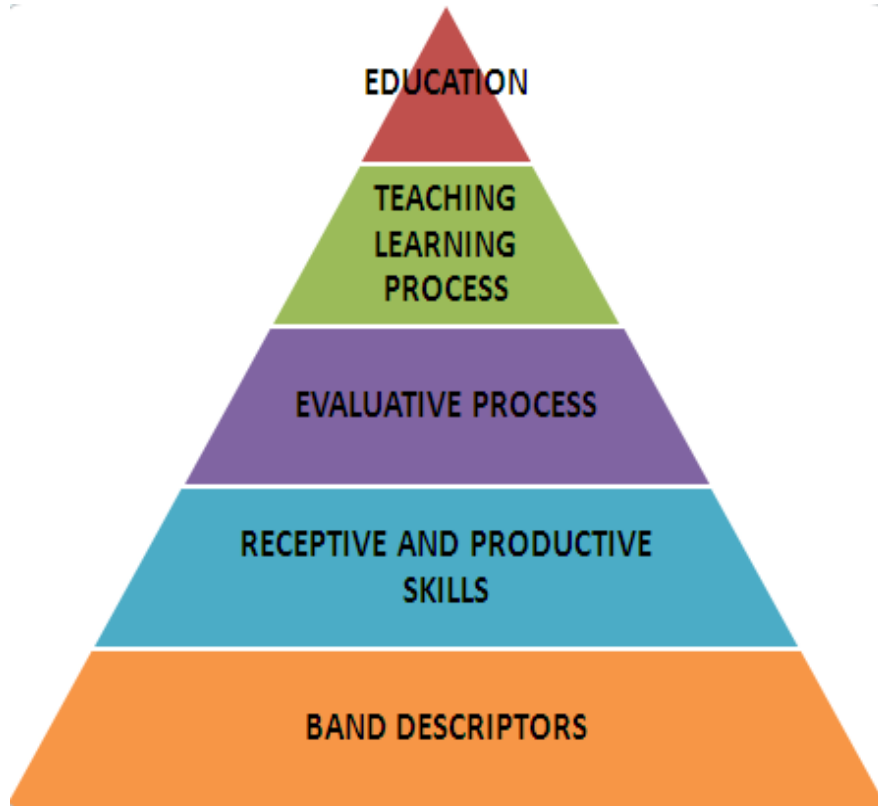


2. FUNDAMENTAL CATEGORIES



3. THEORETICAL FRAME

3.1 EDUCATION

DELORS, Jacques. "Education is the multi-process which involves acquisition of knowledge, values, customs and ways of acting."

Education not only occurs through the word, also it is presented in all our actions, feelings and attitudes. Through Education, new generations

assimilate and learn the knowledge, behavior, ways of being and ways of seeing the world of previous generations, as well as creating new ones. Education encloses a treasure.

Nevertheless, Education is the most important thing in the people's life. Certainly, it helps them to have better opportunities in the society. It means that the human beings can participate in the world changes. This one is the best way to solve the countries troubles like economic and political situations, wars diseases and others so that, this is the best investment that a government can make.

This process permits the students to grow as human beings and be competitive people. In fact, they can cross over the limitations imposed for the actual world requirements.

3.1.2 THE EDUCATION IN THE OLD TIMES

The education was considered strict without taking into account the students' feelings, ideas and opinions, whose main goal was follow instructions such as receive concepts and memorize them. During that period it played a memoristic mechanic and repetitive role in which the interaction never happened. The pupils were considered a machine and the educators control them through an authoritarian style.

Therefore, the students only had the right of listening the contents as receptors. In other words they only heard, observed and repeated without introducing points of view or ideas and the teachers were the protagonists during the class development.

3.1.3 THE EDUCATION TODAY

Today, the education has suffered an evolution in its application, because now the students do not study only subjects they also study values for that reason they are considered human beings and not robots.

Nowadays students can interact with educators and partners; also they can interchange information and share their ideas and points of view. Obviously they can answer the questions with their own words not as exactly as is written in the book. Here the protagonist are both (teacher and student).so they have a free space to express their ideas and opinions.

With respect to the teachers; they are more flexible and their job is only be auxiliaries and friends, who allow a free and spontaneous expression.

3.2 THE TEACHERS' ROLE IN THE EDUCATION

The teachers have an enormous importance in the educative process, because in a great part they are responsible for the students' successful learning. They feel the obligation to instruct thinker, critic and active citizens; through a constantly planning, organization, control and management of the teaching learning process.

The love for the profession allows them to work with optimism, capacity and patience; especially in the basic education that is more difficult than the superior education because the first one represents the students' second home. It means that they need teachers and parents who guide and advise them to take the best decision, in other words it is centered in the personality, values and behavior which prepare them for life. The next one takes in account the capacity and abilities to prepare them for the professional field.

3.2.1 BASIC EDUCATION

Pre-school, primary and secondary education is a stage of a systematic and continuous learning. It promotes the maturation process, encourage the socialization and fortify the creativity in the pupils.

This kind of education is the basic or elemental learning which ensures the correct literacy. During this process the educators carry out the most important goal in the students' life that is prepared them for superior studies. It pretends that the student develops enough abilities, values and attitudes to achieve a successful development in society.

3.2.2 LEARNING

(FINCHER, Cameron 1994) says that “learning is a progressive change process from the ignorance to the knowledge, from the incapacity to the competence, from the indifference to the comprehension.

It means that the learning of education is the key by which the teachers systematize the situations, conditions and opportunities; through these ones, the pupils can acquire new or different forms of think and feel inside of their society.

It is a process which permits that people interpret and assimilate helpful data in order to improve their knowledge through daily experiences.

