sun	falls	from the sea.
2 Water	returns	the water in the sea.
3 It	forms	to the sea.
4 Rain	evaporates	from the clouds.
5 The rainwater	heats	clouds.

THE WATER CYCLE

EVAPORATES — RETURNS — FALLS
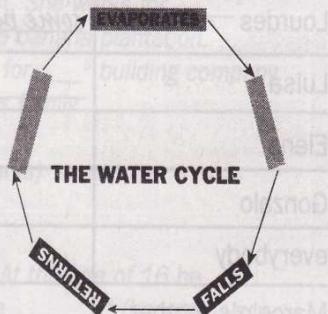
6 Look at the pictures and the verbs below. Tell your partner about dengue fever. (5 marks)

rained   formed pools   mosquitoes reproduced

bit... He got ...   mosquitoes bit....   they went....   Hospital   doctor asked... they said...
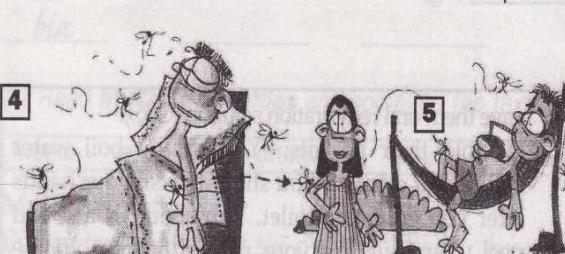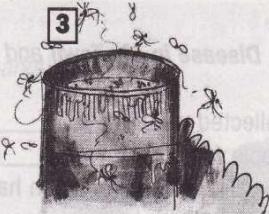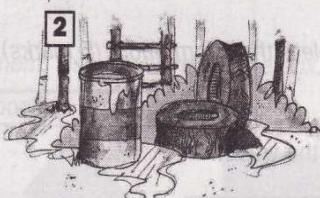
Test Two

Writing

7 *Write about the water cycle. Use the pictures in 5. (5 marks)*

_____

_____

_____

_____

_____

8 *Write about Dengue fever. Look at the information in 6. (5 marks)*

_____

_____

_____

_____

_____

Grammar

9 *Read and complete the text. Use on, in or at. (5 marks)*

Last Friday my friends and I organized a birthday party for Mario and Susana. Susana's birthday is _____ [1] 30th June. Mario's birthday is _____ [2] July. The party was at Nancy's house _____ [3] Saturday, *at* [4] 8 o'clock _____ [5] the evening.

Everybody arrived there _____ [6] 7.30. Nancy prepared an orange cake. Everybody brought some snacks and some sodas. We danced a lot and had a very good time. The music was great. At 12 o'clock it was time to go home. Nancy's mum took us home in her car.

10 *Read and complete the instructions to make an orange cake. Use the words in the box. (5 marks)*

| some | by | into | in | and | for |

Put the butter and the sugar *in* [1] a bowl.

Add the butter and the sugar.

Mix the eggs, the flour _____ [2] the baking powder.

Add the orange juice little _____ [3] little.

Add _____ [4] raisins.

Put the mixture _____ [5] a baking tin.

Bake it _____ [6] 45 minutes.

Test Two

Vocabulary

11 Look at the pictures. Label them. Use the words in the box. (5 marks)

| flour | eggs | teaspoon | baking powder | raisins | cake |
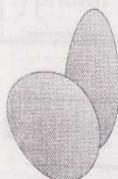
_____   _____   _____   *cake*_____

12 Read and complete the text. Use the words in the box. (5 marks)

| present | party | dress | shoes | chocolates | party |

I have a *party* ¹ on Friday evening. I need to buy a _____. ² I plan to buy a CD and a box of _____³. My mother bought me a nice _____⁴. It is a blue mini dress. I like it a lot. I need a pair of elegant_____, ⁵ too. It is a formal _____⁶.

Here is an example of a Term test.

Term Three: Test A

(Units 9 to 12)

Your name_____ Your Class _____

1 Listening
Listen to the story and put the sentences in the correct order. (5 marks)

(1) Paula and I were sleeping.

(   ) He saw some fire coming out a volcano.

(   ) My uncle David called us.

(   ) My father was watching TV.

(   ) We looked out of the window.

(   ) My mom woke us up.

2 Reading
*Read the text and decide if the statements are **true** or **false**. (5 marks)*

1 People have also called the Bermuda Triangle "Devil's Triangle".   _true_

2 Stories of disappearing planes and ships began in about 1850.   _____

3 About 20 ships have been reported missing.   _____

4 One torpedo bomber didn't return.   _____

5 Rescue teams found part of one plane.   _____

6 Some ships have been found with no people inside.   _____

The Bermuda Triangle

The Bermuda Triangle is known as Devil's Triangle. It is located between Bermuda, Puerto Rico and Melbourne in Florida. Since the mid-nineteenth century there have been numerous reports of strange occurrences in the area. According to these reports, a total of more than fifty ships and twenty aeroplanes have disappeared. One of the more notorious cases happened on 5th December 1945. Five United States torpedo bombers left Fort Lauderdale, but none of them returned and rescue teams never found any part of the planes. In some cases, crews have abandoned ships in the area. One ship was found totally empty and with warm food still on the table in the dining room. Nobody has solved the mistery of the Bermuda Triangle.

3 Speaking
Do the task that your teacher gives you. (5 marks)

Term Three: Test A

4 Writing

Look at the pictures. Write the story of Ivan Vallejo's journey to Everest. Use the words provided. (5 marks)

1	2	3	4	5
woke up	drank	left	climbed	reached the summit

Iván Vallejo woke up very early and...

_____

_____

_____

5 Grammar

Complete the text with the correct form of the verbs in parentheses. (5 marks)

At lunchtime, a young woman entered a restaurant and sat down at a table. While she _was eating_ ¹(eat) her lunch, she ordered another. The waiter _____ _____ ² (watch) television and he _____ ³ (not look) at her, so she ran out of the restaurant without paying when she had finished.

While she _____ ⁴ (run) down the street, she fell into a hole. The waiter _____ ⁵ (chase) her and he caught her easily. He took her back to the restaurant, where the cashier and the manager _____ ⁶ (wait).

6 Vocabulary

Put the words into the correct part of the table. (5 marks= 1/2 mark each).

burglary	films	soap opera	news	forgery	robbery
cartoon	alien	witch	ghost	elves	

TV programmes	supernatural	crime
news		

The tests in coursebooks OWTE No. 1, 2 and 3 are a variety of progress testing since they are given periodically during the school year. They are directly related to what has been taught in the units of the coursebook. These tests also represent achievement testing because they are related to the content of the coursebook.

There are two main approaches to testing, discrete point (evaluation of different language items and language skills in separate way) and communicative testing (evaluation of student's ability to perform in a communicative situation, using whatever combination of skills and abilities necessary). The tests of this coursebook are mainly discrete point tests, since the language skills (listening, reading, writing and speaking) and some language items (grammar and vocabulary) are tested separately. These tests are directly related to what is taught using the course material, and not to the student's communicative needs.

4.5 Analysis of the coursebook under the Constructivist Theory and the Communicative Approach

In the production of the coursebook OWTE, the CRADLE team took into consideration a clear, wide view of socio-economic and cultural contexts of Ecuador, and the student' and teacher's needs in classroom situations. For this reason, the topics refer to the Ecuadorian culture in order to motivate the student to learn English. OWTE uses content from other school subjects as well, such as History, Science, Maths and Social Studies, to support the

process of learning. This content encourages the student to use his knowledge of the world or to stimulate him to want to find out about the world around him.

4.5.1 Organization of the coursebook OWTE

The organization of this coursebook is by topics, lessons and tasks. Each unit has a core topic, and within it there are five lessons which contain sub-topics. The tasks, activities and vocabulary are related to the topics of the units.

Examples of the topics:

Coursebook OWTE No.1

Unit 8 "**People**" (core topic)

Lesson 1 "People"

Lesson 2 "Physical Descriptions"

Lesson 3 "Some Famous People"

Lesson 4 "My Favorite Person"

Lesson 5 "My Friend"

Coursebook OWTE No. 2

Unit 9 "**People of Ecuador**" (core topic)

Lesson 1 "Ethnic Groups"

Lesson 2 "People from Otavalo"

Lesson 3 "A Successful Woman"

Lesson 4 "Afro-Ecuadorians and Montubios"

Lesson 5 "People from the Amazon"

Coursebook OWTE No. 3

Unit 5 "**The environment**" (core topic)

Lesson 1 "The environment"

Lesson 2 "Global Warming"

Lesson 3 "Deforestation"

Lesson 4 "Animal Trafficking"

Lesson 5 "Save the Planet Game"

Taking into account the organization based mainly on topics, this coursebook does not follow a specific syllabus. The coursebook OWTE is focused neither on a functional syllabus nor a structural syllabus. It does not follow a list of functions to be learned, but a list of tasks and activities related to a topic. The grammar is treated in an implicit way in coursebooks OWTE No. 1 and 2 and in a more explicit way in coursebooks OWTE No. 3, 4, 5 and 6. There are few grammar exercises within the units; however, the teacher and the student find grammatical rules and more exercises in the Grammar Practice section at the end of each coursebook. In addition, there is a list of grammatical structures in the teacher's guide which should be taught in each unit.

Due to the great number of tasks in each unit, this coursebook is also based on a Task-based syllabus. It focuses on what is done in the classroom. This kind of syllabus contains tasks with a problem-solving element. These tasks require the student finds a correct answer to a question, a problem or a situation.

Examples of tasks with a problem-solving element.

Coursebook OWTE No. 3

Unit 9 "**Earthquakes**"

Lesson 2 — Earthquakes — UNIT **nine**

TASK 1 Look at the picture. Talk about it with your teacher.

TASK 2 What should you have in the event of an earthquake? Match the names of some important equipment with the pictures.

a torch (a)
a blanket ( )
some water ( )
some batteries ( )
a radio ( )
some food ( )
some matches ( )
a candle ( )
a first aid box ( )

TASK 3 Listen to **Some Safety Advice in Case of Earthquakes** and check your answers.

UNIT nine

Lesson 2

TASK 4 Discuss the pictures with your partner.

What should you do in the event of an earthquake?

1

i

Keep a basic first aid
box in the house.

2

3

4

5

6

7

8

9
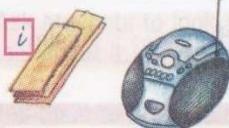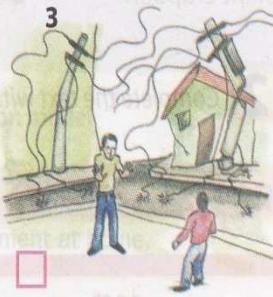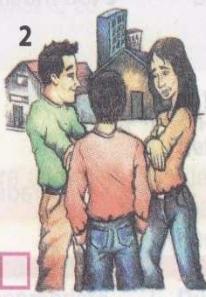
TASK 5 Match the advice from the box with the pictures. Copy the advice under the pictures.

a Identify safe places in your house.	**b** Be calm and alert.	**c** Help other people.
d Keep away from buildings and lamp posts.	**e** Teach your family what to do during an earthquake.	**f** Stay in a safe place and listen for news on the radio.
g Find protection under a desk or table.	**h** Keep away from electric cables.	**i** Keep a basic first aid box in the house.

