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TEACHING ENGLISH AS A FOREIGN LANGUAGE TO THE STUDENTS OF

RURAL AND URBAN AREAS OF ACHACACHI THROUGH THE USE OF THE

CUMULATIVE-ENHANCEMENT MODEL FOR LANGUAGE ACQUISITION

Trabajo Dirigido para obtener el Título de Licenciatura

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CHAPTER I
BACKGROUND

1.1 INTRODUCTION.

The learning of another important foreign language becomes an important tool for the success of people at different ages who want to go further in education in different fields such as business, tourism, linguistics, education, and others; or simply for exchanging ideas with foreign people. In that sense English has become one of the most vital languages throughout the world, required by many countries as their first or second language; besides, it is one of the most widely spoken and learned language around the world.

According to the new Constitution, Bolivia constitutes a single social unitary State with a plural community; free, independent, sovereign, democratic, intercultural, decentralized and with autonomies. Bolivia is based on the pluralism of politics, economy, judiciary institutions as well as its cultural and language diversity. Although the majority of the population in the country speak Spanish, a former official language of the country, there are around other thirty-six languages recognized by our new political Constitution in different sociolinguistic contexts being the most important Aymara and Quechua.

Because of the great poverty in our country, seems that English is of minor importance. Almost half of the population of Bolivia speak Aymara, Quechua and other languages, and when they come to the cities, learning Spanish is their main concern; therefore, English is of little use of the majority so they do not learn it. According to Bradley[1], an English Teacher, even though there is little requirement for English in Bolivia, people do learn, mainly for reasons of self-improvement or prestige. English is studied only at very low levels, or not at all in public schools, so they have to go to independent English schools if they want to. The Army Languages School in our country, an Institute where English is

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[1]Bradley, Chris. Bolivia: Different Types of English Teaching. Onestopenglish

taught and other foreign and Native languages as well, is located in the center of La Paz city, and has its branches in different cities and towns such as Cochabamba, Riveralta, Achacachi, with positive results. It was seen that the classrooms in the Army Languages School in Achacachi were with just a few students; consequently, the intention of this project was to draw students of the area who are Spanish and Aymara speakers towards learners of English.

In the process of teaching English, perhaps it was wrongly considered that teaching English would be oriented to the students who know only one mother tongue; however, according to the different areas they are from some students can be monolingual, bilingual or multilingual, so it is important to consider this fact and also take into account how a student got a second or third language if not as a mother tongue.

Despite the fact that third language acquisition may be considered as a relatively young discipline in the field of Applied Linguistics, it is necessary for the researchers to have a great understanding of how native languages can influence third language acquisition, in other words it is important to consider the role of bilingualism, Spanish and Aymara speakers specifically, in third language production. Thus, Achacachi was a perfect place to apply the Project since most of them are bilinguals.

As stated at the beginning about the importance of communicating in English, the inhabitants of rural and urban Areas of Achacachi could not be an exception of having an opportunity to get a third language so even though many of them are not used to learning other foreign languages apart from their mother tongues Aymara and Spanish, it is necessary and important for them to know another foreign language in this case English which may result in their third language of communication so that if they would like to learn another fourth language, it can result easier to get according to many researchers. Even more, because they have already known two languages, plus English and another language they might become multilingual. Thus, they can be benefited of this advantage that students of others places might not have. At the same time they can be enabled to have more opportunities mainly in work, in education, and pleasure. Furthermore as a result of

this, participants in the future will indirectly be in favor of getting other popular foreign languages of the world suggesting their relatives, friends, and explaining their parents and local authorities that necessity and advantage.

1.2 INSTITUTIONAL BACKGROUND.

Achacachi, capital of the Omasuyos Province of the Department of La Paz, is ruled by a Mayor whose office together with several branches works in the same small city of Achacachi. Among others, one of the branches is the Human Development Office that deals with the education system whose objectives are to promote young people towards further education and formation; therefore, this Project was very well welcomed by those authorities for their participants to be part of the Project. Furthermore, the population of Achacachi seems to be greatly interested in the education progress; that is why it has several high level education institutions such as the UPEA University with two careers: Laws, and Education Sciences; the "Normales" of Warisata and Santiago the Huata where they study to become Elementary and High School teachers. However, the lack of institutes of languages amongst others, make the people to be without the opportunities as many as the people in city places have.

Something to be mentioned clearly is that very few elementary and high schools around the area of Achacachi have the subject of English included in their programs; as a result, it could be one of the reasons to be hard for some to catch up with the process of acquiring English.

The languages that most of people speak in Achacachi are Spanish and Aymara; however, many of the young generation, although they understand Aymara, they tend not to speak it, but Spanish; however, many of them do not understand Aymara at all, because it seems that they feel ashamed when they speak Aymara, or even their parents influence them just to speak Spanish. Nevertheless, little by little they are again trying to realize the importance of Aymara due to the political situation in our country.

1.3 OBJECTIVES.

1.3.1 GENERAL OBJECTIVE.

- To teach basic English as a foreign language to civilian students, as well as privates of the "Ayacucho" Regiment Post coming from rural and urban areas of Achacachi by means of using the cumulative-enhancement model for language acquisition.

1.3.2 SPECIFIC OBJECTIVES.

- To gather participants really interested in learning English.

- To develop suitable activities according to the students needs and interests.

- To adapt English Language textbooks to suit the students learning styles.

1.4 JUSTIFICATION.

Around the world, English is spoken and learnt in many countries becoming it a big concern for many people of our country that proficiency in this language is necessary. However, most of the people are not aware of the importance of the knowledge of English yet, even in some rural areas of our country, people are not conscious that communicating in English would be very helpful in life. In Achacachi, as stated before, there is a considerable number of students in the learning process because they want to ensure a comfortable life in the future; at least, this is what they understand; good education as well as good formation can be a help to succeed in the future. On the other hand, English is not probably the primary thing they have to learn, but they have to be conscious that learning it can ensure them in many more opportunities of getting jobs in the future as well as enhancing the knowledge in their fields. As a result, English has to be a reachable chance for all of those rural and urban young people who want to get their objectives with further opportunities. What is more, this might be the gateway to different careers of universities

or other educational institutions where English is important, or they may give the continuity to the mentioned process in many other ways in order to have a positive use of this third language in the future; or as minimum they will understand the great importance of knowing not only English or other foreign languages but also native tongues of every region in our country.

The spread of the necessity and enthusiasm of learning English may influence their authorities and parents to find ways to get these objectives fulfilled in the town of Achacachi; in other words, the participants will never forget the English they acquired was taught by an undergraduate of Department of Linguistics and Languages of the University of UMSA, a great opportunity to spread the name of this career of the University doing something pro society beyond the city. Furthermore, other undergraduates of the Department of Linguistics and Languages on the basis of this Project can contribute the rural society with other ways of teaching in order to facilitate the acquisition of the third language, English in this case. For the reasons just mentioned, this work actually complies with the social needs.

This Project about Teaching English through the Use of the Cumulative-Enhancement Model for Language Acquisition is based on how the students can acquire the language. The amount of new words used into the utterances or sentences to express meaningful information, request, or a suggestion that is taught in the first class; in the next class based on what they have already gotten, something new has to be taught. However, it is necessary to take into account that there might be some slight differences between teaching English in an urban society or a city, and in a rural area in acquiring the new language which in this concern would be their third language since they already speak Aymara and Spanish as their mother tongues. If they really pay attention to the importance of having two languages in mind to communicate, perhaps it might be an advantage of learning not only English but also other foreign languages, So this proposal of teaching English presented in this work is a contribution to the area of Applied Linguistics; consequently, it is theoretically justified, too.

1.5 METHODOLOGY.

Because this work of Teaching English as a Foreign Language to the Students of Rural and Urban Areas of Achacachi becomes a social problem, in order to develop the professional expertise of the teacher by investigating the teaching in a systematic and organized way, and also because they were real classes, we decided to apply the Methodology of Action Research or Action Learning cited by Wallace[2], which means learning by doing, in other words it contributes to the practical concerns of the clients in an immediate problematic solution, at the same time reaches the goals of social science simultaneously. This is a dual commitment in Action Research to study a system and concurrently to collaborate with members of the system. In other words it stresses the importance of co-learning as a primary aspect of the research process.

One of the features of Action Research is to be used in real situations rather than in contrived, experimental studies since its primary focus is on solving real problems. According to O'Brien[3] much of the researcher's time is spent on refining the methodological tools to suit the exigencies of the situation, and on collecting, analyzing, and presenting data on an ongoing, cyclical basis.

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[2]Wallace, Michael J. (1998). Action Research for Language Teachers. P.6.
[3]O'Brien, Rory. (1998) An Overview of the Methodological Approach of Action Research. Available from http://www.web.net/~robrien/papers/arfinal.html . Accessed 23/7/2010.

Following there is a detailed Action Research Model adapted by Susman[4]:
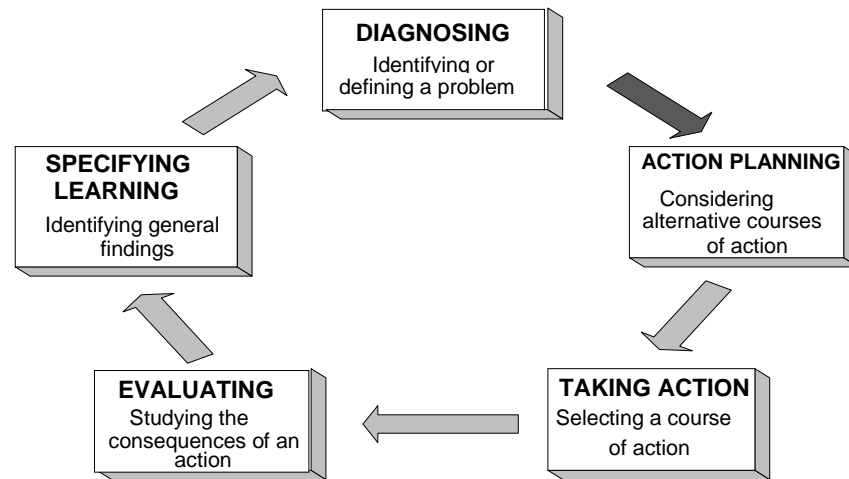

Figure 1. Detailed Action Research Model

The Project of teaching English was developed normally, and the daily problems and obstacles found during class were resolved immediately or for the next class. Furthermore, the development of Teaching English was performed by investigating the way of teaching according to the students' behavior in class in a systematic and organized manner. Some problems derived from normal every day practice were tried to improve or eliminate for later use and so on.

It is necessary to identify potential problems in class, and according to the behavior of the students modify the teaching practices, and evaluate the results afterwards. This is a classroom-based research where teachers gain understanding of teaching and learning within one's classroom and to use that knowledge to increase student learning.

[4]Susman, Gerald (1983) Cited by O'Brien, Rory (1998). An Overview of the Methodological Approach of Action Research. Para. 8. Available from http://www.web.net/~robrien/papers/arfinal.html. Accessed 23/7/2010.

CHAPTER II
REVIEW OF THE LITERATURE

2.1 ENGLISH LANGUAGE TEACHING (ELT).

As Thanasoulas[5] has stated that English Language Teaching tradition has been subjected to a tremendous change, especially throughout the twentieth century, perhaps more than any other discipline. There were optimal methods and techniques for language teaching and learning.

Stern[6] proposes a very detailed conceptual framework, as a model in the complexity of language teaching with its main components that are interdependent:

- Views of the nature of language
- Views of the learner and of language learning
- Views of teaching and the language teacher, and
- The whole context, including the educational setting, the language context, and the language teaching background.

English Language Teaching (ELT) is part of education, and part of the Applied Linguistics. It is included in the curricula of the elementary and high schools, and in different careers of professional fields. Moreover, there is a big number of institutes where English is taught both in our country and abroad. But the main concern of all English teachers is to adopt the correct method in ELT. Hutchinson and Waters[7] show that ELT is divided in three branches: teaching English as a Mother Tongue (EMT), English as a Foreign Language (EFL), and English as a Second Language (ESL). From EFL, it is subdivided in General English (GE) and English for Specific Purposes (ESP).

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[5]Thanasoulas, Dimitrios. (2002). The Changing Winds and Shifting Sands of the History of English Language Teaching. Retrieved from http://www.englishclub.com/tefl-articles/history-english-language-teaching.htm Accessed 30/3/2010.
[6]Stern, H. H. (1983), Fundamental concepts of language teaching, Oxford University Press. Ch. 3.
[7]Hutchinson and Waters (1987). Cited by Lixin Li. Theoretical Base and Problems in Business English Teaching in China. Retrieved from http://www.esp-world.info/Articles_8/Li.htm: Accessed 25/4/2010.

2.1.1 TEACHING ENGLISH AS A FIRST LANGUAGE.

It is considered the first language the tongue learnt first in life for communication. So it becomes the basis in order to learn other languages that can be the second, third or fourth language. To be clear, skills, ideas and concepts students learn in their first language are transferred to the second language. Thomas & Collier[8] argued that the amount of formal schooling students have received in their first language affects the duration of learning English as a second language. In short, the mother tongue is a major resource for future language learning.

Learning the first language is not simply a matter of learning syntax and vocabulary, it goes beyond hand in hand with the child's needs and interests adapting its language use to particular situations. The child's use and learning of language is partly determined by mental capacity; he/she hears language all around him, and unconsciously works out the grammar, which means that acquisition is a relatively painless process.

In order to get acceptable or high level literacy skills in the first language, it is important to teach the individuals in the course of life, that is, from the parental society, through different schools.

2.1.2 TEACHING ENGLISH AS A SECOND LANGUAGE (TESL).

Because English is still the most widely learned – taught second language in the world today with people with different mother tongues, it is necessary to put high importance to the aspect of the different sociocultural contents and the enormous range of cultural contexts and backgrounds around the world as well.

In our country, according to the new Constitution, English is not considered as a second language, nor is it dominant; therefore, its citizens just have to learn it for personal success.

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[8]Thomas & Collier (1997) Cited by Judie Haynes. How Long does it Take to Learn English? everythingESL.net. Para. 1. Retrieved from http://www.everythingesl.net/inservices/_long_does_take_learn_english_55843.php Accessed 15/8/2010.

English as a Second Language together with English as a Foreign Language are part of English Language Teaching (ELT). In order to understand better what ESL refers, let us first say that Second Language is the acquisition of any language after the acquisition of the mother tongue. However, this second language reaches almost the same level in using all the skills as the mother tongue.

According to Haynes[9] every new learner of English goes through the same stages of acquiring the language; however, the period of time each student spends at a particular stage may vary greatly.

2.1.3 TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL).

English is the language most often studied as a foreign language in the European Union by 89% of schoolchildren, followed by French, German and Spanish.

Most of the English learners in our country learn English as a Foreign Language and just for personal success since English does not belong to our country as an official language according to the new Constitution.

EFL is part of ELT which refers to the individuals that acquire or learn another language after the acquisition of the mother tongue where English is not dominant. Nevertheless, this language is not at the level in developing different skills to have a perfect communication.

However, teaching English as a Foreign Language to students of Rural and Urban Areas of Achacachi that are bilinguals would be something easier than teaching to monolinguals according to some authors and studies. Perhaps it is important to mention at this point also

that a learner will normally use his/her own L1 as a resource which in the past this was considered as an error, but now it is recognized that all learners fall back on their mother

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[9]Haynes, Judie. Stages of Second Language Acquisition. Retrieved from http://www.everythingesl.net/inservices/language_stages.php. Accessed 28/7/2010.

tongues, especially in the first terms of language acquisition according to Selinker[10], considered now as a necessary normal process.

The languages that the Project participants of Achacachi speak or understand are Spanish and Aymara, one of them is their first and the other their second language. So English is a Foreign Language for them.

2.2 LANGUAGE LEARNING Vs LANGUAGE ACQUISITION.

According to Krashen[11] there are two independent systems of second language performance: the acquired system and the learned system. The acquired system or acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language, as natural communication, in which speakers are concentrated not in the form of their utterances, but in the communicative act. According to Krashen[11] learning is less important than acquisition.

The learned system or learning is the product of formal instruction that comprises a conscious process resulting in conscious knowledge about the language, for example knowledge of grammar rules.

Krashen[11] claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. In other words, the teacher talk meets the requirements for comprehensible input and perhaps with the students' participation the classroom becomes an environment suitable for acquisition.

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[10]Selinker, Larry (1972). "Interlanguage" Retrieved from
http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L7_Interlanguage.htm.   Accessed
5/1/2010.

[11]Krashen . Cited by Schütz, Ricardo (2005). Stephen Krashen's Theory of Second Language Acquisition. Retrieved from
http://www.sk.com.br/sk-krash.html Accesed 29/7/2010.

2.3 DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE ACQUISITION.

Relating overall success, children normally achieve perfect L1 mastery; however, adult L2 learners are unlikely to achieve perfect L2 mastery. Talking about goals, L1 acquirers can get target language competence, but L2 learners may get less than target language competence or more concerned with fluency than accuracy. L1 acquiring children develop clear intuitions about correctness, on the other side L2 learners are often unable to form clear grammaticality judgments. Correction, for L1 acquirers is not found and not necessary, yet correction for L2 learners is generally helpful or necessary.

Towell & Hawkins[12] has found out that very few L2 learners appear to be fully successful in the way that native speakers are.

While there are many similarities between L1 and L2 learning, the variation in situation and other factors also produces many differences. Cook[13] found out that L1 children mostly acquire language in different settings with different exposure to language than L2 learners and they are at different stages of mental and social maturity. It may be inherently impossible to compare equivalent L1 and L2 learners even though they are connected by a common goal, the communication.

Other models assume that Second Language Acquisition is similar to Foreign Language Acquisition; nevertheless, they do not agree that language learning is in any way different from other kinds of learning.

[12]Towell & Hawkins (1994). Linguistics and Second Language Acquisition. Cited by Ellis 1994. Retrieved from http://homepage.ntlworld.com/vivian.c/SLA/L1%20and%20L2.htm. Accesed 30/7/2010.

[13]Cook, V.J. (1969). The analogy between first and second language learning. *IRAL* VII/3, 207-216. Cited by Ellis 1994. Retrieved from http://homepage.ntlworld.com/vivian.c/SLA/L1%20and%20L2.htm

2.4 THIRD LANGUAGE ACQUISITION (TLA).

Third language acquisition or multilingual acquisition is a more complicated phenomenon presenting more diversity and complexity than second language acquisition. Contrary to Second Language Acquisition, TLA possesses its own distinctive characteristics: non-linearity, language maintenance, individual variation, and interdependence and quality change Jorda and Pilar[14]. So TLA is more dynamic and complicated than SLA including variation and interaction among its defining characteristics.

In addition to the complexity of the phenomenon, due to the number of the languages involved in the acquisition process, it is also accepted that bi/multilingual learners demonstrate a diverse type of competence as compared to that of monolinguals. Cook[15] calls this competence "multi-competence" which refers to the compound state of mind of two grammars. Thus, when transfer in TLA is concerned, multilingual competence of the learners in both languages become crucial since learners' prior language of both L1 and L2 may have certain effects on the acquisition of a third language. Furthermore there are other linguistic and sociolinguistic factors that complicate research in this field.

Some few studies done demonstrated that in the acquisition of a third language; not only does knowledge of L1 but also knowledge of L2 plays significant roles.

2.5 THEORIES OF LANGUAGE ACQUISITION.

According to City of Bristol College[16], over the last fifty years, several theories have been put forward to explain the process by which children learn to understand and speak a language. They can be summarized as follows:

[14]Pilar, María & Jorda, Safont. (2005). Third Language Learners. Cited by Salazar Campillo, Patricia at http://www.atlantisjournal.org/ARCHIVE/28.1/2006SalazarCampillo.pdf Accessed 14/8/2010
[15]Cook, V.J. (1992). Evidence for Multi-Competence, Language Learning. P. 42.
[16]City of Bristol College (2008). Theories of Language Acquisition. Retrieved from http://cobcenglang.homestead.com/ Accessed 20/9/2010.

THEORY	CENTRAL IDEA	INDIVIDUAL MOST OFTEN ASSOCIATED WITH THEORY
Behaviorist	Children imitate adults. Their correct utterances are reinforced when they get what they want or are praised.	Skinner
Innateness	A child's brain contains special language-learning mechanisms at birth.	Chomsky
Cognitive	Language is just one aspect of a child's overall intellectual development.	Piaget
Interaction	This theory emphasizes the interaction between children and their care-givers.	Bruner

They should not be seen simply as conflicting theories, replacing each other in a sequence. Although Behaviorism is now seen as offering only a very limited explanation, each theory has added to our understanding, placing emphasis on different aspects of the process. The various theories should not be seen simply as alternatives. Rather, each of them offers a partial explanation of the process.

2.6 METHODS AND APPROACHES TO LANGUAGE TEACHING IN ESL AND EFL.

Before giving a brief overview of the different approaches and methods in language teaching, We consider worth defining the following:

APPROACH – a set of "assumptions or beliefs" about language teaching/learning, theories about language.

METHOD – a practical application of approach, an overall plan, level at which theory is put into practice, i.e., Natural Approach, TPR, ALM, etc., a set of specific tasks or techniques based on theories/beliefs.

TECHNIQUE – a specific task or activity that actually takes place in a classroom, i.e., a strategy, procedure.

2.6.1 THE GRAMMAR TRANSLATION.

The Classical Method became into Grammar – Translation Approach in the 19th century. Classes are taught in the students' mother tongue, with little active use of the target language. It is widely recognized that this method is still one of the popular and favorite models of language teaching and it is summarized as follows.

Goal: To be able to read literature written in the target language.

Teacher Role: Traditional, authoritative.

Characteristics: Translations, deductive grammar study, memorize vocabulary, emphasis on vocabulary and grammar, language primarily written.

2.6.2 THE DIRECT METHOD.

This method was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. In teaching, mother tongue is never used, nor is translation used. Grammar is taught inductively. Meaning is conveyed directly in the target language through demonstrations, visuals, etc. This Method enjoyed great popularity at the end of 19th and the beginning of 20th century but maybe difficult to use.