TASK 6 In groups of three, talk about what you should do before, during and after an earthquake.

According to the organization of this coursebook, it contains characteristics unique to functional, structural and procedural syllabi since it has topics, tasks and functions, as well as grammar and vocabulary.

4.5.2 The influence of theories of language learning in the coursebook OWTE

The language teaching in this coursebook is based on a combination of the behaviorist and cognitive theories. The influence of the behaviorist theory is clear because this coursebook does not provide any explanation of the grammar point within each unit, and because it concentrates on the idea of teaching or training to communicate using the target language. In addition, this theory sees language as a habit formation; that is, it provides mechanical drills. Coursebook OWTE No. 3 has some mechanical drills.

For example,

Coursebook OWTE No. 3

Unit 7 "**Health and Safety**", lesson 1 "Accidents in the Home"

Task 5. Complete the safety rules with **should** or **shouldn't**.

TASK 5 *Complete the safety rules with **should** or **shouldn't**.*

Dear Daniel,

Here are some more safety rules for you to remember.

1 You _____shouldn't_____ 1 mix household chemicals (like disinfectants) together when you clean the house.

2 You _____ 2 put a fireguard in front of the fireplace because the rug could catch fire.

3 You _____ 3 keep poison in the garage. Don't keep it in the food cupboard!

4 You _____ 4 put a rug on a slippery floor because someone could fall over.

5 You _____ 5 touch anything electrical with wet hands because you could get an electric shock.

6 You _____ 6 leave scissors or sharp knives on the floor because you could cut yourself.

Take good care!

Love,

Mum xxx

The cognitive theory has been conceived as a conscious mental process of understanding and applying rules. This theory does not concentrate only on manipulating rules of language but also takes into account the importance of the psychology of the student as a thinking being. The student is conceived as the

center of the process. Applying this principle, OWTE provides tasks where the student is asked to work in a conscious way; the student has to think, reason, reflect and analyze in order to perform tasks. These tasks are problem-solving in nature.

It is also necessary to mention how the Natural Approach theory influences the language teaching of this coursebook. This theory tends to resemble a communicative approach since the authors of this theory recognized communication as the primary function of language. Therefore, this theory is based mainly on the acquisition of the target language and not on the conscious learning of grammar. As such, coursebooks OWTE No. 1, 2 and 3 are organized by topics, and the grammatical structures are treated in an implicit way within the units.

The student acquires the target language best by understanding comprehensible input. He should be provided with sufficient input to prepare him for the comprehension of the language before passing to the production of it. The student is not forced to produce language before he is ready because it can affect his motivation for learning. The first three coursebooks provide more material for listening and reading (receptive skills) before writing and speaking (productive skills).

4.5.3 Presentation and Practice of grammar, vocabulary and phonology

The presentation stage aims to give the student the opportunity to understand the meaning of the new language.

Grammar is presented mostly in context in the form of readings and dialogues. The grammar points treated in the units are related to what has been previously learned. However, due to the fact that grammar is treated in an implicit way in the first three coursebooks, its presentation is not sufficiently representative of the underlying grammatical rules.

Example of presentation of a grammar point through a reading:

Coursebook OWTE No. 3
Unit 4 "**Relationships**", lesson 2 "Friends"
Task 2. Read Friends. Does the author value friendship?
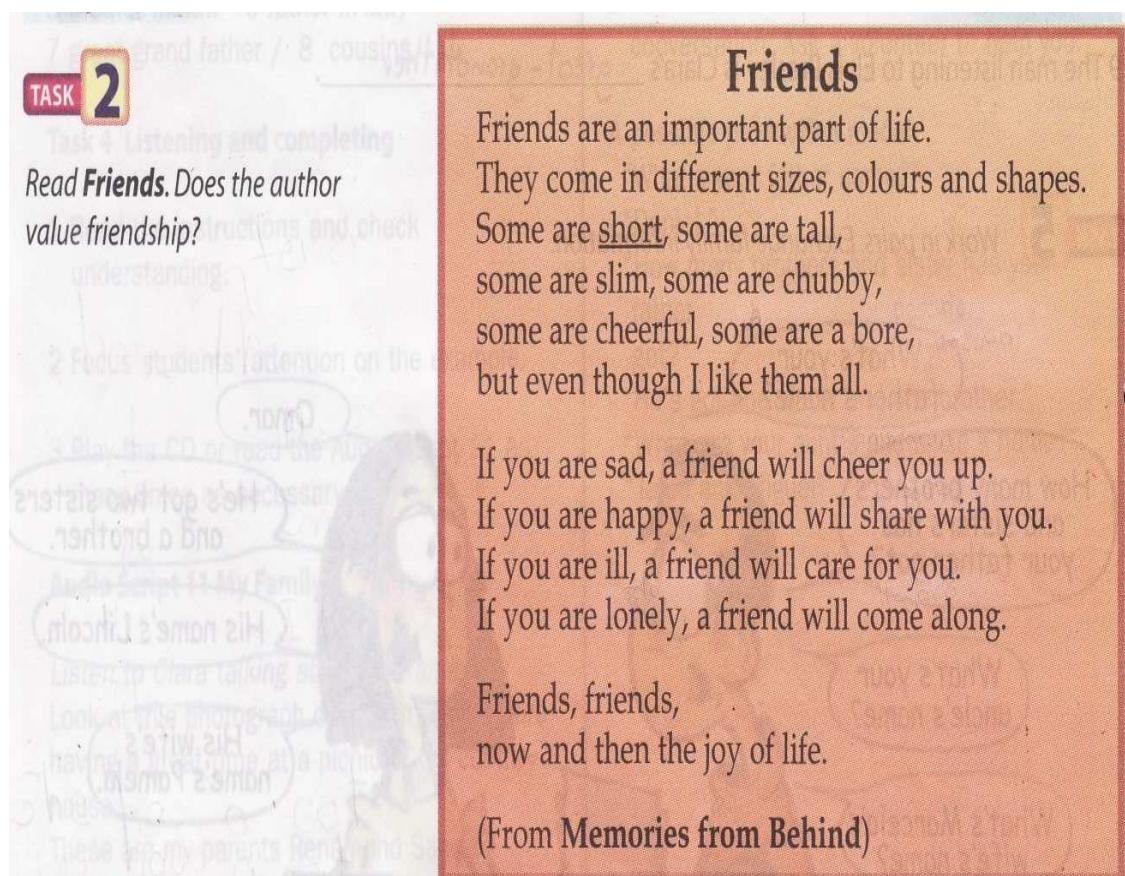
TASK **2**

Read **Friends**. Does the author value friendship?

Friends

Friends are an important part of life.
They come in different sizes, colours and shapes.
Some are <u>short</u>, some are tall,
some are slim, some are chubby,
some are cheerful, some are a bore,
but even though I like them all.

If you are sad, a friend will cheer you up.
If you are happy, a friend will share with you.
If you are ill, a friend will care for you.
If you are lonely, a friend will come along.

Friends, friends,
now and then the joy of life.

(From **Memories from Behind**)

(The reading presented above shows the grammatical structure of the first conditional)

The practice stage consists of a series of exercises whose purpose is to encourage the student to use the new language within a controlled framework.

In coursebooks OWTE No. 1 and 2, the student mostly learns phrases and questions as lexical chunks or formulas; for instance, What is the time? It's..., Try again, When's your birthday?, Who's this?, Where is she from?, Let me see now, What about...?, etc. In most cases, the student performs the exercises without understanding the grammar, so he is expected to deduce the grammar rule in the exercises in order to accomplish them.

In coursebook OWTE No. 3, the grammar is more explicit. Grammar practice is developed through few mechanical exercises and more meaningful exercises. The practice is not sufficiently controlled.

There are not sufficient practice exercises in coursebooks OWTE 1, 2 and 3; therefore, they are not varied, although they are appropriate to the given context.

Here is an example of a practice exercise of the grammar point which shows that the student has to read and understand the first clause to complete the idea. This is a mechanical but also a meaningful exercise, since the student needs to use the words to express the writer's feelings and his own.

Coursebook OWTE No. 3

Unit 4 "**Relationships**", lesson 2 "Friends"

Task 5. Read the **if** part and complete the writer's idea.

Coursebooks OWTE No. 1, 2 and 3 present language learning in two ways; inductive learning and deductive learning. In the grammar exercises, the student is asked to deduce the rule and use it. Then the teacher will explain the rule for feedback. For feedback, the teacher and the student will go over the Grammar Practice section of the coursebook.

The Grammar Practice section is included at the end of the third edition of the coursebook OWTE. This section first presents charts with a brief explanation of the grammatical rule, then a couple of examples, and finally the exercises to be performed by the student. In this section, the student can find a variety of grammatical exercises, but they are not in context. This section is suggested as reinforcement or as homework.

In terms of vocabulary, the coursebook OWTE presents it in a situational and linguistic context; that is, through readings, visuals and semantic relations. The vocabulary that is taught is directly related to the topics and sub-topics presented in each unit.

The amount of vocabulary presented in the readings is higher than the vocabulary that is expected to be learned by the student. In this way, according to the CRADLE team, the student acquires more vocabulary for faster production of the language. However, there is a "core vocabulary" in which the student puts more emphasis on learning. This core vocabulary is in the teacher's guide, and the student should be able to use it in speaking and writing.

Examples of core vocabulary listed in the teacher's guide:

Coursebook OWTE No. 1
Unit 8 "**People**"
Vocabulary
- **Verbs**: dance, like, listen to, play, read, swim, watch

- **Nouns**: actor, athlete, boxer, eyes, footballer, guitar, hair, hobby, literature, movie star, music, politician, tennis player, TV star, writer

- **Adjectives**: curly, dark, light, long, short, straight, tall, wavy

- **Prepositions**: from

Coursebook OWTE No. 2

Unit 11 "**Music**"

Vocabulary

- **Verbs**: dance, play, sing

- **Nouns**: accordion, committee, (heavy) metal, organ, piano, rap, rock, saxophone, trumpet, tuba, violin

- **Adjectives**: classical, fantastic, great

Coursebook OWTE No. 3

Unit 7 "**Health and Safety**"

Vocabulary

- **House and home**: cooker, fireplace, saucepan, plug, rug, stairs, frying pan, knife, poison, fireguard

- **Medicine**: bandage, injured, blood, cut, cloth

- **Review of classroom materials**: coloured pens, card, magazines, glue, paper, scissors

The core vocabulary is used many times in the same unit, in different activities, such as games, recipes, songs and experiments in order to truly understand its meaning. This vocabulary is not recycled adequately however, because it is not found in different contexts. Aside from the core vocabulary, the coursebook also includes vocabulary which is not core, or frequent, but is important to the topic.

It is suggested that the vocabulary should not be explained before it is encountered. It is expected that the student solves his own vocabulary problems, asking his teacher or classmates for help while using the target

language. This coursebook offers classroom language in order to help the student with the use of language inside the classroom. For example, "What do you mean by____?". The student can use this classroom language to get information about a new word that he does not know; in this way, he uses the language. This classroom language is found in almost all the units of coursebooks OWTE 1 and 2 only, and it is taught as vocabulary or lexical chunks for communicative purposes. The student should be encouraged to use it as much as possible as a genuine means of communication in classroom situations.