Goal: Students communicate in target language – learn to think in target language.

Teacher Role: Director of activities, student/teacher work together, demonstrations.

Characteristics: Directly associate meaning and target language, inductive grammar activities, language primarily spoken.

2.6.3 THE READING APPROACH.

This approach is selected for practical, academic reasons, and for specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

2.6.4 THE AUDIOLINGUAL METHOD.

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. The outbreak of World War II Americans needed to become orally proficient in languages of the enemies, so the Army Method was created, and later in 1950 was known as the Audiolingual Method.

Goal: Students use target language communicatively by learning automatically.

Teacher Role: Leader, director, controls language behaviors, provider of models, students follow teacher's directions (*similar to an orchestra leader*).

Characteristics: Dialogs, drills.

2.6.5 COMMUNITY LANGUAGE LEARNING.

This methodology is not based on the usual methods by which languages are taught. Counseling techniques are used and it is adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not considered as a student but as a client.

2.6.6 THE SILENT WAY.

Before this method, there was the Suggestopedia trying to obtain great results using the brain power and inner capacities. In the Silent Way, the learners have the responsibility for the utterances of the descriptions of the objects shown or the actions performed, letting the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. Later it was considered harsh since the teacher was distant, and the classroom environment was not conducive to learning.

Goal: Use language for self-expression, students independent.

Teacher Role: Similar to a technician, respect autonomy of learners.

Characteristics: Begin with sounds, introduce color chart, associate sounds with colors, practice without repetition, student exploration, *not considered a method*.

2.6.7 FUNCTIONAL – NOTIONAL APPROACH.

This method of language teaching is categorized along with others under the rubric of a communicative approach. It emphasizes breaking down the concept of language into units of analysis to be used in communicative situations.

The Communicative Approach is the result of the combination of different methods. It is the product of the dissatisfaction with the audio-lingual and grammar-translation methods.

Communicative language teachers use real life situations where the students are likely to find in real life.

2.6.8 TOTAL PHYSICAL RESPONSE.

This method combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation.

Goal: Follow directions by teacher without translations, students enjoy experience in learning language to communicate.

Teacher Role: Director until students are able to direct.

Characteristics: Modeling, commands, performance by students in responding to commands.

It is worth to develop these methods to have a complete idea of them, not because they are totally obsolete, but in some situations we have to use some of them to support the Communicative one.

2.7 THE CUMULATIVE-ENHANCEMENT MODEL FOR THIRD LANGUAGE ACQUISITION.

L1 and L2 maintain a privileged role in all subsequent language acquisition. Nowadays it is already known that learning a third language differs in many ways respect from learning a second language which in the past TLA was considered as a by-product of research on SLA.

Every new conversation according to the situation implied some new vocabulary and structure which should be needed for the next class. It means that every class goes on the basis of the previous classes, and also every lesson or unit goes on the basis of the previous one to promote cumulative language acquisition. This is the way the cumulative information grows more and more in order to acquire new information. By focusing on the acquisition of language functions, students have to develop the ability to use the same interactional skills the native speakers use. Language learners also develop skills to manage their own conversations in the target language.

Krashen, in his theory of input hypothesis suggests that each learner will receive some appropriate i+1 input for his/her current stage of linguistic competence which means that every learner in each subsequent period of class has to get some comprehensible plus something new information in order to increase or enhance his/her knowledge in the target language.

Richards and Rodgers[17] shows three different theoretical views of language and the nature of language proficiency explicitly or implicitly inform current approaches and methods in language teaching. The first, the most traditional, is the structural view which shows that language is a system of structurally related elements for the coding and meaning.

The second view of language is the functional view, showing that language is a vehicle for the expression of functional meaning. The communicative movement in language teaching subscribes to this view. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language.

The third one can be called the interactional view which sees language as a vehicle for the realization of interpersonal relations and for the performance of social transactions between individuals. Language is seen as a tool for the creation and maintenance of social relations.

The beginning of Communicative Language Teaching happened in the 1970s continuing its development in 1980s giving emphasis to the activities in process into the classroom and have a learner–centered and content–centered focus. Nowadays it is still being used in the teaching process paying special attention to the communicative needs of the students although an authentic linguistic communicative competence is the main preoccupation of

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[17]Richards, J. C. and Rodgers, T. S. (1987). Approaches and Methods in Language Teaching. P. 14 – 30.

this approach. According to Thanasoulas[5], the basic premises of this approach are: Focus on all of the components of communicative competence, not only grammatical or linguistic ones.

- Engaging learners in the pragmatic, functional use of language for meaningful purposes.
- Viewing fluency and accuracy as complementary principles underpinning communicative techniques.
- Using the language in unrehearsed contexts.

It is better to consider that the learners are necessarily going to fall back on their mother tongues, particularly Spanish, in order to get some language transfer, as Chomskian perspective leading specialists to believe that there are deeper levels at which the L1 might help in language learning.

2.7.1 TEACHER AND LEARNERS' ROLES WITHIN THE CUMMULATIVE ENHANCEMENT MODEL.

The role of the teacher is to find out what knowledge each student has in the target language, and also to find out the general knowledge of English as a group. From the acquired information, the teacher can take many decisions for the process of teaching, for example, decisions on what kind of text would be suitable for the students, which parts of the lesson should be given emphasis, the kind of activities to enhance certain skills.

The learners use what they already know in order to get the new lesson. The students have to practice what they have learned according to the situations and circumstances, so that

they can be capable enough to get what new information comes to enhance his / her knowledge cumulating more and more to expand communication in the target language.

All languages that learners have previously acquired are sources for transfer, that is, all the languages that the learners know enhance subsequent language acquisition cited by Chin[18].

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[18]Chin, Diana Hsien-jen. (2008). A Cross-linguistic Investigation on the Acquisition of Spanish Aspect. Retrieved from http://www.lingref.com/cpp/hls/10/paper1784.pdf Accessed 15/4/2010.

Teachers in communicative classrooms will talk less and listen more, - becoming active facilitators of their students' learning while students are more responsible managers of their own learning Larsen-Freeman[19]. The teacher sets up the activity, then steps back and observe, sometimes acting as referee and monitor while the students do most of the speaking gaining themselves more confidence in using the target language.

2.7.2 THE TEACHING PROCESS.

An excellent teacher must know not only what to teach but what is the best way to teach it to his students, a challenging task. Besides, s/he has to know how to structure and organize the materials. Better to do moving from the simple to the complex; from truth already known (prior knowledge) to new knowledge.

A good teacher prepares the class with early anticipation thinking about the lesson not only when s/he is seated down preparing the plan of lesson, but also when walking, eating, waiting for something… allowing the lesson to soak in her/him. Furthermore, a good teacher has to be able to arouse the students' interest in the subject matter, help students interact with the subject matter and learn for themselves during classes, and also using different teaching strategies that are appropriate to the students' preferential mode of learning, concerns and needs.

During class, maybe it can be needed to adapt to a different positive environment just developed in class.

After class, in order to improve the way of teaching process, try to evaluate teaching all the time, reflecting on what worked, what not and how to improve it the next time eliminating the unnecessary points.

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[19]Larsen-Freeman, D. (1986). Techniques and Principles in Language Teaching. Cited by Galloway, Ann. Communicative Language Teaching. Retrieved from http://www.cal.org/resources/digest/gallow01.html Accessed 24/4/2010.

According to Dynamic Flight, Inc.[20], the teaching process can be divided into four steps:

Preparation. In this step, the teacher in reference to the syllabus prepares de lesson plan. Traditionally, this plan includes a statement of lesson objectives, the procedures and facilities to be used during the lesson, the specific goals to be attained, and the means to be used for review and evaluation. The lesson plan should also include home study or other special preparation to be done by the student. The teacher should make certain that all necessary supplies, materials, and equipment needed for the lessons are readily available and that the equipment is operating properly.

Presentation. The nature of the subject matter and the objective in teaching English, normally determines the way of presentation.

Application. It is where the student uses the target language in what the teacher has presented. If it is concerned to the object of the classroom, the student has to mention each object in the classroom, and where they are located using prepositions for example.

Review and Evaluation. Before the end of class period, the teacher should review what has been covered during the lesson and require the students to demonstrate how well the lesson objectives have been met. They can be in an informal or formal way.

The evaluation of a student performance and accomplishment during a lesson should be based on the objectives and goals that were established in the instructor's lesson plan. Review and evaluation allows both the teacher and the students to have a valid picture of

where the student stands in respect to the established standard. Review and evaluation in every lesson provides opportunities for both positive feedback and correction of faults.

[20]Dynamic Flight, Inc. (2003). The Teaching Process. Retrieved from
http://www.dynamicflight.com/avcfibook/teaching_process/ Accessed 3/6/2010

2.7.3 THE CUMMULATIVE ENHANCEMENT MODEL AND ITS DRAWBACKS.

Since language learning is cumulative, all languages known can potentially influence the development of subsequent learning in a positive way; however, there can be some negative effects of transfer, the interference in subsequent learning due to the similarities in the structures. For example, the present perfect used is Spanish as simple past, "¿Qué has hecho ayer? What have you done yesterday?" The statement told in Spanish would already be acceptable, but the one in English would not be very acceptable yet. At the level of phonology, the pronunciation of /v/ in "very" would be maybe hard for the Aymara students since they might want to pronounce /w/ instead of /v/. Some vocabulary words which are false Spanish English cognates can also be an obstacle.

In opposition to Krashen's input analysis, it is not enough for the learner to simply accumulate input, he/she must actively engage with the activity.

2.8 EFFECTIVE TEACHING STRATEGIES IN THIRD LANGUAGE ACQUISITION.

Hollas[21] States that strategy is a plan or way of doing something; a specific procedure one uses to perform a skill. Weinstein and Mayer[22] defined strategies as behaviors and thoughts that a learner engages in during learning that are intended to influence the learners encoding process. Consequently, good strategies will be to achieve the proposed goals positively. The broader challenge is to understand how learning strategies interact with the learner's existing communicative competence in order to enhance learning. According to

some studies bilingual students (Spanish and Aymara) would get the third language somewhat easier than monolingual ones. It would be very helpful if the teacher also speaks Aymara for facilitating the students to get the meaning, and also taking the advantage that

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[21]Hollas, B. (2002) Teaching your Below-grade Level Students How to Become Strategic Readers. Retrieved from http://www.outreach.utk.edu/urban/urban_specialist/PDF/Research/V%20Pyles%20AR.pdf Accessed 30/7/2010.
[22] Weinstein, C., & Mayer, R. (1986). The Teaching of Learning Strategies. Cited by Lessard-Clouston, Michael (1997). Retrieved from http://iteslj.org/Articles/Lessard-Clouston-Strategy.html Accessed 7/8/10.

Aymara has many suffixes, so the students can understand what changes when adding suffixes of prefixes to stems.

There are different strategies for different skills for the third language acquisition learners who with the participation of the teacher interact in the classroom. Strategies are taught in a meaningful student-centered context rather than teacher-directed.

Language itself is dynamic, infinite and ever-changing. And the best teachers have to be also dynamic themselves in order to develop, improve, and experiment with the way of teaching. It is true that managing one class following the steps point-by-point trying to unpack something would be boring, difficult and sometimes frustrating. Trying to adapt or experiment a variety of techniques from different methods in combination with others that appear to mach them before discarding them. Checking and observing the learners closely, and trying to get what their opinions are in reference with the strategies used in the classroom would be a great aid to improve the class. The teacher is not an authority in the classroom, so it is better to be careful pushing the learners how they ought to think since teachers are only facilitators, guiders, and one more learner in the middle of other learners. It is good to be a risk-taker into the classroom with something hidden under the cuff ready to use whenever appropriate; and also observe your fellow teachers getting from them something positive not trying to be competitive, but cooperative and collaborative.

2.9 CRITERIA FOR INSTRUCTIONAL MATERIALS DEVELOPMENT.

It is strongly considered that the material gives students the opportunity to develop practical academic skills universal to any language situation and appropriate for future vocational or academic training.

If we talk about materials, we have to talk about methods as well since they cannot be seen in isolation. As Mcdonough & Shaw[23] states, "We cannot be absolutely certain as to what

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[23]Mcdonough, Jo & Shaw, Christopher (1996). Materials and Methods in ELT.

criteria and constraints are actually operational in ELT contexts worldwide…"

The same authors show some factors and criteria to consider for Instructional Materials Development:

- The role of English in the country.
- The role of English in the school.
- The teacher, their status, both at national and institutional levels, their training, etc.
- Management and administration; who is responsible for what level of decision.
- Resources available.
- Support personnel.
- The number of students to be taught and the size of classes.
- Time available for the program.
- Physical environment of the classroom.
- The socio-cultural environment.
- The types of tests used.
- Procedures for monitoring and evaluating.

It is also vital to consider the following criteria:

- The intended audience.
- The context in which the materials are to be used.
- How the language has been presented and organized into teachable lessons.

- The author's views on language and methodology.
- Are the materials to be used as the main core course or to be supplementary to it?
- What visual materials the book contains.
- Is the material too culturally biased or specific?
- The inclusion of audio/video material.
- The inclusion of tests in the teaching materials.
- The presentation of the skills.
- The grading and sequencing of the materials.
- Where reading/discourse skills are involved, is there much in the way of appropriate text beyond the sentence?
- Where listening skills are involved, are recordings authentic or artificial?
- Do speaking materials incorporate what we know about the nature or real interaction or are artificial dialogs offered instead?
- Are the materials sufficiently transparent to motivate both students and teachers alike, or would you foresee a student/teacher mismatch?

We can also consider the usability, generalizability, adaptability, and the flexibility factors of the teaching materials.

2.10   TESTING AND EVALUATION.

Almost all assessment procedures and tests used require learners to manipulate information using tools of communication. Normally these tests presume competence in Standard English and also in the communication rules of one educated part of the society.

It needs to be careful when administrating culturally biased tests affecting adversely some cultural groups resulting in lowering expectations of student performance, lowering self esteem affecting their folks as well.

Teachers need to be conscious of how communicative elements can affect test performance. If a student does not understand the oral or written instructions properly,

he/she would probably fail it because of inaccurate analyses of the content. Perhaps a student can have different values of those assumed by the teacher or they may obey different communicative rules for verbal behavior in the social situation which test questions address.

According to some authors, teachers have to be aware of the following:

- Ensure that all students understand the test instructions.
- Ensure that the test does not presume linguistic knowledge that students may not have unless, of course, the test is designed to assess knowledge of a specific language or dialect.
- The test should not require students to articulate values which they do not share.
- The test should be compatible with the preferred learning styles of the student.
- Situational and interactional constraints must be considered from a cultural perspective in evaluating oral communication behavior on tests.
- In the scoring or interpretation of test performance, the student's response style must be considered.
- When referring students for special testing or placement in special education, be certain that results of evaluations are not flawed by cultural differences in behavior and language.
- Do not include culturally discriminatory items on tests.
- Accept as correct those test answers which are considered valid within the student's culture, even if the particular answer is not listed in the manual as being correct.
- Consider two scores for tests which have a cultural component, a culturally unadjusted score and a culturally adjusted score.
- Support efforts to decrease reliance on standardized tests for assessments, using alternative assessment procedures where possible and appropriate.
- Support efforts to involve parents and the community in assessing test findings.

It is necessary to mention here the kind of tests used for different purposes. Proficiency tests are used to know how proficient is the student using the language in a specific situation. Placement tests are the ones to put a student in the proper level of English.

Achievement tests are the ones to get if the students manage the language in accord with the objective of a specific lesson or unit. And finally the Diagnostic tests are given to diagnose some specific problems in learning.

CHAPTER III
PROPOSITIVE SECTION

3.1 INTRODUCTION.

The ability and the necessity of communicating each other in this world, as a result of the globalization, has become a vital factor, or even it may determine the personal and professional success. On the other hand the San Andres University through the Linguistics and Languages Department allows its undergraduates to graduate providing the society of Bolivia scientific, and social development with direct solutions according to the regional and national reality by means of "Guided Work". It consists in the application of the acquired background knowledge, competence, and strategies in teaching Languages, searching, as well as in translation for the purpose of providing solutions to problems or necessities of an institution; as a result, indirectly supporting the society. Due to this advantage, an Agreement between the Mayor of Achacachi and the Department of Linguistics and Languages of the Main University of San Andres was approved in order to develop the Project of Teaching English as a Foreign Language to the Students of Rural and Urban Areas of Achacachi.

3.2 PROPOSAL.

The proposal was to teach English to Achacachi students that have no basis in English. Most of these students had not had this language as a subject in their high schools;

furthermore, with the idea that these students living beyond the city, and perhaps not having the opportunity to find somebody to teach them English, this Project was implemented. So they, with the help of the teacher, can have this experience of acquiring comprehensive cumulative English language as a foreign language after speaking Spanish and Aymara as their mother tongues. It's really believed that if the students receive interesting topics and activities in a good classroom atmosphere, they will get themselves motivated in following everyday classes, and also be eager in exploring deeply this language in different contexts.

3.3 COURSE OBJECTIVE.

To teach low basic English to 30 students of Achacachi through the use of the cumulative-enhancement model for language acquisition with a variety of classroom activities to enhance their English knowledge and also for them to be aware of the importance of this foreign language.

3.4 THE SYLLABUS.

It is necessary to pay full attention to the selection, and the sequence of a syllabus which is considered fundamental in the decision of language teaching. A combination of some types of syllabus like notional-functional, situational, and task-based ones would be appropriate in developing the lessons providing the students plenty of chances to use L3 in a Communicative language teaching environment.

The syllabus adapted on this Project was just for a low Basic English level, oriented for rural students of Achacachi. With this syllabus, we provided the students real tasks according to different kinds of situations enabling them towards using the target language for interaction and practice. Every new word in the vocabulary and grammar is seen little by little, it means that in the next lessons there will be more new vocabulary and grammar based on what they already know. For example, there is one lesson about numbers, and in that class the students acquire the numbers just from 0 to 20. After they get the correct pronunciation, they give answers to some simple arithmetic exercises of addition,

subtraction, etc. or they give themselves their cell phone numbers. In the next class or after two or three subsequent classes, they again see the numbers from 20 to 100. This time this lesson will be easier to them to catch since the harder part was from 0 to 20. Then after some classes again they see numbers, this time from 100 to 1,000 or more. This is the way we apply this model of cumulative-enhancement for language acquisition. The syllabus adapted on this Project is shown in Appendix A.

3.5 DEVELOPMENT OF MATERIALS AND MATERIAL SELECTION.

The selection of the material had to be done in accord with the factors or criteria shown in the previous chapter. Besides, we also considered before the development how to adapt and adopt some teaching materials in view of the necessities and priorities of the participants.

With the impact of the Communicative Approach, and because the students need to learn how to use the appropriate language for communicating in real life, particularly functional-notional, American Language Course Texts used in the Army Languages Institutes of our country and other commercial texts used in some Institutes of La Paz were chosen with some adaptations according to the students' behavior in class since the goal of the American Language Course texts is to help English language learners become proficient; besides, this texts are made to be used in sequence, with each book building on the previous one to promote cumulative language acquisition. In other words, the aim is to develop the skills people need to communicate effectively and comfortably in English. So, in order to develop these abilities, sometimes the focus needs to be on proficiency, the ability to communicate ideas fluently. Due to some problems of normal every day practice and the result of daily evaluations, different activities, songs and games were implemented in the lesson plans for every subsequent class.

3.6 PROJECT DEVELOPMENT.

3.6.1 THE METHOD AND TECHNIQUES EMPLOYED.

The Method considered for this course was based on communicative language teaching and its main principles, and the cumulative enhancement model for language teaching, together with the eclectic curriculum that incorporates practical teaching techniques from a variety of methodologies needed in some situations. It was a student-centered class with the students themselves involved in different activities according to the lesson plan (Student Interaction); the point of these activities were to communicate ideas focusing in content not form. There were plenty of variations according to the class behavior. The normal way of working, most of the times, was the presentation, practice, production and evaluation stages. In the presentation stage, more teacher-centered, a realistic feeling situation was needed using the target language the most. In the practice stage, becoming more learner-centered, students gradually moved into more communicative roles involving procedures like information gap activities, dialog creation and controlled role plays developed in small groups or in pairs being this monitored by the teacher. In the production stage, which is the culmination of the learning process, the learners became independent users of the language. Since teachers are not authorities in the classrooms anymore, most of the times, the lessons plans were hard to follow, as a result and in order to get the class more dynamic, there were up the teacher's sleeve many other activities ready to implement. Some techniques used in class were among others physical response exercises; oral word, phrase, and sentence drills when appropriate; substitution, transformation, round robin, and silent/aloud reading exercises also. In silent reading exercises we included flash card recognition, matching, true/false, scanning, and comprehension activities. Moreover, there were also listening exercises such as dictation, same/different sound discrimination of two and three words. To finish with, there were written exercises with the students supplying the correct punctuation and capitalization.

3.6.2 THE PHASES OF A LESSON.

Every lesson in class followed basically the following steps: pre-activity, main activity, follow-up, and evaluation. In the pre-activity stage comes the presentation of the objectives

of a lesson trying to get the students' attention to link with their daily life interests. The main activity is related to the explanation, examples, activities in order to benefit the learners in learning. The next step of follow-up refers to providing the learners appropriate feedback for their error correction and attempting to use English whenever necessary. And the last one refers to the evaluation which dials with assuring whether the students have gotten completely the objectives of the lesson or not. See a complete Lesson Plan in Appendix D (1) and the Development of a Lesson Sample in Appendix D (2).

3.6.3 VOCABULARY AND GRAMMAR PRESENTATION.

Vocabulary and grammar cannot be presented in isolation; they go together because for the purpose of communication, both vocabulary and grammar should play important roles. According to the syllabus, the vocabulary was introduced into the grammar structure which was taught in a specific real-life situation.