Examples of presentation and practice of the vocabulary in the coursebook OWTE

Coursebook OWTE No. 1

Unit 12, "**Food**"

The presentation and practice are in tasks 1 and 3.

Coursebook OWTE No. 3

Unit 2 "**All about learning**", lesson 2 "Kinds of learners"

The presentation and practice of the vocabulary are in tasks 3 and 4.

TASK 3 Read the text and find out how many types of learners there are. _____

Learning Styles

There are different kinds of learners. The verbal-linguistic learner likes words and remembers names of places and people easily. The visual-spatial learner visualizes images to remember information. The logical-mathematical learner remembers information by looking for patterns. He or she likes activities which involve organization, e.g. matching and putting exercises in order. The physical-kinesthetic learner learns best by using all the senses. Movement, touch and sounds are important to this learner. The musical learner responds to rhythm and likes activities which involve music and songs. The interpersonal learner likes to work with other people. Lastly, the intrapersonal learner prefers to work alone.

TASK 4 Read the text again and decide if the statements are **true** or **false**.

1 People have different ways of learning. _____true_____

2 The verbal-linguistic learner needs pictures to remember information. _____

3 The logical-mathematical learner only likes mathematics. _____

4 The physical-kinesthetic learner is often active. _____

5 Interpersonal learners are sociable. _____

6 Intrapersonal learners like to be independent. _____

Coursebook OWTE No. 3

Unit 4 "**Relationships**", lesson 2 "Friends"

Presentation of vocabulary:

TASK **2**

Read **Friends**. Does the author value friendship?

Friends

Friends are an important part of life.
They come in different sizes, colours and shapes.
Some are <u>short</u>, some are tall,
some are slim, some are chubby,
some are cheerful, some are a bore,
but even though I like them all.

If you are sad, a friend will cheer you up.
If you are happy, a friend will share with you.
If you are ill, a friend will care for you.
If you are lonely, a friend will come along.

Friends, friends,
now and then the joy of life.

(From **Memories from Behind**)

Practice of vocabulary through activities of semantic relations:

Coursebook OWTE No. 3

Unit 4 "**Relationships**", lesson 2 "Friends"

Task 4. Match the definitions with the words.

1 lonely	_____	A happy
2 ill	_____	B fat
3 cheerful	_____	C thin
4 slim	_____	D not interesting
5 chubby	_____	E suffering from a health problem
6 bore	_____	F a person who doesn't have friends

With respect to phonology, the coursebook OWTE provides phonological charts in order to improve the student's pronunciation. The presentation of phonology is through little green charts. These charts present only the recognition of stress, intonation and pronunciation of simple words, sentences and questions. There are neither rules, nor phonology exercises. Therefore, they do not meet the student's needs in using the English language correctly. In the appendix of coursebooks OWTE No. 1 and 2, there are some rules for the pronunciation of the regular verbs in the past tense. The phonological charts are found only in coursebook OWTE No. 1.

For example,

electrician   economist   **cen**tral
Elec**tric**ity **com**pany

Where's he **from**?   What does he **do**?
Where does he **live**?

Where's the **desk**?
It's near the **wind**ow.

What about **you**?
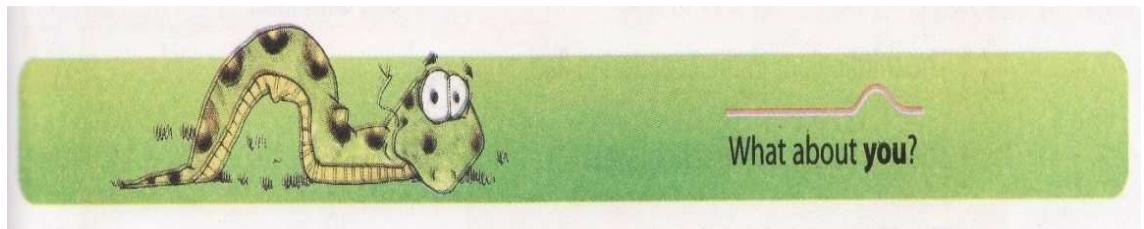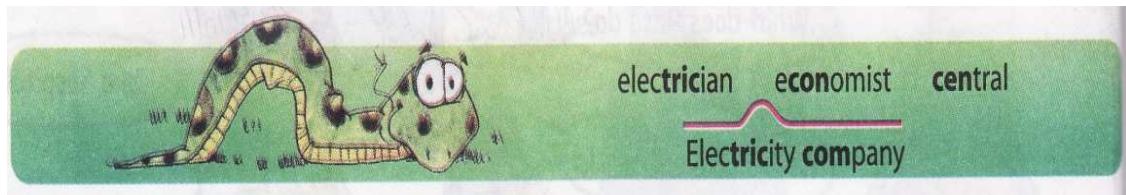
4.5.4 Developing Language Skills and Communicative Abilities

4.5.4.1 Listening

Listening is a receptive skill and its main characteristics are the silence kept by the person who listens, and his selective attention according to his purposes. Applying this principle in class, the student needs a purpose for listening. Therefore, the teacher must create this necessity, establishing tasks in accordance with the kind of text that the student is going to work with. These tasks have to be performed while the student listens.

The coursebook OWTE provides sufficient material for listening. It has a CD to which the student listens and is then required to perform activities to improve the listening skill. Most of tasks in coursebooks OWTE No. 1, 2 and 3 are related to the listening skill. As we have mentioned before, OWTE provides a great deal of input in order to develop the student's comprehension of spoken language.

The audio material contains readings, dialogues, descriptions, songs, rhymes and chants which help the student's pronunciation. The listening sub-skills that the student develops through the listening tasks are

- listening for general and specific information

- listening for completion, matching and checking information

- listening and labeling

- listening to take and complete notes

- listening and ordering items

- listening and following instructions

- listening and filling in the blanks

- listening and checking answers

Examples of listening skills:

Listening and sequencing pictures

Coursebook OWTE No. 1

Unit 9 "**My Day**", lesson 3 "A daily routine"

Task 1. Look at the pictures. Listen and put them in the correct order.

Listening for general information

Coursebook OWTE No. 2

Unit 8 "**Food and Health**", lesson 3 "In a restaurant"

> Task 1. Listen to the conversation. Where are Marina and Dario?. Tell your teacher your ideas.

Listening and completing notes

Coursebook OWTE No. 3

Unit 8 "**Leisure Activities**", lesson 1 "In your free time"

Task 3. Listen to a conversation and complete the notes.

It is important that the teacher check his own pronunciation, stress and intonation in the audio material before working with the listening activities in the classroom. In the case of teachers who do not have the audio material to use in

class, they can do the listening activities by reading aloud, following the audioscripts which are found in the teacher's guide.

4.5.4.2 Reading

Reading is also a receptive skill. The process is similar to the listening skill. This means that the person who reads does it silently and processes the information according to his own necessities and purposes. In the same way that the student develops the listening skill, the teacher has to establish the appropriate tasks, stating precisely the reasons for reading.

Coursebooks OWTE No. 1, 2 and 3 include texts which contain interesting topics about real life and our Ecuadorian culture; some of them contain the grammar point to be taught. Most of texts are short and have basic vocabulary. These texts are descriptive, informative and narrative. The readings in these coursebooks are accompanied by pictures of real people and places. In addition, they include pre-reading and post-reading questions in some cases. The activities in coursebooks OWTE 1, 2 and 3 help to develop the following reading sub-skills.

- reading for specific and general information.

- reading, completing, matching, classifying, selecting and sequencing information

- reading and labeling pictures

- reading and deciding if sentences are true or false

- reading and identifying different elements in texts

- reading and inferring the meaning from texts

- reading and discussing

- reading and giving an opinion

- reading and ordering steps

Examples of reading activities:

Reading and identifying colors

Coursebook OWTE No. 1

Unit 4 "**My Classroom**", lesson 3 "School Things"

Task 2. Read **The Things I Use at School** and underline the colours.

TASK **2** Read *The Things I Use at School* and underline the colours.

THE THINGS I USE AT SCHOOL

I use a lot of things at school every day. Let me see. What's in my school bag? A lot of things! Look! A green pencil case. And what's in the pencil case? Well, in my pencil case I have a pencil. It's yellow. I also have a pen. It's yellow, too. I have an eraser. It's red, white and blue! I have a ruler. It's brown. I have a blue textbook and a pink notebook. I need these things every day. Oh, and what colour is my school bag? It's black.

Reading and completing information

Coursebook OWTE No. 2

Unit 6 "**Let's have a party**", lesson 4 "Sandra's Great Party"

Task 1. Look at the picture. Read this story and complete the information

Sandra's Great Party — Lesson 4

TASK **1** Look at the picture. Read this story and complete the information.

Sandra's Party

Last Friday my friends and I had a welcome home party for Sandra. She was in the United States. She studied tourism there.

The party was at Víctor's house on Friday, 12 November at 7.30 in the evening. Víctor's mother made a chocolate cake. My friends brought some snacks, and I brought a present.

We had a nice time. We listened to music. We danced a lot. Our friends told some jokes. Of course, we took some photographs as well.

Sandra told us about her stay in America. She learnt a lot of interesting things about tourism and visited a lot of places.

At 11 o'clock it was time to go home. Víctor's mum took us home in her car.

kind of party: _welcome home party_

date: _____

place: _____

starting time: _____

finishing time: _____

food: _____

activities: _____

_____

Reading for specific information

Coursebook OWTE No. 3

Unit 11 "**The Supernatural**", lesson 3 "Films"

Task 2. Read the texts and write true (T) or false (F).

TASK 2 Read the texts and write true (T) or false (F).

1 CASPER IS A HORROR FILM. _F_
2 THE FILM WAS DIRECTED BY STEVEN SPIELBERG. __
3 CASPER AND HIS FAMILY ARE ALL FRIENDLY. __
4 CASPER IS A FRIENDLY SMALL GHOST. __
5 CASPER LOVES FRIENDS. __
6 IT IS VERY EASY FOR CASPER TO MAKE FRIENDS. __

1 Brad Pitt starred in the film Dracula. _F_
2 Dracula is a horror film. __
3 Dracula lived in a beautiful house. __
4 Dracula flew in the form of a bat. __
5 He could stand the light of the sun. __
6 He was afraid of crucifixes. __

1 THE FILM E.T. WAS DIRECTED BY STEVEN SPIELBERG. _T_
2 E.T. LIVED ON EARTH. __
3 E.T. WAS VERY HUNGRY WHEN HE MET ELLIOT. __
4 E.T. DIDN'T WANT TO GO BACK HOME. __
5 THE CHILDREN WANTED E.T. TO GO BACK HOME. __

CASPER THE FRIENDLY GHOST

CASPER IS AN ANIMATED FILM PRODUCED BY PARAMOUNT IN 1940. IT WAS DIRECTED BY STEVEN SPIELBERG.

THIS IS THE STORY OF A FAMILY OF GHOSTS AND WHY THEY PREFER TO LIVE HERE IN THIS WORLD RATHER THAN TO LEAVE IT.
THEY ENJOY FRIGHTENING PEOPLE. BUT CASPER, WHO IS A FRIENDLY SMALL GHOST, TRIES TO MAKE FRIENDS. IT IS NOT SO EASY FOR HIM TO MAKE FRIENDS BECAUSE CHILDREN ARE VERY SCARED WHEN THEY SEE HIM.
IN THE END CASPER MAKES FRIENDS AND ALWAYS TRIES TO HELP THEM. CASPER AND HIS FRIENDS EXPERIENCE LOVELY ADVENTURES.

DRACULA

Dracula is a horror film. Christopher Lee was the actor who played the role of Dracula.

This is a story of a cruel vampire who lived in a coffin in a cemetery. He came out from the coffin in the form of a bat only at night because he could not stand the light of the sun. He fed on blood. He killed people to drink their blood. He had no reflection in a mirror. Some people tried to kill him by using crucifixes and garlic. Finally, Dracula was killed when a wooden stake was put through his heart.

E.T.

THE EXTRA-TERRESTRIAL, E.T., IS A DRAMA FILM DIRECTED BY STEVEN SPIELBERG.

THIS IS THE STORY OF AN ALIEN WHO WAS LEFT ON EARTH BY ACCIDENT BY A GROUP OF EXTRATERIAL SCIENTISTS. E.T. WAS ALONE ON A VERY STRANGE PLANET. HE WAS VERY HUNGRY AND TRIED TO FIND SOME FOOD WHEN FORTUNATELY HE FOUND ELLIOT, A 10 YEAR-OLD WHO HELPED HIM. A STRONG FRIENDSHIP WAS DEVELOPED BETWEEN E.T. AND ELLIOT, HIS BROTHER MICHAEL AND HIS SISTER GERTIE. E.T. WAS EAGER TO GO BACK HOME BUT ELLIOT DIDN'T WANT HIM TO GO BACK HOME. FINALLY, E.T. WENT BACK HOME RIDING A BICYCLE.

4.5.4.3 Writing

Writing is a productive skill. It is used to transmit information. To develop this skill, the teacher, with the help of the coursebook material, must provide models of written language and offer language practice tasks. These tasks should be guided at the beginning, and later become freer.

There are many writing exercises in the coursebooks; however, there are differences among them. On one side, there are mechanical exercises, such as completing with the correct answer, filling in the correct form of verbs, or practicing some grammar point. This kind of exercises is good for spelling practice.

For example,

Coursebook OWTE No. 2

Unit 3 "**Famous People**", lesson 3 "Biographies"

Task 1. Look at these photographs. Try to complete the information.

On the other hand, there are meaningful exercises where the student is asked to write short paragraphs about famous people, plans for weekend, stories and descriptions. These writing exercises are descriptions and narrations which are based mainly on given models of written English. The student produces sentences, following the written models. These exercises do not teach discourse (how to develop a paragraph) to the student. Therefore, these exercises do not accomplish certain rules and conventions for producing coherent written texts.

For example,

Coursebook OWTE No. 3
Unit 3 "**Personality and Appearance**", lesson 1 "Signs of the Zodiac"

Task 6. Write a description of yourself.

Example: *I am a Capricornian, but I'm not very hardworking! I am cheerful and energetic and I have a good sense of humour.*

_____

_____

_____

_____

Coursebook OWTE No. 3

Unit 6 "**Ecuador and other American countries**", lesson 4 "Traditional Dresses"

Task 2. Look at the picture and write a description of traditional Mexican dress.

The coursebook OWTE provides more mechanical writings than meaningful ones; therefore, the student cannot develop the writing skill in a meaningful way. The reason is that this coursebook is based mainly on the principles of the Natural Approach, as we mentioned before. It is essential that in the first stages of the language learning and teaching, the student receives and understands the language before he can produce it.

4.5.4.4 Speaking

Speaking is also a productive skill, used to transmit information. The main characteristic of this skill is the use of a system of sounds with meaning. To develop this skill, the teacher must provide a receptive experience. This receptive experience serves as a model and offers many opportunities for oral practice, at the beginning guided, and becoming gradually freer.

The production of spoken English refers to helping the student uses the new language independently; that is, in uncontrolled activities which are modeled on those of real life. There are various techniques, such as role-plays, simulation, different kinds of games, etc for the production of spoken English.

The coursebook presents activities in which the student practices the language, and in others the student uses the target language for communicative purposes.

Activities for practicing the language in the coursebook OWTE include

- Songs and chants

- Games

- Giving instructions (recipes)

- Closed dialogues

- Asking for and giving information

- Descriptions

- Narrations

For example,

Coursebook OWTE No. 1

Unit 11 "**People of Ecuador**", lesson 3 "What do they do?"

Task 3. In pairs, talk about the people in the text.

Example: Student A: Who's Galo?   Student B: He's Monica's father

        Student A: What does he do? /Where does he live?

MÓNICA TINOCO

Mónica Tinoco is an engineer from Manabí. She lives at home with her parents in Manta. Her father's name is Galo Tinoco. He is a fisherman. Her mother's name is Hilda Zambrano. She is a teacher. They have two daughters and two sons: Rosa, Mónica, Jaime and Oswaldo.

Mónica's sister, Rosa, is an accountant. She lives with her parents, too. Their brother, Jaime, is a musician. He plays the marimba in a band. He is married. He and his wife live in Chone. Oswaldo is Mónica's other brother. He is a student. He also lives at home with Mónica, Rosa and their parents.

Coursebook OWTE No. 2

Unit 3 "**Famous People**", lesson 2 "A Famous Scientist"

Task 3. Think of a famous person in the past. In pairs or groups, talk about him/her.
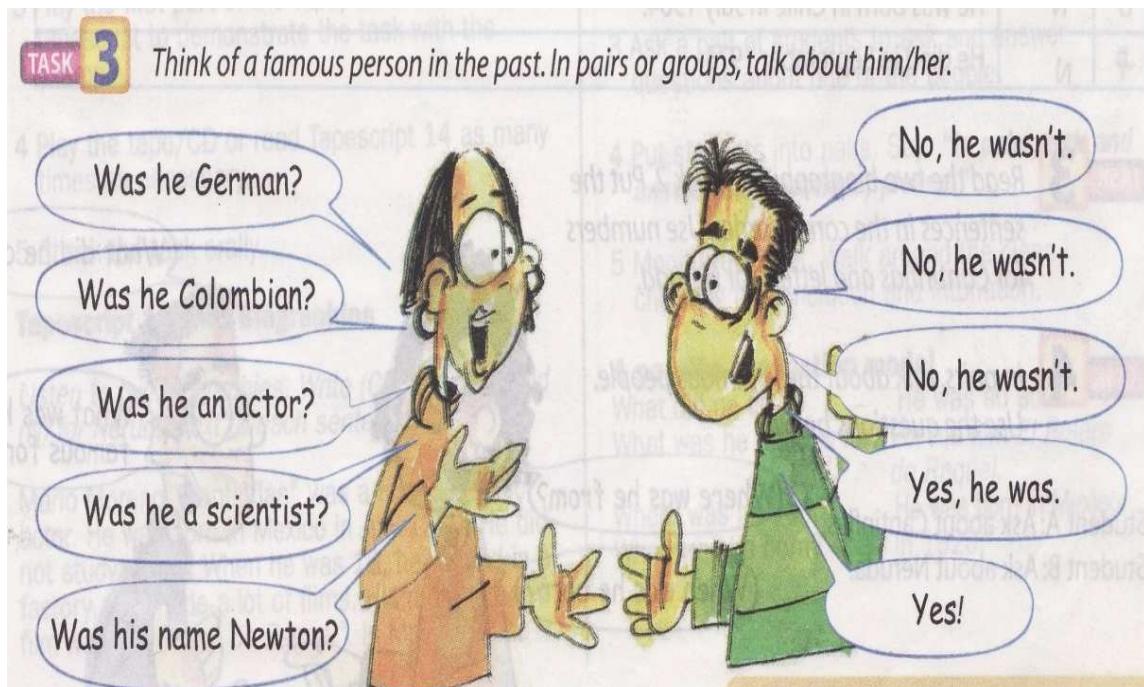
Coursebook OWTE No. 3

Unit 11 "**The Supernatural**", lesson 1 "The Supernatural"

Task 3. Discuss the pictures with your teacher.
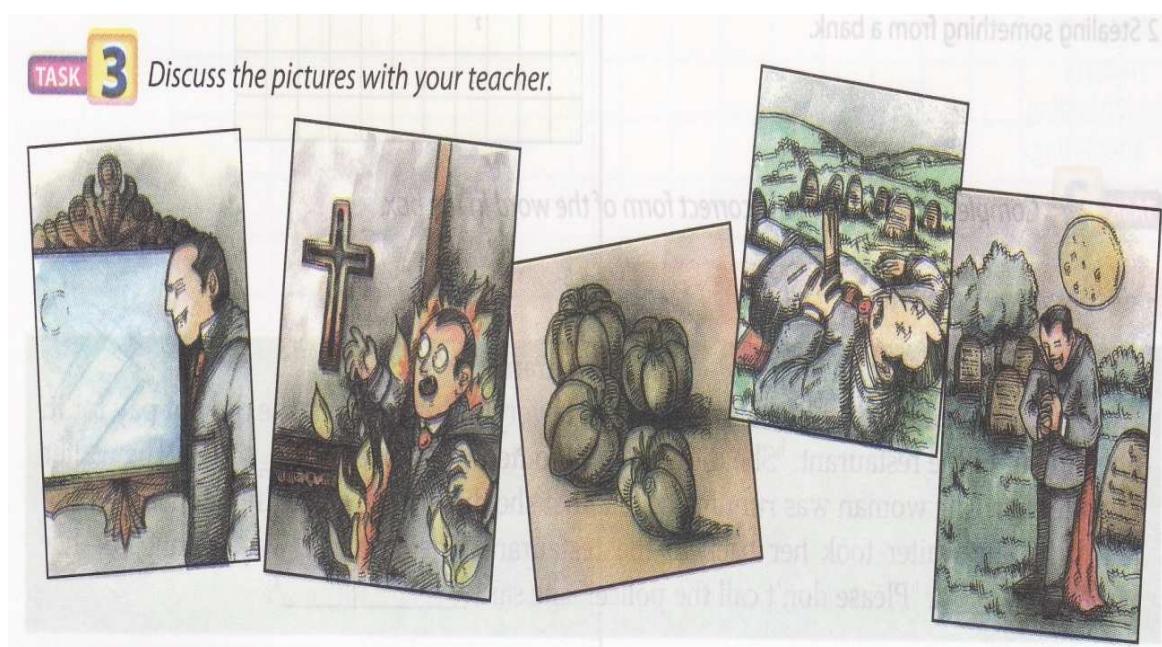
The activities for production of language in the coursebook contain the information-gap element in which the student asks for information that he does not know.

Activities for producing language in the coursebook OWTE

- Role-plays

- Open dialogues

For example,

Coursebook OWTE No. 2

Unit 8 "**Food and Health**", lesson 3 "In a Restaurant"

Task 4. Imagine you are a waiter/waitress. Write down what you partner orders.