The use of vocabulary during the development of a lesson is divided in two groups, the objective vocabulary and the nonobjective one. Nonobjective vocabulary includes recognition, instructional, and facilitative vocabulary. The recognition vocabulary in the texts was used by the teacher and was related to the lesson content. For example, the recognition vocabulary used in lesson one of text one was *break, Chicago, Dallas, New York,* etc. The instructional vocabulary used in the texts was used by the teacher to conduct activities, or instructions for exercises, or the testing process. Example, *Fill in the blank*; *Open your books*; *Circle the correct answer*. Learners read and heard these phrases repeatedly and were able to recognize and follow them. Lastly, the facilitative vocabulary consists of words and phrases to help learners understand the lesson more easily. Example, if the objective vocabulary is *beef*, the facilitative vocabulary is *cow*, to explain where beef comes from.

In the vocabulary section, the teacher had the students focus their attention on any accompanying pictures, charts, graphs, realia, line drawings on the board, and actions since they piques student interest, and more important, gives them the opportunity to use

the vocabulary they already know related to the topic providing some background information for those unfamiliar. It was better to clarify the meaning with flashcards, posters, drawings, and photos from magazines. It was also important to consider providing learners example sentences showing the word in context rather than an explanation. It was helpful to use synonyms and antonyms like *begin = start, open ≠ close*.

Talking about the pronunciation, sometimes it was better to ask the learner to pronounce before they see the new word, since despite hearing a good pronunciation, some could mispronounce according to what they had seen.

The presentation of grammar was systematic and carefully sequenced so that the learner continually built on previously acquired knowledge. Grammatical structures presented are the forms a language learner needs to master in order to speak and write standard English. See Development of a Lesson Sample in Appendix D (2).

3.6.4 ERROR CORRECTION.

Regarding error correction, there is considerable variation from one teacher to another, and also the treatment of error by any one teacher may vary from one moment to the next.

Studies of what teachers do have shown that very often they are inconsistent. Also, some errors are more likely to be treated than others. Discourse, content and lexical errors receive more attention than phonological or grammatical errors - and here there is variation between native and non-native-speaker teachers. Many errors are not treated at all. Even, the more particular kind of mistake is made, the less likely the teacher is to treat it. Moreover, teachers sometimes correct errors that have not taken place.

According to some experts, error correction seems to have little immediate effect on student production. Per instance, the teacher may correct an error made by student A to have student B make exactly the same error five minutes later, or hear student A do it again before the end of the lesson. As a result, they have deduced that correction is a pointless exercise.

On the students' attitudes to error correction, they said that they wanted to be corrected, both in the classroom, and in conversation. However, when they were taken at their word, they felt uncomfortable with the resulting style of discourse.

There are some recommendations found at Timothy Mason's Site[24] accepted by most teachers and considered in the Project:

- Teacher should respect student error.
- Only treat those errors that students are capable of correcting.
- Self - repair is preferable to other - repair.
- Teachers need to develop strategies for overcoming avoidance. They have to use the unassimilated problem again.

It is better at all times to avoid negative marking just for the student to learn that if he/she makes an error, points will be lost.

According to American Language Course texts, there are some techniques of error correction:

- Indicate where the error is, but let the student correct it.
- Do not give one correct answer, but two or three, and let the student select the one s/he wants.
- As a model, give your own answer to a question a student has not been able to answer and then ask the question again.
- Repeat what the student has said, but say it correctly.
- Let other students provide correction.
- Correct only the target areas, if practicing pronunciation of the phoneme /i/, do not correct mispronunciation of the past tense.
- Do not correct errors during the activity.
- Although correcting students during communicative activities is not advised, providing a word, structure, or pronunciation when the students ask for it is perfectly acceptable.

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[24] Timothy Mason's Site. Lecture 7. Interlanguage. Retrieved from http://www.timothyjpmason.com/WebPages/LangTeach/Licence/CM/OldLectures/L7_Interlanguage.htm . Accessed 5/1/2010.

3.6.5 FEEDBACKING.

Feedbacking is the information a teacher or another person or another learner gives to learners on how well they are doing a kind of activity, role-play, conversation, etc. to help either the learner's development or planning their learning. It can also be immediate, during an activity, or delayed up to the end of a certain activity.

In order that feedback be effective, it must be constructive and reflective; however, it was always good to provide the learners a kind of feedback after the activities, written exercises, oral production and so on because some of them desperately waited for the teacher's feedback. The teacher was a kind of living mirror for the students, but the students felt comfortable when receiving a kind of feedback, they were certain that feedback was to improve English. So they knew that feedback was the most useful tool teachers could give learners.

Continuing with, there are some aspects that were considered in giving feedback:

- Provide feedback immediately after the activity, feedback works best when fresh.

- Describe what you have observed using your notes.

- Do not impose your own ideas and opinions.

- Give praise – Do not make negative criticisms.

- Be balanced – Do not only focus on problems but also in positive attitudes in using the target language.

3.6.6 FORMATIVE AND SUMMATIVE EVALUATION.

According to Garrison, C., & Ehringhaus, M.[25], the more information we have about students, the clearer the picture we have about achievement or where gaps may occur. So it

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[25]Garrison, Catherine & Ehringhaus, M. (2007). Formative and summative assessments in the classroom. Para. 2. Retrieved from http://www.nmsa.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx Accessed 15/8/2010.

was a good idea to have a close contact with the students to be pretty sure about their progress.

The students had ongoing formative and summative assessment and evaluations in different skills. The students got extra points for their participation in different activities. The observation when participating in conversations, role-playings trying to help them the most possible was effective for them to lose the fear of being in front of the group. Likewise, after every lesson, they had an evaluation in all the four skills. Besides, at the end of the book, they also had a quiz. Appendix E (1) shows the final Achievement Test of Text 4 since this was the last one.

They were graded according to the following percentages for each text:

- The average tests of the four lessons ……………… 15 %
- Every day participation and homework activities … 10 %
- The attendance to class ………………………… 5 %
- The final test of the text ………………………… 70 %
Total ………………… 100 %

Appendix F (3) (Scores Chart of Text 4) shows the percentages shown above in detail grading one class after the end of Text 4. Appendices F (1) and F (2) show the Attendance Sheets of both classes for the month of October; and finally appendices F (4) and F (5) show the final scores of both classes.

3.7 PROJECT EVALUATION.

Considering the necessity of implementing teaching – learning English in this area beyond the city, making those inhabitants open their interests in learning another foreign language, in this case English, this Project of teaching English as a foreign language was developed in the town of Achacachi in 2009 (June to November) with the students of rural and urban areas of Achacachi in two classrooms in different schedules and places with fifteen students each that finished the Project. The age of the students were from 14 to 23 years although at the beginning there were two children of 12 years, and one adult of 43 years; these students abandoned. The classes were from Monday to Friday with four academic hours every day, but there were some days even weeks with no classes because of some interruptions. In this course, we covered four texts almost one per month, of the American Language Course texts[26] whose contents are mentioned in the Table of Contents (See Appendix B). There were four achievement tests after every text (One is shown in Appendix E (1)).

Even not expected, because at the beginning it was hard to convince the students to join the Project, but once there had been the quantity of students needed, and also they had realized the classes were pleasant and with a lot of dynamic activities, games, songs, and positive feedback, they got motivated and felt certain in learning; therefore, they all remained in classes till the end providing a real positive response.

Making the previous paragraph clearer, once signed the Agreement of Teaching English, the Authorities of Achacachi felt quite positive to group the required students, two students per each of the nine districts of the town of Achacachi, and two best students of each of the high schools nearby; however, once joined them, almost all of them rejected to follow the course because they thought it was a short course, and did not imagine that they were to be completely involved as a good student of an English Course, to be every day present in classes with their homework completed. The actual participants that completed the whole course were the ones who had listened to the radio broadcasting and were really interested in the course. On the other hand, with the negative feeling that the Project would not be accomplished, volunteer privates of the "8th Infantry Ayacucho Regiment" of the same town of Achacachi were asked to form a group of around 20 students to attend English

classes every morning to the installations of the English Language Institute, located inside the Ayacucho Regiment Post. To tell the truth, both classes, one in the morning and the other in the afternoon attended classes without absences unless situations that really impede.

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[26]American Language Course Texts. (2002) Defense Language Institute English Language Center.

All in all, the Project was totally positive for the participants and also for the teacher since the course truly reached the aims and requirements looked for. In addition, the students felt so motivated that they would continue learning more English. Something to mention here is that after finishing the course, some of them made us known that they were already high school teachers just graduated from the "Normales of Warisata and Santiago de Huata" but not as English teachers. Since there are very few English teachers in the Omasuyos Province, they are applying for teaching the subject of English in some of the high schools.

In reference of the materials, the texts used in this Project were the ones used in the Army Language School located in the Estado Mayor of La Paz city and because of the time available, there were the possibilities to make some adaptations and incorporate some other extra activities to facilitate acquiring every English lesson. See Appendix C (The Material Developed"). It was somewhat easy to manipulate the class since most of them were students who did see so little English teaching in their lives; in consequence, they relied on their teacher because occasionally, they received the explanation even in their mother tongues Aymara and Spanish.

Some of the drawbacks to mention here are related to some absences of the students due to their personal occupations and other life priorities. Even though it had happened, they were able to catch up the rest of the group due to the each other support.

Here it should be appropriate to mention why the Project was developed on the basis of cumulative-enhancement model for language acquisition. First, every language learner acquires the target language gradually, so a lesson is presented with something specific in vocabulary, grammar, and the different skills representing only a tiny portion of the huge

one which is language. Even with that small part learned in the lesson it is possible to have a small conversation according to the situation or topic presented in class. Providing just vocabulary or only grammar in one academic hour of class would be inappropriate; therefore, the class would turn not according to the principles of communicative. Second, in a simple one-period class, often there is more than two or three objectives which go in favor of the learners not to stick in only one objective for a long time to get bored. In other methods of teaching, per instance, when the class is to teach alphabet, it is covered perhaps in just one period of class; however, in this way of teaching, the alphabet is presented in three not consecutive classes of different days. There is an example of one class Lesson Plan together with its Class Development, and Material Design in Appendix D. Talking about disadvantages, in this method of teaching we need more time.

At the end of the Project, we invited the Authorities of Achacachi and the Military "Ayacucho" Post to see what the participants had learned. There were three presentations of "Little Red Riding Hood, Cinderella, and Military Life." These presentations were considered as part of the final tests in Daily Activities in speaking English.

A questionnaire related to the Project was addressed to the participants at the end of the Project. In this questionnaire, they said that they felt satisfactory although they had thought at the beginning it was almost impossible to. They were happy about the techniques used in the classroom and that they have learned a lot; and they wanted to continue learning in another institute of English or at the University. A photocopy of some of these is attached in Appendix G (2).

The Mayor of Achacachi awarded the participants of the Project Certificates, as a result of their success in achieving positively this Course of English, not only because they got good scores, but also for their great performance during the whole period of six months, showing eagerness, and high motivation, even participating in the parades of the Independence of Bolivia in Achacachi, and also in the Anniversary of the Army Language School in La Paz. And because they participated in some extra activities like "apthapi", wally plays and countryside walking, too. Even more, they were so kind to help each other

pulling the low level students to keep up with the rest but always with the control of the teacher. Some photocopies of these Certificates are attached in Appendix G (1).

In short, it was a good experience to get some benefits from the Project to be conscious of the different kinds of students we can have in a classroom, not only students with one mother tongue but also with two or more mother tongues.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS.

The objective stated at the beginning of the work "Teaching Basic English by means of using cumulative-enhancement model for language acquisition" was satisfactorily accomplished since the participants could attend four academic hours daily, even Saturdays in some cases from June to November. At the beginning of the Project, there was one oral and written diagnostic test (See Appendix E (2)), all students showed no knowledge of English at all. Some of them could hardly give his/her name. At the end of the Project, they could easily have a small conversation in some topics of present and past happening.

Every specific objective of this work was developed accordingly: the quantity of learners that attended in the morning and afternoon in different classrooms, the class activities that were selected carefully in relation to their likes, and lastly the materials that were used and adapted for the purpose of fitting the cumulative-enhancement model of teaching.

The initial idea that students of Achacachi would gradually abandon the Project because they would not want to complicate their easy lives was wrong. On the contrary, they had heard and put in practice what the teacher said at the beginning that learning English needed patience, sacrifice and perseverance.

The presentation of the development of an English Course beyond the urban areas of the city, specifically in the town of Achacachi for the people of rural and urban areas around, was on the basis that even though it had seemed they did not have almost any motivation to learn English, they could positively get the enthusiasm in acquiring English as a foreign language and perhaps this new language would become their third language in the future for some of them.

The way of teaching based on providing cumulative-enhancement model for language acquisition, the central objective of this work, offered great insights in order to get positive results. Every new lesson based onto the previous one in a Communicative Approach class helped the learner to accumulate more knowledge which was acquired gradually to be able to communicate in real contexts.

The inhabitants of Achacachi, although they are worried about their professional preparation, they do not show a clear interest towards learning English, being this point something to consider maybe because they do not truly need English in life; however, it was necessary to open their minds that English can guarantee among others getting jobs in the future or they can also form part of the global language. That is the reason that at the beginning it was difficult to gather participants, but after some contacts with educational and political authorities and with young students, even broadcasting by Omasuyos Radio we could finally find real interested learners of English.

This would be maybe necessary to mention that during the course of English, it was noticeable the effect of some Aymara sounds like /w/ in the English sound /v/. Per instance, some pronounced the word "very" as /weri/, but of course they tried to improve that pronunciation.

4.2 RECOMMENDATIONS.

Since every class is totally different from another class, the teacher plays an important role for the students to feel motivated and trying not to handle the class in the same way as with

the others, but the main concern of the teacher would be whether or not the integrants of the classroom are really enjoying and their interests are being satisfied. No matter where the students come from, what their beliefs are, yet if the teachers try to understand their weaknesses, and other individual problems in and out of the classroom, it is necessary to take wise decisions for the sake of all the students improving the way of teaching every time following the suggested Action Research Methodology.

It is better to state from the very beginning how hard English would turn to be, but not impossible, encouraging them to work every moment in life, because as Gen Ramiro de la Fuente[27] stated in an English speech because of the anniversary of Army Languages School, that English is not a short-term, but an everlasting learning since it is a foreign language not so easy to acquire as our mother tongue. That is why the assignment of daily homework in addition to other extra activities beyond the classroom is very important for the students to get accustomed to providing a certain amount of time extra classes each day since English is a continuous every minute building, not only in classes but also in different kinds of events out of the classroom.

Students coming from rural areas are also able to acquire English language depending on the variety of suitable activities, working in groups or in pairs to promote cooperative help, and they have to be praised constantly for their work. Rural learners ought to be treated more cautiously than others in the city. Every role playing activity should be related to the real context where language is needed to interact; moreover, highly experienced teachers should be assigned to the very basic level of these classes in order to motivate the students in the proper way of getting their own method of acquiring the new language.

Due to different circumstances of each life of individuals, the way they enhance and acquire comprehensive cumulative language is different, so it has to be well understood by academic chiefs when grading that is the low scores do not tell the students that they are incapable of learning. In addition, the age is important; thus, every text and every lesson plan is to be designed for a specific group of students of certain age.

It seems that the time given for a specific unit is a never end problem because the more time available in the classroom, the more activities for the teacher to implement; and even more in cumulative language acquisition that needs more time. But it would be always important to design a good sequenced lesson plan ready to adapt to different circumstances opened in class.

_____

[27]Gen De la Fuente Bloch, Ramiro. Commander in Chief of the Armed Forces in Bolivia in 2010 and graduated Linguist of UMSA.

It is required that in the future the Department of Linguistics and Languages of the UMSA can expand its efforts to have an access to the syllabuses of the elementary and high schools even be part of this to reach different rural areas beyond the cities with Guided Works or projects so that those people can acquire English beginning in their very Elementary Schools.

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APPENDICES

APPENDIX A. (The Syllabus)

APPENDIX B. (The Table of Contents)

APPENDIX C. (The Material Developed)

APPENDIX D. (Lesson Plan, Class Development, Material Design)

APPENDIX E. (Diagnostic Test, Achievement Test of Text 4)

APPENDIX F. (Daily Attendance Sheets, Scores Chart of Text 4, Final Scores Chart)

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APPENDIX A

THE SYLLABUS

THE SYLLABUS

(Adapted from ALC texts)

TEXT 1

CLASS: BASIC INTENSIVE 'A' (BI – A) **No. OF STUDENTS:** 15 **PLACE:** ACHACACHI TOWN **TIME**: 14:30 – 17:40

CLASS: BASIC INTENSIVE 'B' (BI – B) **No. OF STUDENTS:** 15 **PLACE:** RI – 8 'AYACHUCHO' **TIME** : 07:30 – 10:40

TEACHER: UNIV. HERMINIO LIMACHI L. **SAN ANDRES UNIVERSITY TUTOR**: LIC. FREDDY SEPÚLVEDA T.

LENGTH OF PROJECT: JUNE – NOVEMBER 2009 **ACADEMIC TUTOR IN ACHACACHI**: CAP. AIBEN BALDIVIEZO B.

AVERAGE AGE OF STUDENTS: 18 **ORIGEN OF STUDENTS**: RURAL & URBAN AREAS

LESSON	VOCABULARY	FUNCTIONS	GRAMMATICAL STRUCTURES	LISTENING, SPEAKING, WRITING & READING SKILLS	ACTIVITIES	RESOURCES	TIMING
1 The classroom	- Vocabulary for the classroom - Numbers 0 – 20 - Alphabet A – G	- Greeting and leave-taking - Introducing yourself or someone else - Asking about classroom ítems	- It's a (noun). - my / your - this / that - What's this? - What's that? - What's your name?	- Responding to commands and requests - Identifying syllables - Mimicking word and sentence intonation	- Speaking in pairs - Filling blanks - Playing games - Singing - Dictation - Puzzling - Lesson evaluation	- Markers - Pointer - CD player - Flashcards - Pieces of blank paper - Real objects of classroom - Music CD - Activities CD - Test handouts	- 16 hours
2 Bob's a barber.	- Jobs - Numbers 21 – 100 - Alphabet H – P	- Introductions - Asking the names of other people - Talking about jobs	- I / you - his / her - plurals - these / those - What are these /	- Responding to negative commands - Identifying syllables	- Filling blanks - Static and in movement games - Singing	- Markers - Pointer - CD player - Flashcards - Pieces of	- 16 hours

		- Spelling names and words	those? - What's his name?	- Mimicking sentence intonation	- Puzzling - Pair & group work - Writing - Lesson evaluation	blank paper - Real objects of classroom - Music CD - Activities CD - Test handouts	
3 Is he a teacher?	- American money - Alphabet Q – Z	- Asking for and giving personal data	- Pronouns: he, she, they, we, you - Negative sentences - Yes/no questions - Short answers	- Identifying syllables - Mimicking sentence intonation	- Group work - Pair work - Singing - Round activity - Writing - Lab listening & reading interaction - Lesson evaluation	- Markers - Pointer - CD player - Cards for IDs - Flashcards - Pieces of blank paper - Music CD - Activities CD - Real money - Soft ball - Test handouts	- 16 hours
4 Today is Thursday.	- The time of day - Days of the week	- Asking for the time and the day of the week	- Yes/no questions - Long answers - Place prepositions: on, in, under - Time preposition: at	- Identifying syllables - Identifying word stress patterns	- Group work - Pair work - Singing - Round activity - Writing - Puzzling - Lab listening & reading interaction - Lesson evaluation	- Markers - Pointer - CD player - Flashcards - A calendar - Music CD - Activities CD - A box - Blank pieces of paper - Test handouts	- 16 hours
Review and Evaluation					- Simple choice answers - Writing - Pair talk	- CD Player - Flashcards - Test handouts	- 6 hours

TEXT 2

CLASS: BASIC INTENSIVE 'A' (BI – A) **No. OF STUDENTS:** 15 **PLACE:** ACHACACHI TOWN **TIME**: 14:30 – 17:40

CLASS: BASIC INTENSIVE 'B' (BI – B) **No. OF STUDENTS:** 15 **PLACE:** RI – 8 'AYACHUCHO' **TIME** : 07:30 – 10:40

TEACHER: UNIV. HERMINIO LIMACHI L. **SAN ANDRES UNIVERSITY TUTOR**: LIC. FREDDY SEPÚLVEDA T.

LENGTH OF PROJECT: JUNE – NOVEMBER 2009 **ACADEMIC TUTOR IN ACHACACHI**: CAP. AIBEN BALDIVIEZO B.