Coursebook OWTE No. 3

Unit 8 "**Leisure Activities**", lesson 1 "Leisure Activities"

Task 2. In groups, find out what your partners like to do at weekends.

What do you do on weekends?

I do aerobics.

I play the guitar.

I go cycling.

I collect CDs.

I watch cartoons
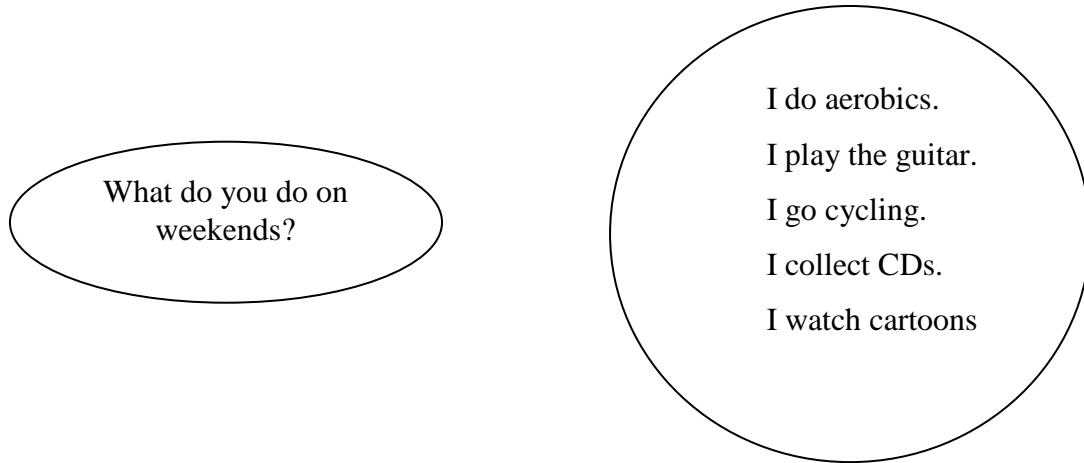
The coursebook OWTE presents more activities for practicing than for producing language.

When we use language, we rarely use it in isolation. This means that in real life, communication involves the integration of two or more skills; for example, in a conversation, speaking and listening are obviously not separate.

OWTE takes into account that language skills are linked as in real life; that is, language involves the use of more than one skill. People listen and understand messages for a purpose, and not just to repeat what they have heard. This coursebook provides tasks where the student puts into practice the integration of skills. He is asked to take notes, discuss certain topics, etc. These activities encourage the student to develop his personal involvement in the process of learning; that is, by performing activities in which he writes and talks about himself, his classmates, family, or other people he knows.

Examples for integration of skills in the coursebook OWTE:

Coursebook OWTE No. 1

Unit 8 "**People**", lesson 5 "My friend"

Task 1. Read about Lupe's friend. Complete the information.

Coursebook OWTE No. 2

Unit 5 "**Diseases and Treatment**", lesson 2 "Rehydration"

Task 1. Listen to this description of diarrhoea. Complete the text. Use the words in the box.
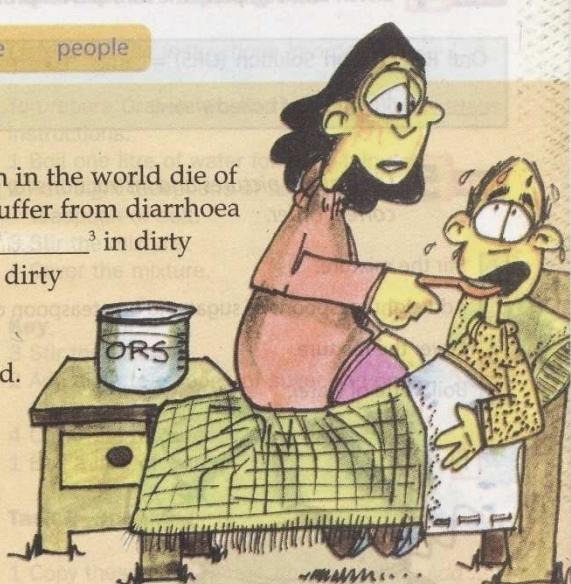
Coursebook OWTE No. 3

Unit 11 "**The Supernatural**", lesson 1 "The Supernatural"

Task 2. Complete the questionnaire. Then ask your friend the questions.

In the review of language skills and language items (grammar, vocabulary and phonology), the coursebook OWTE does not provide sufficient exercises for practicing writing and speaking skills, grammar, phonology and discourse.

4.5.5 Point of view of motivation through the coursebook OWTE

Motivation is an imperative factor for success or failure at language learning. It determines the student's level of attention during classes and the assiduity with which he does his homework and revises what he has learned during the day. This factor has a deep influence, either positively or negatively, on the effectiveness of learning.

The coursebook OWTE attempts to motivate the student to learn the target language through topics, tasks and texts, among others.

The topics have been chosen to interest, surprise and amuse the student, starting with his own country, Ecuador, and gradually reaching out toward the rest of the world. The topics are related to the student's age. A way of motivating the student through the topics presented in the coursebook is that certain topics contain information about school subjects, such as History, Social Studies, Maths and Science. In this way, these topics can motivate the student to learn English since these school subjects help or reinforce his knowledge.

Through the use of the Ecuadorian culture, the coursebook attempts to motivate the student to learn English since he learns more about his own country, giving it value. Coursebooks OWTE No. 1, 2 and 3 do not include cultural aspects related to other English speaking-countries, such as Great

Britain or the United States. As Ecuadorian culture is widely addressed throughout the course, the coursebook OWTE is clearly written for students who live in a specific cultural context; that is, OWTE has a specific cultural setting. The cultural context in this coursebook does not only provide a setting for the language learning. The student learns more about the culture than the language itself, at least in the first three coursebooks. Therefore, language learning is subordinated to cultural context.

OWTE attempts to make the student feels motivated through the success that he can achieve by completing a task or activity. According to the CRADLE team, success means the student is able to follow the material, complete the tasks, understand the texts and want to learn more. That is, the student knows what he is trying to learn to do, knows how to do it, and understands the reason for doing it. The student may feel he is learning something, which might, therefore, motivate him. Coursebooks OWTE No. 1, 2 and 3 involve tasks with a problem-solving element. This kind of tasks may motivate the student since he can discuss and express his own ideas, opinions and feelings, and work in pairs or groups. However, it is expected that the student takes as much responsibility for his individual work as he does for his group work, since the learning process depends exclusively on him.

4.5.6 Perspectives of the Constructivist Theory and the Communicative Approach   in the coursebook OWTE

After the review of the coursebook OWTE, we affirm that it accomplishes the principles of the Constructivist Theory, and almost all principles of the Communicative Approach.

This coursebook helps the student takes part in the process of English learning through stages: presentation, adaptation, internalization, practice and use of the new knowledge.

According to the Constructivist Theory, the starting-point for learning is the student's previous knowledge. This previous knowledge is the knowledge that he already possesses about certain topics, which will serve as a solid base for the acquisition of new information. The coursebook OWTE works with a variety of topics (Ecuadorian culture and school subjects). These topics are meaningful since they contain information that the student already knows, and so he relates to it.

The coursebook OWTE activates the student's previous knowledge and also presents new information by means of the topics. After the presentation of the new information, the student begins a process of adaptation (assimilation and accommodation of new information). First, he assimilates the new information through listening and reading activities. Second, he accommodates this new information with what he already knows about a certain topic, initiating an internal re-organization of cognitive structures in his brain. This is also called a re-construction of cultural ideas or concepts. Finally, the student passes through a process of internalization or coordination of new information with his previous knowledge. This is accomplished through activities provided

by the coursebook, where the student is asked to organize, classify and match information, complete charts, or talk about himself, his family or friends, making the student become an active learner. In this way, the student performs a self organization of new information with previous knowledge where he forms his own hypothesis. This is why learning is an internal constructive process (subjective and personal).

The student's learning depends on his cognitive, emotional and social development. Cognitive development is related to the importance of the student's previous knowledge, which will aid in receiving the new information. Emotional development is the student's disposition to receive the new information. In other words, the student's motivation is the result of interest in the topics of the coursebook. Finally, social development is related to real situations, which OWTE presents through real-life topics.

The following lessons of the coursebook OWTE show some tasks based on the Constructivist Theory.

Coursebook OWTE No. 3

Unit 7 "**Health and Safety**", lesson 2 "No Smoking Day"

Tasks 1 and 2 help the student activates his previous knowledge. In tasks 3, 4 and 5, the student is asked to discover and tabulate information in order to internalize or re-construct the new information.

Lesson 2 — No Smoking Day — UNIT seven

TASK 1 In pairs, decide if the statements are **true** or **false**.

1 No Smoking Day is in February.
2 Smoking can cause cancer.
3 It is dangerous to breathe the smoke from another person's cigarette.
4 Unborn babies are not affected if their mothers smoke.
5 Most smokers become addicts when they are young.
6 Smoking kills 4,000,000 people each year.
7 There will be more smokers by the year 2030.
8 Most deaths from smoking happen in developed countries.

TASK 2 Read the text and check your answers.

A good day to give up smoking

On 31st May, the world celebrates No Smoking Day, with the aim of teaching people about the harmful effects of cigarette smoking. For the smoker, the dangers include cancer, respiratory disease and heart disease. People can also be affected by passive smoking, i.e. breathing in someone else's cigarette smoke. Passive smokers may suffer from ear and chest infections, as well as respiratory illness. Smoking is also very dangerous for babies. If a pregnant woman smokes, the chemicals in the cigarette may affect her unborn baby. According to the Panamerican Health Organization (OPS), most smokers become addicts at a very young age. An estimated 4,000,000 people die from diseases caused by smoking each year and this number is expected to reach 10,000,000 by the year 2030. Seven out of every 10 deaths occur in the developing world and research shows that, even today, many people in developing countries do not know about the dangers of smoking.

TASK 3 Choose one of the following to find out about:

How many students in the class...

think cigarette companies should not advertise in magazines?

have parents who smoke?

ask people not to smoke near them?

UNIT **seven**   **Lesson 2**

TASK 4 *Walk around the class and ask the other students questions to find the information.*

> Do your parents smoke?

> Do you ask people not to smoke near you?

> Do you think cigarette companies should advertise in magazines?

> My father smokes, but my mother doesn't smoke.

> Yes, I do.

> No, I don't!

TASK 5 *Represent your information in a bar graph.*

How many students in the class ask people not to smoke near them?