AVERAGE AGE OF STUDENTS: 18 **ORIGEN OF STUDENTS**: RURAL & URBAN AREAS

LESSON	VOCABULARY	FUNCTIONS	GRAMMATICAL STRUCTURES	LISTENING, SPEAKING, WRITING & READING SKILLS	ACTIVITIES	RESOURCES	TIMING
1 My family is big.	- Family members - Numbers 101 – 999	- Introducing family and friends - Describing families - Making suggestions with *Let's…*	- Regular and irregular plurals - Predicate adjectives in sentences and questions - Conjunctions *and, or*	- Hearing and saying /z/ - Counting syllables - Identifying word stress patterns - Mimicking sentence intonation - Recognizing letters - Reading a family tree	- Exposition - Group work - Reacting and mental games - Filling blanks - Singing - Lab listening & interacting - Lesson evaluation	- Markers - Pointer - CD player - Flashcards - Pieces of blank paper - Music CD, Activities CD - Handouts - Test handouts	- 16 hours
2 Whose office is this?	- Buildings and facilities on military bases - Numbers 1,000 and above	- Asking for directions and information - Using expressions Please, Thank You, Excuseme me	- Possessive adjectives *our / your / their* - Questions about possessions – *whose* - Questions about location – *where*	- Distinguishing the sounds /s/ and /z/ - Identifying plural /s/ and /z/ - Identifying word stress patterns - Recognizing letters and whole words - Scanning schedules - Classifying foods	- Singing - Pair & group work - Writing - Lab listening & speaking-writing - Lesson evaluation	- Markers - Pointer - CD player - Flashcards - Pieces of blank paper - Music CD - Activities CD - Test handouts	- 16 hours

3 Are you studying?	- Foods and drinks	- Making suggestions - Ordering food from a menu	- Present progressive - Indefinite articles a, an	- Identifying word stress patterns - Distinguishing the sounds /s/ and /z/ - Counting syllables in singular and plural nouns - Mimicking sentence intonation - Scanning a menu - Classifying foods - Practicing stress in compound nouns	- Bingo game - Group work - Singing and dancing - Role playing - Writing - Lab interaction - Lesson evaluation	- Real food - Markers - Pointer - CD player - Flashcards - Pieces of blank paper - Music CD - Activities CD - Video recorder - Test handouts	- 16 hours
4 It's time for lunch.	- Money and prices - Numbers above 500,000 - Talking about time *It's time for…*	- Making suggestions with *Let's …* - Using expressions Thanks you, You're welcome - Expressing gratitude - Talking about prices	- Present tense questions with *Who* - Present progressive questions with *Who, What, Where*	- Identifying word stress patterns - Marking primary words stress - Scanning schedules - Identifying phrase stress patterns - Practice using plural /s/, /z/ and /əz/	- Buy and sell game in groups - Singing - Round activity - Writing - Bingo games - Conversations - Lab interactivity - Lesson evaluation	- Markers - Pointer - CD player - Flashcards - Pictures of famous persons - Music CD & Activities CD - Real dollars and cents - Dishes, forks, glasses… - Test handouts	- 16 hours
Review and Test					- Simple choice answers - Writing - Oral answering questions	- CD player - Flashcards - Test handouts	- 6 hours

TEXT 3

CLASS: BASIC INTENSIVE 'A' (BI – A) **No. OF STUDENTS:** 15   **PLACE:**   ACHACACHI TOWN   **TIME**: 14:30 – 17:40

CLASS: BASIC INTENSIVE 'B' (BI – B) **No. OF STUDENTS:** 15   **PLACE:**   RI – 8 'AYACHUCHO'   **TIME** : 07:30 – 10:40

TEACHER: UNIV. HERMINIO LIMACHI L.   **SAN ANDRES UNIVERSITY TUTOR**: LIC. FREDDY SEPÚLVEDA T.

LENGTH OF PROJECT: JUNE – NOVEMBER 2009   **ACADEMIC TUTOR IN ACHACACHI**: CAP. AIBEN BALDIVIEZO B.

AVERAGE AGE OF STUDENTS: 18   **ORIGEN OF STUDENTS**:   RURAL & URBAN AREAS

LESSON	VOCABULARY	FUNCTIONS	GRAMMATICAL STRUCTURES	LISTENING, SPEAKING, WRITING & READING SKILLS	ACTIVITIES	RESOURCES	TIMING
1 He gets up early.	- Student life - Daily activities - Parts of the day - Talking about food for different meals	- Talking about daily routines - Making plans - Stating food preferences	- Simple present tense for regular verbs • Affirmative and negative statements • Yes/no questions • Long and short answers	- Identifying stress and intonation patterns - Identifying categories and items - Alphabetizing - Pronouncing the 3rd. person present tense markers /s/, /z/ and /əz/	- Writing - Gap filling - Group work - Singing - Lab listening & interacting - Lesson evaluation	- Markers - Pointer - CD player - Flashcards - Pieces of blank paper - Music CD, Activities CD - Handouts - Calendar - Test handouts	- 16 hours
2 They speak English.	- Studying English at DLIELC - Making travel plans	- Seeking information and responding to questions about travel - Talking about habits - Talking about languages	- Simple present tense for regular verbs • *Who, what, where, when* questions • Yes/no questions - Adverbs of frequency	- Reading a travel schedule - Identifying stress and intonation patterns - Using questionnaires - Identifying categories and items - Alphabetizing - Pronouncing names of languages.	- Singing - Pair & group work - Interviewing - Reporting about the interview - Lab listening & speaking-	- Markers - Pointer - CD Player - Flashcards - Pieces of blank paper - Music CD, Activities CD - Globe Map - Bus / train schedule	- 16 hours

					- writing - Lesson evaluation	- Student habits handouts - Test handouts	
3 Where are you from?	- Countries - Months of the year - Time and schedules - Test taking	- Making small talk - Talking about the past	- Simple past tense for BE • Affirmative and negative statements • Yes/no questions • Long and short answers - How many + BE - How many + verb	- Identifying stress and intonation patterns - Recognizing words - Identifying categories and items - Pronouncing, discriminating, and writing words with the / / sound.	- Pair talk - Survey - Reporting to class - Role playing - Writing - Puzzle solving - Lesson evaluation	- Markers - Pointer - CD player - World map - Flashcards - Hanging cards with countries - Calendar - Activities CD - Test handouts	- 16 hours
4 I'm in the Army now.	- Military and civilian personnel	- Getting to know each other - Expressing future intentions with *want*	- Simple past tense for information questions with BE - *Want* + infinitive • Affirmative and negative statements • Yes/no questions • Long and short answers - Descriptive adjectives	- Identifying stress patterns - Pronouncing and discriminating words with the / / and /ə/ sounds - Recognizing words - Identifying categories and items - Completing a dictation and cloze exercise	- Singing - Gap filling - Describing people - Cloze writing - Lab listening activities - Lesson evaluation	- Markers - Pointer - CD Player - Feeling flashcards - Music CD - Activities CD - Military uniform - Test handouts	- 16 hours
Review and Test					- Simple choice answers - Writing - Oral answering questions	- CD Player - Flashcards - Test Handouts	- 6 hours

TEXT 4

CLASS: BASIC INTENSIVE 'A' (BI – A) **No. OF STUDENTS:** 15   **PLACE:**   ACHACACHI TOWN   **TIME**: 14:30 – 17:40

CLASS: BASIC INTENSIVE 'B' (BI – B)   **No. OF STUDENTS:** 15   **PLACE:**   RI – 8 'AYACHUCHO'   **TIME** : 07:30 – 10:40

TEACHER: UNIV. HERMINIO LIMACHI L.   **SAN ANDRES UNIVERSITY TUTOR**: LIC. FREDDY SEPÚLVEDA T.

LENGTH OF PROJECT: JUNE – NOVEMBER 2009   **ACADEMIC TUTOR IN ACHACACHI**: CAP. AIBEN BALDIVIEZO B.

AVERAGE AGE OF STUDENTS: 18   **ORIGEN OF STUDENTS**:   RURAL & URBAN AREAS

LESSON	VOCABULARY	FUNCTIONS	GRAMMATICAL STRUCTURES	LISTENING, SPEAKING, WRITING & READING SKILLS	ACTIVITIES	RESOURCES	TIMING
1 Do you like sports?	- Sports and games - Leisure activities	- Talking about sports, games and teams - Inviting someone top play sports	- Simple past tense for regular verbs • Affirmative and negative statements • Yes/no questions • Long and short answers	- Pronouncing the past tense marker –ed - Identifying primary syllable stress - Scanning for 1 identical word - Scanning a chart for information - Making a graph - Taking notes/dictation	- Singing - Round robin - Recording - Writing - Filling blanks - Lab listening & interacting - Playing sports simulation - Lesson evaluation	- Markers - Pointer - CD player - Sport Flashcards - Pieces of blank paper - Music CD - Activities CD - Song handouts - Cards, dice, domino sets - Different balls - Test handouts	- 16 hours
2 He's in the Army now.	- Military personnel, ranks, and insignia - Military time – the 24-hour clock	- Requesting and giving information about past actions/conditions	- Simple past tense for irregular verbs • Yes/no questions • Information questions	- Scanning for 1 identical word, timed - Scanning for 2 identical words, timed - Identifying primary syllable stress - Categorizing words - Making a time line	- Singing - Marching /singing group demonstration - Group work - Writing - Lab listening	- Markers - Pointer - CD player - Green Beret song handouts - Military Flashcards - Army, Navy,	- 16 hours

Unit	Topics	Functions	Structures	Skills	Activities	Materials	Time
					- & speaking-writing - Lesson evaluation	AF uniforms - Music CD, Activities CD - Clock - Test handouts	
3 Where are my clothes?	- Clothes - Punctuation marks	- Asking for permission with *may* and *can* -	- Modals • Ability with *can* • Permission with *may* and *can* • Requirement or necessity with *must* • Prohibition with *must not*	- Alphabetizing words - Identifying primary syllable stress - Identifying thought groups - Using capitalization - Punctuating sentences and paragraphs	- Bingo game - Shopping role playing - Describing what they wear - Reporting what s/he wears - Video recording / showing - Lesson evaluation	- Clothes - Markers - Pointer - CD player - Flashcards - Music CD - Activities CD - Video recorder - Not real money - Hangers - Cost labels - Color cubes - Test handouts	- 16 hours
4 Pencils in 10 colors	- Colors - Seasons - Music - Shopping	- Shopping for clothes; asking about clothes, colors, and prices	- Information questions using What + (noun) - How much…? / How many…? - Demonstrative adjectives *this, that, these, those*	- Scanning for 1 identical words, timed - Scanning for 2 identical words, timed - Alphabetizing words - Identifying primary syllable stress - Pronouncing the reduced syllable - Punctuating a paragraph	- Singing - Puzzle solving - Round game - Writing - Conversations - Lab interaction - Lesson evaluation	- Markers - Pointer - CD player - Handouts about colors - Flashcards - Music CD - Activities CD - Test handouts	- 16 hours
Review and Test					- Simple choice answers - Writing - Oral ask / answer questions	- CD player - Flashcards - Test handouts	- 6 hours

APPENDIX B

THE TABLE OF CONTENTS

APPENDIX B.

TABLE OF CONTENTS
(ALC TEXTS)

TEXT 1, LESSON 1

The Classroom

TEXT 1, LESSON 2

Bob's a barber.

TEXT 1, LESSON 3

Is he a teacher?

TEXT 1, LESSON 4

Today is Thursday.

TEXT 2, LESSON 1

My family's big.

TEXT 2, LESSON 2

Whose office is this?

TEXT 2, LESSON 3

Are you studying?

TEXT 2, LESSON 4

It's time for lunch.

TEXT 3, LESSON 1

He gets up early.

TEXT 3, LESSON 2

They speak English.

TEXT 3, LESSON 3

Where are you from?

TEXT 3, LESSON 4

I'm in the Army now.

TEXT 4, LESSON 1

Do you like sports?

TEXT 4, LESSON 2

He's in the Army now.

TEXT 4, LESSON 3

Where are my clothes?

TEXT 4, LESSON 4

Pencils in 10 colors.

APPENDIX E

1. **DIAGNOSTIC TEST**
2. **ACHIEVEMENT TEST OF TEXT 4**

APPENDIX E (1).   <u>DIAGNOSTIC TEST</u> (For the student)

WRITTEN.-

Please answer the questions in English.

1. What's your name? _____

2. What vocabulary words do you know in English.

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

   _____   _____

3. Write a small composition of a topic you like.

   _____

   _____

   _____

   _____

   _____

   _____

DIAGNOSTIC TEST

(For the teacher)

ORAL.-

Please answer my questions.