Students' Responses

Students' Responses
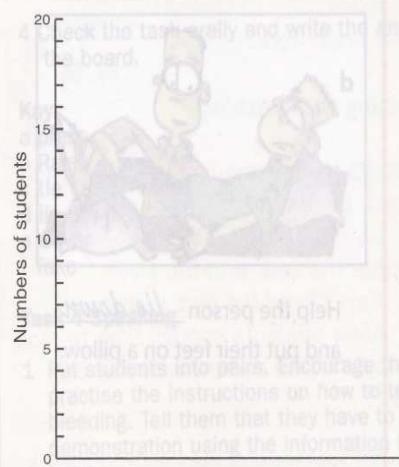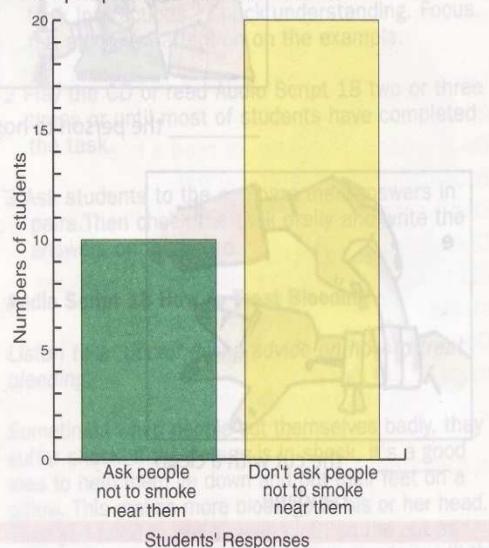
TASK 6 Write about your results.

Example: Ten students in the class ask people not to smoke near them. Twenty students in the class don't ask people not to smoke near them.

The use of the "idea map" technique is very valuable for the student because it aims in the process of assimilation. Unfortunately, the coursebook does not provide sufficient activities of this sort. There is only one idea map in the coursebook OWTE No. 3.
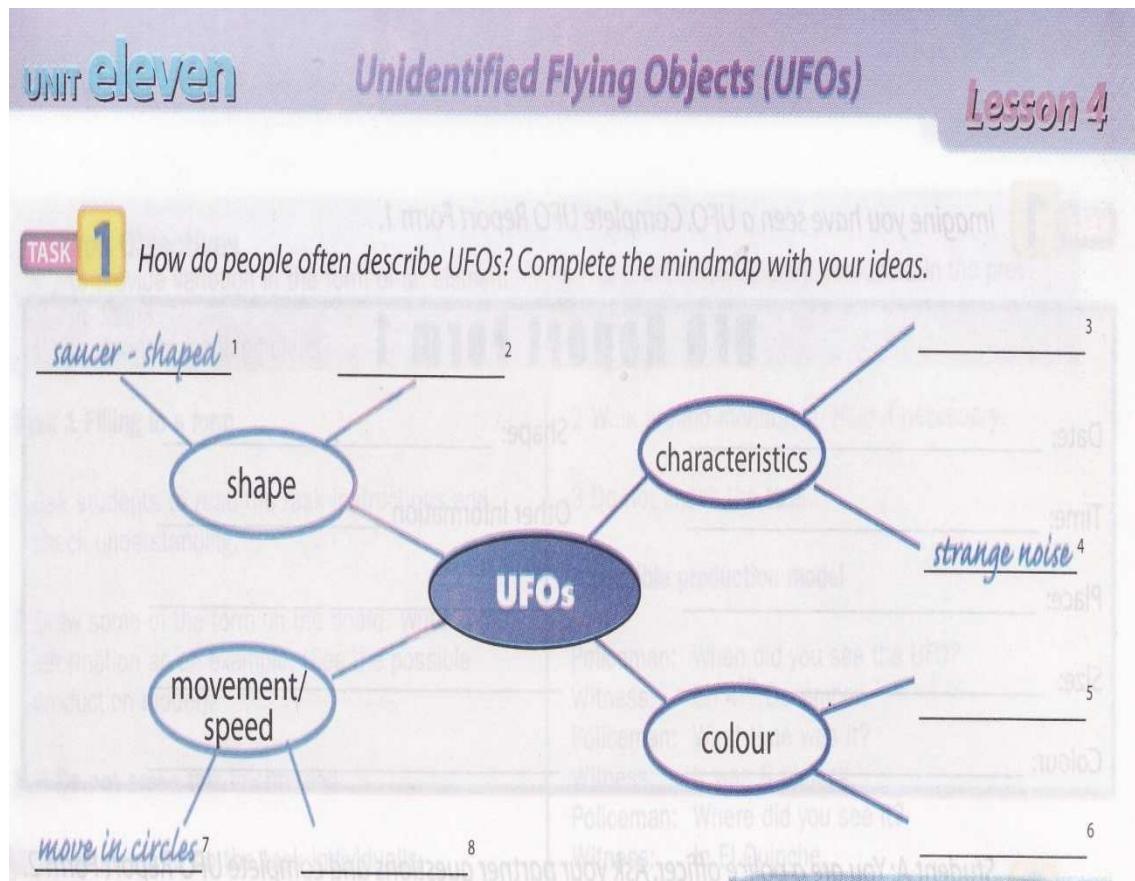

With respect to the principles of the Communicative Approach, the coursebook OWTE gives authenticity to the student for practicing and using the English language. The topics presented in the coursebook are real; therefore, the language is in real context. Aside from the language, the characters and the places are authentic since they exist in real life. The photographs offer cultural information about the life and people of Ecuador. However, this coursebook does not provide sufficient material using authentic language, such as magazines, newspaper, job advertisements, weather reports, etc.

The coursebook provides communicative tasks which resemble real-life situations. These tasks motivate the student to use the language. These communicative tasks include descriptions, narrations, open dialogues, role-plays (very few), problem solving and information gap exercises (the student communicates in order to get information that they do not know).

The activities presented in the coursebook offer communicative interaction since the student works on negotiating meaning in pairs or groups in most cases. Also, some activities use the Retrieving Text Order technique, which helps to achieve cohesion and coherence of the language. These activities can be scrambled sentences or pictures strip stories.

Example of open dialogue:

Coursebook OWTE No.1

Unit 9 "**My Day**", lesson 2 "A School Day"

Task 2. In pairs, talk about your day. Complete your partner's answers.
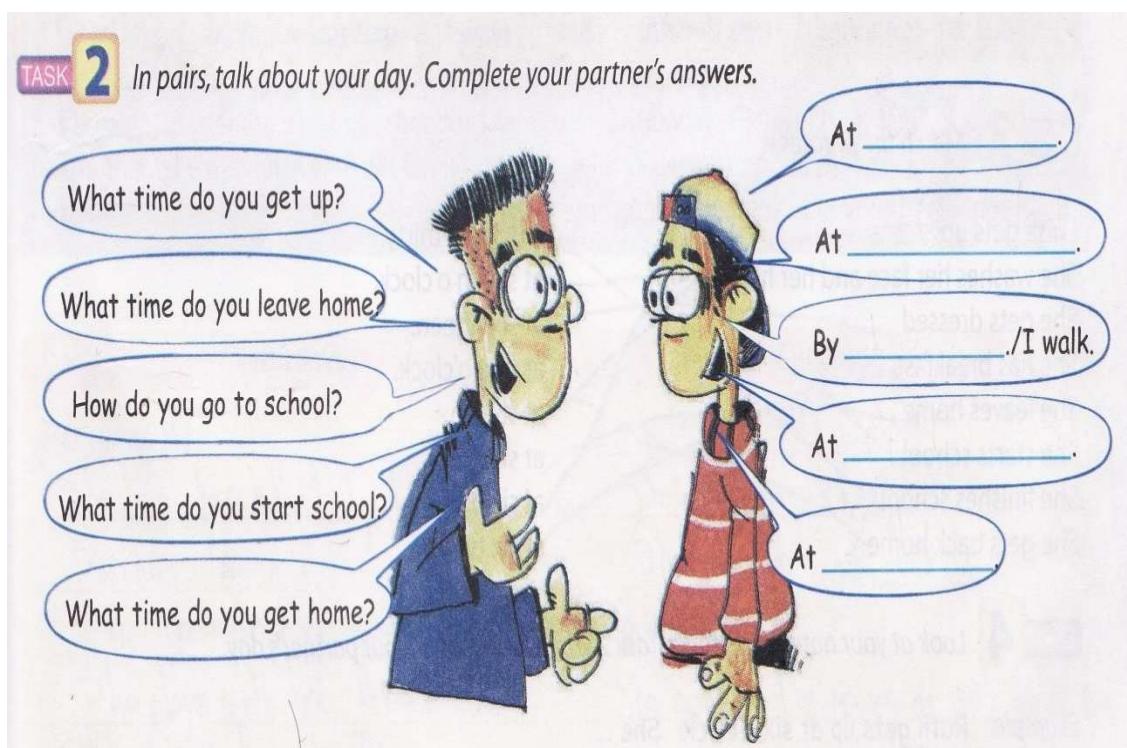
Coursebook OWTE No. 2

Unit 8 "**Food and Health**", lesson 2 "Healthy Eating"

Task 3. Ask your partner about his/her eating habits and make notes in the second column above. Take turns.
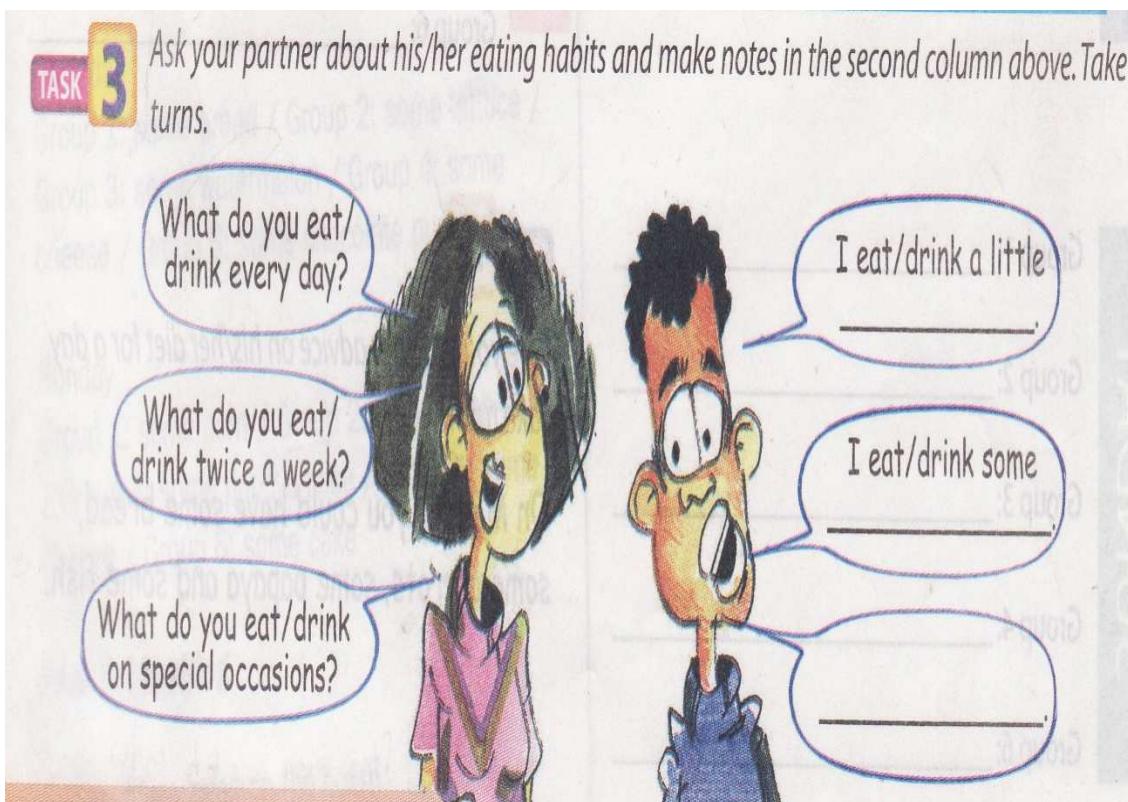
Example of a description:

Coursebook OWTE No. 3

Unit 3 "**Personality and Appearance**", lesson 1 "Signs of the Zodiac"

Task 5. Find out if the descriptions are correct. Walk around the class and ask your classmates questions. Write the names of the people you find in the table.

Example of narration and pictures strip stories:

Coursebook OWTE No. 1

Unit 15 "**Travelling in Ecuador**", lesson 2 "What did they do?"

Through the activities of the coursebook OWTE, the student can express his own ideas, feelings and opinions with respect to a certain topic. He is seen as a communicator and as the center of the process; therefore, he is responsible for his own learning. The teacher's guide provides teaching tips which suggest how the teacher should behave in class in order to encourage the student to perform the activities of the coursebook. In this way, the teacher acts as an advisor, facilitator and monitor.

Coursebook OWTE 1, 2 and 3 offer one linguistic form to perform one function; that is, *can* to express ability, *should* to express suggestion, *has to* to express obligation. In this way, the student cannot choose the most appropriate linguistic form according to the social context. The first three coursebooks do not accomplish the principle "*one function can have many different linguistic forms*".

4.6 Results of the analysis

In order to obtain the results of the analysis of the coursebook OWTE, we take into consideration some general principles which are based on good practice for language teaching. These are:

1. Relate the teaching materials to the general aim of the teaching course.

2. Select teaching materials which will help to equip the student to use language effectively for his own purposes.

3. Keep the student's learning needs in mind. In other words, the coursebook must provide activities in which the student feels interested and involved.

4. Consider the relationship between language, the process of learning and the student.

The coursebook OWTE provides activities for the development of receptive skills (listening and reading) and productive skills (writing and speaking). There are more activities for receptive skills than productive ones in coursebooks OWTE No.1 and 2. This emphasis on receptive skills is because the course of the CRADLE Project aims first at the familiarization and comprehension of language, then at the production of it in the first stages. In this way, the student moves forward by constructing his own knowledge since he assimilates, accommodates and internalizes the target language. This is accomplished through receptive and productive activities which contain information about the Ecuadorian culture, important topics, and school subjects.

Coursebook OWTE No. 3 has activities for listening, reading, writing, and speaking skills in equal number. It begins to provide more activities for developing the productive skills than the first two coursebooks. These activities are descriptions, narrations, role-plays and open dialogues. Then coursebooks OWTE No. 1 and 2 provide lot of input through receptive activities, and coursebook OWTE No. 3 starts to expect the production of the target language.

In a certain way, the topics, tasks and/or activities, and exercises of the coursebook OWTE help to equip the student to use the target language for effectively communicative purposes but in the last years of high school and not

in the first years due to the a lot of input provided in coursebooks OWTE No. 1, 2 and 3.

Keeping the student's learning needs in mind is an important aspect which helps in the construction of student's knowledge. The activities presented in the coursebook OWTE make the student feels interested and motivated to learn the target language, since the activities involve the student's personal involvement. This motivation helps the student to internalize the language. In these activities, the student is asked to express his ideas and feelings about his families, friends, or other special topics. Also, there are small projects, experiments, recipes, and games which motivate the student, such as *Make a scale drawing*, *Making a volcano*, and *How to make a Mexican Dish*, among others. The crossword activities help the student to think about and understand more meanings for a word. These activities are enjoyable for the student, and they help to practice the language. Thus the student's learning needs are quite well catered to, allowing the assimilation, accommodation and internalization of the language. However, the coursebook does not take into account the student's communicative needs since the activities of the coursebooks do not guide the student to use the language in real-life situations.

When teaching a language, it is necessary to keep a good balance among the language, the process of learning, and the student. All three aspects of language teaching are essential for the construction of the student's knowledge. When we refer to language, it means how its functions and its forms are conceived. The process of learning is how language is taught. And the student means to take him as the center of the process of learning and teaching, and to develop his communicative abilities.

The syllabus of the coursebook OWTE is eclectic. It contains topics, tasks, activities, functions and forms. The functions and forms of the language are derived from the topics presented in the coursebooks, since the primary organization of this coursebook is by topics, as shown in the table of contents. The student learns and reinforces his knowledge about the Ecuadorian culture and other school subjects. But his communicative needs are not quite as well catered to. The student constructs his own knowledge and reaches his purpose of learning at the moment he develops communicative abilities. However, there is not a good balance between the functions and forms due to the implicit manner of presentation and practice of the language forms, in order to develop communicative abilities. The activities in the coursebook are not completely related to a specific grammar point; on the contrary, they are related mainly to the topic presented in the unit. Therefore, there is not a good relationship between the student's communicative needs and the process of learning in the coursebook OWTE.

The analysis of coursebooks OWTE No. 1, 2 and 3 and its results demonstrate the following strengths and weaknesses.

Strengths

1. It takes into account the importance of the familiarization and comprehension of the target language before the production. It does not force the student to produce the language in his first stages of learning.

2. It helps to develop good habit formation when the student deals with topics, such as *The environment*, *No smoking day*, *Healthy tips* and

Study habit, among others, and to appreciate the value of the Ecuadorian culture through topics.

3. It contains curriculum links (Science, Maths, History, Social Studies and Biology).

4. It uses the English language as a medium of communication and not just as an object of study.

Weaknesses and omissions

1. It does not have sufficient exercises based on real situations for the appropriate use of the language.

2. It lacks of phonological exercises in order to improve the correct pronunciation, stress and intonation of the language.

3. Coursebook OWTE No. 3 does not have sufficient exercises involving the production of language, such as role-plays and simulations.

4. There is a lack of grammatical charts within the units.

5. There is a lack of idea maps.

6. There is a lack of authentic material in the coursebook, such as newspapers, job advertisements, weather reports, etc.

The results obtained from the analysis of coursebooks OWTE No. 1, 2 and 3 indicate that these coursebooks help the students construct their own knowledge of the target language.

The students of eight, ninth and tenth years (Ciclo Básico) are starting to be involved with the English language, especially the eighth year. These students are receiving input in order to familiarize themselves with the language. They work with a lot of listening and reading experiences, commands and instructions before they can produce significant amounts of the language. Therefore, these students are acquiring and not learning the language. The students of tenth year are already involved with the language. They are gradually provided with tasks in which they are asked to work more intellectually, thinking, discussing and producing (to a limited extent) the language for communicative purposes.

The coursebook OWTE is suitable since its activities aid in the construction of the student's knowledge. But we should mention that this coursebook needs to reinforce its communicative activities with more real-life situations for an appropriate use of the language in order to develop the student's communicative abilities.

This coursebook cannot do everything; therefore, the teacher who uses the coursebook OWTE for his classes can complement and adapt it when it is necessary, taking into account the objectives and syllabus of the coursebook.

CHAPTER V

Conclusions and Recommendations

The investigation of our thesis focused on the analysis of the coursebook "Our World Through English" (third edition) from the perspective of the Constructivist Theory and the Communicative Approach, with the objective of discovering whether this coursebook is appropriate for students of the public high schools of Cuenca.

We were interested in understanding how the coursebook OWTE is organized because of complaints about the coursebook. English teachers have complained, saying that this coursebook does not use an appropriate methodology for good language teaching, that the topics are not interesting for the students, that the units are too extensive to be accomplished, that there is a lack of grammar, that the use of the Ecuadorian culture is inappropriate for teaching English, and that there is a lack of extra material to help to improve their classes, among others. These opinions caught our attention, inspiring the analysis of the coursebook OWTE.

The analysis of this coursebook brought us a detailed view of its philosophy, its organization, its methodology, its syllabus, and its strengths and weaknesses.

OWTE is based on the principles of the Constructivist Theory and the Communicative Approach. Its activities contribute to the process of assimilation, accommodation and internalization of new information (knowledge) in the student's cognitive structure for the development of constructive learning.

In addition, its activities provide the practice and use of language (to a limited extent) in social contexts.

The coursebook offers topics, functions, grammar, tasks and activities due to its eclectic syllabus. The functions and forms are subordinated by the topics contained in the coursebook.

Most of topics presented in the texts and listening passages are about Ecuadorian culture, and they also offer links with other school subjects, such as Science, Maths, Social Studies and History. These topics are useful since they provide more information (knowledge) or reinforce a certain school subject. A high percentage of students consider the topics interesting, but not satisfactory (pleasant) according to the survey made. In other words, they take into account the importance of the topics, but they do not like them at all. There are activities which appeal to the students, and others which do not; this is due to their interest, or lack thereof, in certain subjects. Some students think that the teachers make the topics boring. We suggest that the teacher prepare and investigate the topics to be addressed in the coursebook beforehand, since some topics require information regarding other school subjects.

The activities presented in the coursebook are designed to make the students participate in the class by giving their opinions, ideas and feelings about their families, friends, classmates or certain topics. Also, these activities aid in the development of the students' language skills with interpersonal and intrapersonal participation. As we have mentioned, it is important that the students first partake in many listening and reading activities in order to familiarize themselves with the language, before producing it through writing and speaking activities, which the coursebook also accomplishes this. In most

cases, the activities for writing and speaking only help to practice the spelling and pronunciation.

This course attempts to reach a functional-communicative approach, so the students should be provided with activities where they can use the language to communicate in real situations. It is necessary that coursebooks OWTE No. 1, 2 and 3 provide a good balance between functions and forms so that the students can develop communicative competence. In this way, the students avoid problems with developing their communicative abilities further.   The coursebook OWTE offers few activities involving real situations necessitating the appropriate use of the language, so students cannot match the language learned to real situations. There are, however, activities where the students use the language as if it were to happen in real life, such as in activities involving the integration of skills.

The coursebook does not provide rules or information for the proper development of a paragraph or phonological charts for correct pronunciation. Therefore, coursebooks OWTE No.1, 2 and 3 need to reinforce certain aspects and items of language since they do not cover them at all. The teachers should reinforce their lessons with videotapes, more real pictures, role-plays, simulations and exercises for grammar and phonology.

We have seen that OWTE does not impose any specific physical restraints on the process of teaching. It does not offer supplementary material, for example, a videotape which would necessitate a darkened room with projection facilities, or a laboratory, which might cause inconveniences.

According to some teachers' comments, it is not appropriate to teach the English language in relation to the culture of another country. However, it is possible to do it. Most of the topics in the coursebook are related to Ecuador, and the students learn to value their own culture. In addition, the use of the Ecuadorian culture for teaching English has its advantages, since the students recognize some characters and places, which tends to increase their motivation for learning. The coursebook OWTE teaches the Ecuadorian culture using the English language; that is, English is used as a medium of communication and not just as a topic of study. But to use a culturally specific coursebook also has weaknesses. For example, the students do not have the opportunity to get to know other places, especially countries where English is the official language. In accordance with the teachers' comments, some students go abroad after finishing the Ciclo Básico or Diversificado. In most cases, these students travel to the United States, and they do not know anything about the culture of that country. This situation is especially common in high schools in the surrounding areas of Cuenca. We suggest that the coursebook OWTE include charts with information about the culture of English-speaking countries as a help for those students who want to travel. Thus the content of this coursebook has a dual purpose; to present the language and convey cultural information.