1. What's your name?

2. Do you speak English?

3. What's this?

4. Where are you from?

5. Can you tell me a small story in English, please?

6. What numbers do you know?

THANKS

**APPENDIX E (2).   ACHIEVEMENT TEST OF TEXT 4
(SCRIPT FOR THE TEACHER)**

DIRECTIONS:
You will hear 40 sentences. Listen carefully. You will hear the sentence only one time. Mark the best answer a, b, or c on your answer sheet (When reading, stress the underlined words).

1.   Lt Adams is a <u>pilot</u>. What does he do?
2.   <u>Where</u> did Bill buy his tie?
3.   <u>How much</u> do these <u>T-shirts</u> cost?
4.   Do you like these black <u>trousers</u>?
5.   Sgt. Simms <u>put on</u> his hat. What did he do?
6.   Today is Saturday. What is <u>the day after tomorrow</u>?
7.   What do you put at the end of a <u>statement</u>?
8.   Is <u>winter</u> a warm <u>season</u>?
9.   What <u>rank</u> comes before <u>captain</u>?
10.   What <u>rank</u> comes after <u>lieutenant colonel</u>?
11.   What goes in a <u>butt can</u>?
12.   It's hot in this room. What will you do?
13.   It's cool in <u>autumn</u>. What will I <u>wear?</u>
14.   <u>Did</u> Mrs. Williams <u>begin</u> her class <u>on time</u>?
15.   What did you do <u>after</u> you <u>woke up</u> this morning?
16.   Today is Friday. What was <u>the day before yesterday</u>?
17.   <u>Wear</u> a warm <u>coat</u>. It's very cold outside. What <u>season</u> is it?
18.   It's November. It's <u>cool</u> outside. What <u>season</u> is it?
19.   Answer this question. "Captain, <u>may</u> I leave an hour early today?"
20.   It's now 1:00 p.m. What is it in <u>military</u> time?
21.   Bob likes this <u>sport</u>. What sport is it?
22.   Bob will wear his new <u>suit</u> and <u>tie</u>. Where is he going?
23.   She's wearing a <u>blue</u> dress. What <u>color</u> is it?
24.   I like this new <u>green</u> necktie. What <u>color</u> is it?
25.   What will you see in a <u>contraction</u>?
26.   Did you buy some new <u>clothes</u>?
27.   Did you <u>choose</u> some <u>gloves</u>?
28.   This <u>city</u> is in Texas.
29.   Did Bob fly to New York last week?
30.   These <u>military</u> men and women work on an Army <u>post</u>.
31.   What <u>show</u> did you see yesterday?
32.   My sister learned English many years ago.
33.   Do I <u>indent</u> the first line of a <u>paragraph</u>?
34.   Sgt. Thomas is shaving. What is he using?
35.   The <u>clerk sold</u> Harry a <u>scarf</u>.
36.   You must <u>report</u> to the captain at <u>1615 hours</u>.
37.   Was that a <u>true statement</u>?
38.   Will Ted <u>visit</u> us this weekend?
39.   The books belong to Paul.
40.   Look <u>over there</u>! <u>Can</u> you see the <u>rainbow</u>?

LISTENING QUIZ (For The Student)
BOOK 4 (ANSWER SHEET)

1. a) He cooks in a restaurant.
   b) He flies airplanes.
   c) He plays baseball.

2. a) at a clothing store.
   b) at school.
   c) at the restaurant.

3. a) They are green and black.
   b) They are very big.
   c) They're $15.00.

4. a) Yes, I like those slacks.
   b) Yes, I like those gloves.
   c) Yes, I like those socks.

5. a) He sold his hat.
   b) He took of his hat.
   c) He wore his hat.

6. a) Sunday.
   b) Thursday.
   c) Monday.

7. a) a question mark.
   b) a period.
   c) an apostrophe.

8. a) No, it's a cold season.
   b) Yes, it's a warm season.
   c) No, it's a hot season.

9. a) major.
   b) general.
   c) lieutenant.

10. a) colonel.
    b) second lieutenant.
    c) captain.

11. a) fruit.
    b) pens and pencils.
    c) cigarettes.

12. a) Take off my coat.
    b) Put on my jacket..
    c) Wear a warm sweater.

13. a) a jacket.
    b) a warm necktie.
    c) a name tag.

14. a) Yes, she began on time.
    b) No, she didn't began on time.
    c) No, she begins late.

15. a) I went to bed and fell asleep.
    b) I took off my hat and shoes.
    c) I got up and got dressed.

16. a) Sunday.
    b) Thursday.
    c) Wednesday.

17. a) It's fall.
    b) It's spring.
    c) It's winter.

18. a) It's spring.
    b) It's fall.
    c) It's summer.

19. a) Yes, you must.
    b) No, you can't.
    c) No, you may.

20. a) It's 0400 hours.
    b) It's 1000 hours.
    c) It's 1300 hours.

21. a) baseball.
    b) television.
    c) music.

22. a) He's going to a dance.
    b) He's going to a football game.
    c) He's going to the barbershop.

23. a) ■
    b) ■
    c) ■

32. a) She can speaks English.
    b) She speaks English good.
    c) She speaks English very well.

24. a) ■ (green)
    b) ■ (black)
    c) ■ (dark red)

25. a) an apostrophe.
    b) a period.
    c) a sentence.

26. a) Yes, I buy some cigarettes.
    b) Yes, I may buy some fruit.
    c) Yes, I bought some shoes and socks.

27. a) Yes, I chose these gloves.
    b) Yes, I chose that gloves.
    c) Yes, I chose this shoes.

28. a) Chicago.
    b) Dallas.
    c) Los Angeles.

29. a) Yes, he flies there last week.
    b) Yes, he will fly there last week.
    c) Yes, he flew there last week.

30. a) They are soldiers.
    b) They are sailors.
    c) They are airmen.

31. a) We see "A Summer Evening."
    b) We saw "A Summer Evening."
    c) We are seeing "A Summer Evening."

33. a) Yes, you do.
    b) Yes, you can.
    c) Yes, you may.

34. a) his headphones.
    b) his razor.
    c) his dictionary.

35. a) Harry bought a scarf.
    b) Harry sold a scarf.
    c) The clerk put on the scarf.

36. a) at 4:15 P.M.
    b) at 8:45 A.M.
    c) at 10:15 A.M.

37. a) Yes, it was short.
    b) No, it was false.
    c) No, it was correct.

38. a) Yes, he will write to us.
    b) Yes, he will bring us.
    c) Yes, he'll come and see us.

39. a) These are his books.
    b) That are his books.
    c) This are his books.

40. a) Yes, I will see it.
    b) Yes, I can't see it.
    c) Yes, I see it.

THIS IS THE END OF THE LISTENING PART.
PLEASE CONTINUE WITH THE READING – COMPREHENSION PART!!

Reading and Comprehention.- Select the best answer, and mark on your answer sheet a, b, c, or d.

1. I was in Chicago in 1999 and _____ in 2005.

a. all
b. again
c. game

d. long

2. Los Angeles is a _____ in California.
   a. game
   b. town
   c. city
   d. sports

3. The soldiers are _____their barracks.
   a. cooking
   b. living
   c. playing
   d. cleaning

4. My brother _____ Houston last week.
   a. cleaned
   b. cooked
   c. visited
   d. ended

5. The tall buildings are _____.
   a. downtown
   b. at the game
   c. in the restaurant
   d. playing

6. Mario doesn't like to play _____; he likes to watch them.
   a. cities
   b. sports
   c. visits
   d. restaurants

7. Shirley _____ a good dinner for her family last night.
   a. visited
   b. played
   c. lived
   d. cooked

8. Giorgina _____ in Oruro in 2006.
   a. lived
   b. liked
   c. cleaned up
   d. wanted

9. Mrs. Condori is at the office from 7:00 a.m. to 7:00 p.m. She works _____.
   a. at night
   b. all year long
   c. all day long
   d. at the restaurant

10. The game _____ at 7:00 p.m. and ended at 10:00.
   a. cleaned
   b. started
   c. lived
   d. ended

11. Aiben is a major. Last year he was a ___.
   a. sergeant
   b. second lieutenant
   c. first lieutenant
   d. captain

12. The stripes on a sergeant's uniform are his _____.
   a. name tag
   b. razor
   c. rank
   d. I. D. card

13. Paola is in the Army. She lives on a ___.
   a. naval house
   b. post
   c. military rank
   d. base

14. After a fifty-minute class, we take a ten-minute _____.
   a. smoke
   b. on time
   c. break
   d. butt can

15. Alcides didn't shave this morning. He didn't have a _____.
   a. razor
   b. cigarette
   c. butt can
   d. book

16. I didn't know the soldier's name. He didn't have his _____.
    a. cap
    b. uniform
    c. name tag
    d. rank

17. The TV show _____ at 8:00 and ends at 9:30.
    a. brings
    b. begins
    c. reports
    d. brought

18. Don't be late. Come to class _____
    a. 0900 hours
    b. take a break
    c. true
    d. on time

19. Peter: It says, "Open from 1200 to 1900".
    Ivan: Oh, it's open from noon to _____.
    a. 8:30 p.m.
    b. 9:30 p.m.
    c. 7:30 p.m.
    d. 11:30 p.m.

20. Sailors always _____ officers.
    a. salute
    b. bring
    c. with
    d. begin

21. Today is Monday. _____was Saturday.
    a. Yesterday
    b. The day after yesterday
    c. The day before yesterday
    d. Tomorrow

22. _____ pants aren't black. They're blue.
    a. These
    b. This
    c. They
    d. It

23. _____ does this pencil cost?
    a. How many
    b. How much
    c. Is
    d. Are

24. _____ color is her uniform?
    a. What
    b. When
    c. Where
    d. Who

25. That store _____ good clothes.
    a. helps
    b. costs
    c. sells
    d. tapes

26. Jaime: Do you like to listen to _____?
    Romina: Yes, I always listen to the radio.
    a. music
    b. tapes
    c. headsets
    d. headphones

27. Winter, spring, summer, and fall are ____.
    a. seasons
    b. sports
    c. stores
    d. months

28. Edgar: Excuse me, ma'am. Do you have this sweater in black?
    Patty: Yes, sir. _____
    a. Does it cost $15.00?
    b. How much is it?
    c. Here you are.
    d. How much does it cost?

29. Ted: I recorded this music yesterday. Let's__.
    Morelia: Okay.

    a. sell
    b. dance
    c. work

d.   end

30. The brown coat _____ $ 35.00.

    a.   costs
    b.   helps
    c.   sells
    d.   dances

THIS IS THE END OF THE TEST!!

APPENDIX F

1. **DAILY ATTENDANCE CONTROL SHEET OF BI – A CLASS**
2. **DAILY ATTENDANCE CONTROL SHEET OF BI – B CLASS**
3. **BI – A CLASS SCORE CHART OF TEXT 4**
4. **FINAL SCORES CHART OF BI – A CLASS**
5. **FINAL SCORES CHART OF BI – B CLASS**

APPENDIX G

QUESTIONNAIRES AND CERTIFICATES