The teachers' role is very important in the process of language learning and teaching. Teachers should be very familiar with the material to be used for teaching very well. They must know how the coursebook is organized, its syllabus, its philosophy and what principles of learning are involved in order to use it correctly. We believe that some teachers criticize OWTE without

understanding how it works. We had the opportunity to talk to English teachers when we made the surveys in different high schools, and there were both bad and good opinions of this coursebook. Some teachers blamed this coursebook, and others also accepted their own responsibility. Through the surveys, we came to know how the teachers use the coursebook OWTE in their classes. This coursebook works with grammar and vocabulary in context but most of teachers teach them through the use of the dictionary and explanation of the grammatical rules according to the survey applied. As we have indicated, the coursebook OWTE is not designed to teach grammar. However, it would be advisable to include little grammar charts within the units, for more information for the students.

The teachers' training is an important aspect. Teachers should be trained constantly. The Provincial Coordinators of Azuay, Lcdas. Rocio Fuertes and Lorena Arévalo, talked about the workshops that the CRADLE Project offers. These are *Orientation Courses/Methodology workshops* which are given every year which help teachers learn how to use the coursebook OWTE in their classes correctly. Other workshops are given according to the teachers' necessities; for example, *Cooperative Learning*, *Making OWTE more dynamic* and *Language Improvement*, among others, are offered. The Provincial Coordinators commented that English teachers who attend these workshops receive extra didactic materials for their classes, such as pedagogical magazines, pictures and pamphlets. These workshops are not only for the improvement of teachers' performance in the classroom, but also for their promotion in the MEC payscale. According to the surveys, a high percentage of teachers (63 %) have attended the workshops and they rated them as very

good (49 %). But there is a contradiction. If the teachers have, in fact, attended the workshops that the CRADLE Project offers, they should know very well how the coursebook OWTE works.   This causes us to question why teachers complain about this coursebook. A high percentage of teachers assured us that they did not receive extra material (60 %), knowing that the extra material is delivered in the workshops. It is possible that they lied in the surveys, or that what they learn in the workshops does not apply in class. Of course, there are teachers who do not attend the workshops, and there are those who have attended these workshops and told us that these they are repetitive. But we must also take into account that it is often difficult to put our knowledge into practice. This can be due to large classes with 40 or 45 students, bad physical conditions, a low educational background of the students, etc.   If   the teachers need extra material, the Provincial Coordinators suggest that they visit the Teacher Resource Center (TRC). The TRC is a place where English teachers can look for professional advice and support, ask for books and didactic materials and meet with other colleagues. Also, in this "small library" sometimes there are workshops to improve the teachers' speaking or methodology. However, the teachers who visit this place are few.

The exposure of the students to the English language is a fundamental aspect in learning it. Therefore, English teachers and students should make good use of the five periods of English classes per week established by the CRADLE Project. However, this disposition is not usually accomplished. We noticed during the surveys that the five periods of class per week are not accomplished at all in some high schools, especially in the Ciclo Diversificado.

According to the authorities and English teachers of these high schools, the decrease of the periods of English classes is due to the importance of the subjects of specialization (career), and that they have permission to do so. However, the Provincial Coordinators state that the five periods of class per week is obligatory in all public and fisco-missional high schools that work with the CRADLE Project, as much in Ciclo Básico as in Diversificado. According to them, there is no authorization that allows the decrease or alteration of the five hours of English classes, including in the technical high schools (legal disposition No. 041-DN-DINET-06).

In the following list, we've provided suggestions given by the teachers regarding the coursebook OWTE.

- More training for the teachers, with workshops concerning methodology and didactics.

- The number of units should be reduced.

- The use of visual material, like videos, should be included.

- A website which provides extra activities should be created.

- Speaking activities using real dialogues should be increased.

- Grammar charts should be increased within the units.

We conclude by stating that no English coursebook will ever be totally suited to a particular teaching situation, and the coursebook OWTE is no exception. Teachers should not expect the coursebook to do all the work in the

class, since their performance has great influence on the process of learning and teaching. They will have to find their own way of using and adapting the coursebook if necessary. The coursebook itself represents only a guide; therefore, it is imperative that our teachers receive the best training possible. In addition, teachers should update their methodologies and techniques.

Now that we have completed our research, we can comment that this investigation was not easy to carry out, due to a lack of collaboration by certain authorities, as well as by English teachers of the high schools during the surveys and even by the Provincial Coordinators here in Cuenca. However, we are pleased by the work developed. The analysis of the coursebook OWTE is very valuable for us as future English teachers since it helps us to understand aspects of this coursebook that we did not know before.

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APPENDICES

Appendix No. 1

Encuesta para Alumnos

Curso: _____

Lea las preguntas detenidamente y conteste.

1. Marque con una X los siguientes ítems del libro "Our World Through English" (OWTE) de acuerdo a su criterio.

	interesantes	satisfactorios	no satisfactorios
Temas			
Ejercicios			
Lecturas			
Diálogos			
Experimentos			

2. ¿Qué destreza(s) desarrolla en clase con el libro OWTE?

   a) destreza auditiva a través de ejercicios de "Listening"   ____

   b) destreza lectora a través de ejercicios de "Reading"   ____

   c) destreza oral a través de ejercicios de "Speaking"   ____

   d) destreza en escritura a través de ejercicios de "Writing"   ____

3. Mediante el uso del libro OWTE, ¿qué aprende?

   a) reglas gramaticales   ____

   b) a comunicarse   ____

   c) vocabulario   ____

   d) otros   ____

     favor especificar_____

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4. ¿Cuántas horas practica **role-plays** durante las clases?

    a) 5 horas a la semana   _____
    b) 4 horas a la semana   _____
    c) 3 horas a la semana   _____
    d) 2 horas a la semana   _____
    e) 1 hora a la semana   _____
    f) 0 horas a la semana   _____

5. ¿Cuántas horas trabaja en pareja o grupos durante las clases?

    a) 5 horas a la semana   _____
    b) 4 horas a la semana   _____
    c) 3 horas a la semana   _____
    d) 2 horas a la semana   _____
    e) 1 hora a la semana   _____
    f) 0 horas a la semana   _____

6. Al hablar Inglés en clase, su profesor utiliza las siguientes técnicas para corregir los errores.

    a) Corrige cada vez que se equivoca.   ____

    b) Anota los errores mientras habla y le corrige al final de su participación.   ____

    c) Anota los errores mientras los estudiantes hablan y luego de hacer la explicación corrige los mismos al final de la clase.   ____

    d) Nunca corrige los errores.   ____

7. En clase, su profesor habla Inglés…

  a) 100% ____   b) 75% ____   c) 50% ____   d) 25% ____   e) 0% ____

8. Su profesor da a conocer el significado del vocabulario a través de…

  1. el idioma Inglés:

    a) en el contexto de la lectura   _____
    b) material visual (gráficos, dibujos, fotografías, etc.)   _____
    c) mímicas y/o gestos   _____
    d) explicación en Inglés por parte del profesor   _____

  2. traducción:

a) por parte del profesor   _____
b) uso del diccionario   _____

Appendix No. 2

La siguiente encuesta tiene como objetivo obtener información del libro de Inglés OWTE que nos ayudará a desarrollar nuestra tesis titulada, **An analysis of the book, Our World Through English, from the perspective of the Constructivist Theory and the Communicative Approach.**

Pedimos de la manera más cordial su colaboración contestando las siguientes preguntas.

Encuesta para Profesores

Lea las preguntas detenidamente y conteste.

Sección A: Libro "Our World Through English"

1. ¿Cree Ud. que los temas que contiene el libro OWTE motiven a los estudiantes a aprender el idioma Inglés?

    Si ____   No ____

    ¿Por qué? _____

2. ¿Cree Ud. que los nuevos ítems que se han implementado en la tercera edición del libro OWTE como por ejemplo, "Checking My Progress section" motiven a los estudiantes a aprender el Inglés?

    Si ____   No ____

    ¿Por qué? _____

3. El libro OWTE de acuerdo a sus contenidos enseña…

    a) gramática   ____   b) vocabulario   ____

4. ¿El libro OWTE de acuerdo a sus actividades ofrece oportunidades para comunicarse?

    Si ____   No ____

5. ¿Qué destreza(s) ayuda el libro a desarrollar en los estudiantes?

a) escuchar   _____   c) leer   _____

b) hablar   _____   d) escribir   _____

6. ¿Qué actividades ofrece el libro para la producción oral en los estudiantes?

   a) dramatizaciones   _____

   b) descripciones   _____

   c) narraciones   _____

   d) otros   _____   favor especificar_____

7. El libro sigue un programa (syllabus)…

   a) gramatical   _____   b) funcional-comunicativo   _____

8. ¿Cómo le parecen los temas del libro basados en la cultura de nuestro país para la enseñanza del Inglés?

   a) apropiados   ___

   b) poco apropiados   ___

   c) inapropiados   ___

   ¿Por qué?_____

9. ¿Ofrece el libro situaciones reales comunicativas a los estudiantes para el aprendizaje del Inglés?

              Si _____   No ___

Sección B: Metodología

10. ¿Cómo presenta Ud. el vocabulario de cada unidad?

    1. A través del uso del idioma Inglés

    a) en el contexto de la lectura   _____

    b) material visual (gráficos, dibujos, fotografías, etc.)   _____

    c) mímicas y/o gestos   _____

d) explicación por parte del profesor en Inglés   ____

2. A través de traducción

a) por parte del profesor   ____

b) uso del diccionario   ____

11. ¿Qué actividades utiliza para la producción oral en los estudiantes?

a) dramatizaciones   ____

b) descripciones   ____

c) narraciones   ____

d) otros   ____   favor especificar _____

12. Para presentar una estructura gramatical, lo hace…

a) dentro de un contexto (situación)   ____

b) lecturas   ____

c) explicación de la regla gramatical   ____

d) otros   ____

(favor especificar) _____

Sección C: Capacitación

13. ¿Asiste a los cursos de capacitación que brinda el Proyecto CRADLE a los profesores?

Si   ___   No   ___

Nombre los cursos: _____

14 ¿Cómo califica a estos cursos?

a) Muy buenos _____   b) Buenos _____   c) Malos _____

¿Por qué?_____

Sección D: Otros

15. ¿Conoce usted la Central Pedagógica de Profesores creada por el Proyecto
CRADLE (aquí en Cuenca)?

Si   ____   No   ____

¿Dónde está ubicado?

_____

¿Tiene acceso a ella?

Si   ____   No   ____

Si su respuesta es **No** indique las razones.

_____

16. ¿Recibe material didáctico extra (revistas, folletos, etc.) para la preparación de sus
clases por parte del Proyecto CRADLE?

Si   ____   No   ____

Mencione el tipo de material didáctico.

_____

Para comentarios o sugerencias del Libro OWTE, por favor escribir en las siguientes
líneas de abajo.

_____
_____

Gracias por su colaboración