For example in a class the students can learn about different cultures, customs and beliefs whose previous explanation can produce new results in their thinking.

During this process the knowledge already known for the pupils and the new one play an important role in the modification of the previous knowledge creating a scheme that incorporates the new information to the old one.

The human beings never stop learning, because each day happen or appear something new and the individuals feel the curiosity to know more and give solutions about it.

3.2.3 TEACHING

AMIDON Edmund,(1967). Considers “teaching as a process of interaction between the teacher and the students.”

Teaching is a cooperative enterprise, because it is a shared study phenomenon. It results in the improvement and development of both participants. The teaching is a set of properly planned and clearly defined activities that are undertaken for the achievement of certain objectives.

The main vision that the teaching process has is centered in the interaction and socialization inside the class, each one is indispensable to promote the learning, because these ones avoid the passivity and individuality proposing activities that give students a space for interaction and knowledge negotiation.

The classroom must be a pleasant place in which the students would feel comfortable and do not feel depressed for the teacher’s presence; for this reason give receive and information becomes funny and interesting. Remember that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students.

3.3 TEACHING LEARNING PROCESS

Teaching-learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goal.

The main goal of the TLP is to produce a real change in the students and accomplish the standards of the educative institutions through the teachers and students work and the planned activities in the curriculum.

There are many factors that represent a big influence in this process such as the educator techniques, the students understanding, the curriculum organization and the context; all these factors have an impact in the knowledge system. The communication is an essential tool in this process because it can create reflexion in the integration of the groups.

3.3.1 KINDS OF LEARNING

The learning process is divided into four kinds:

Receptive learning: in this one the person only comprehends the content in order to produce it, but not discover anything yet.

Discovery learning: here the individuals do not receive the contents, because they discover the knowledge themselves through their experiences.

Repetitive learning: the students memorize the contents without understand and relate it with the previous knowledge.

Significant learning: the pupils relate the previous knowledge with the new one. In this way the contents have more coherence and cognitive structure.

Observational learning: in this one the student opts for imitation option or takes a model to copy it.

Latent learning: the learner can adopt a new behavior, but do not manifest it, if there isn't a recompense or incentive.

3.3.2 TEACHING METHODS

Deductive method: it starts from a general idea in order to become a particular one. It is useful when the teacher has a difficult content to explain.

Inductive method: this method is considered the best one because is centered in the observation and experience. It stimulates the self-activity in the students.

Verbalist method: it is helpful during the class through the language practice in a writing or oral way. It must be applied only in young or mature people because their mind is prepared.

Intuitive method: it uses audiovisual facilities, visits and excursions to observe the students development.

Receptive method: it's also called passive method, because the educator is the main character in the class stage and the students are the secondary ones.

The dictation, lessons and individual study are clear examples of this method.

Active method: the teachers' action is limited, because the students develop an essential role; the teachers only supervise and support them.

3.4 THE EVALUATIVE PROCESS

The evaluative process tries to determine, in the most systematic and objective possible way, the pertinence, efficacy, efficiency and impact of the formative activities.

It constitute an administrative learning tool and an organized action process whose goal is improve as the activities in march as the planification, organization and future decisions.

The evaluative process incides in the planification and organization of an institution because of it depends the management or control of the evaluative activities that the teachers and authorities have planned during the scholar year.

3.4.1 DIFFERENCES AMONG MEASUREMENT, ASSESSMENT AND EVALUATION.

It is so important to introduce some fundamental concepts about measurement and assessment before to evaluation contents.

Measurement: it's the process by which the dimensions and attributes of a student or study object are determined. For example if the intellectual coefficient of a student is going to be is measure the teachers need a standard instrument; it can be scales or levels.

The principal aim of the measurement is obtain information; this process isn't assessing anything it is simply collecting data and relates it with the standards.

Assessment: it's the process that includes testing. A score or grade is a real example of assessment.

In few words, assessment is the value that students receive through the application of a test.

Evaluation: it's produced when teachers test students in order to know if the goal has been attain.

Of course, it takes in account the results of a test to reinforce the contents and reorganize the planification.

3.4.2 HOW TO EVALUATE

The students have to be evaluated under three parameters:

At the beginning of a course: in that way the teachers can determine the initial students state and use it as starting point to establish some objectives. The teachers need to be informed about the students' real situation to make easier this process.

During the course: the teacher has the chance to verify periodically the students' comprehension. Here if he or she notices a difficulty grade in the understanding he has to reinforce or make a feedback to ensure or guarantee the learning process at time. In other words the educator has to inspect and supervise the TLP.

At the end of the course: is useful to check the objectives, methodology and techniques efficiency in a determined period of time.

Also, through this one the teachers can observe if the students remember the contents or knowledge given from the beginning until the end.

3.4.3 KINDS OF EVALUATION.

Auto-evaluation. - It refers each student does. It is executed for each pupil in an individual way in order to prove the students capacity, confidence and honesty.

Co-evaluation. - It is realized by social environment. It is usually used by the work groups or when students work in pairs to increase the students' communication and collaboration during the English activities.

Hetero-evaluation. - It is the traditional evaluation (teacher-student). It is well known for the learners because they are accustomed to use it all time.

3.5 THE RECEPTIVE SKILLS

Reading and Listening for Specific Information is vital essential: Here, is where these skills permit to students understand information or specific language items in more details, which are essential to appreciate every word for completing either a reading or listening activity.

In the classroom, the relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

In other words the development of receptive skills is closely related with another's one experiences for this reason listening and reading are composed for different stages. Each one has a different purpose, and, as a whole, they help everybody to obtain the best way in the achievement of the general objective of a lesson. The teaching of reading and listening is also part of development of each human being.

However, with listening and reading, students can have control of the language and can use words, sentence structures and idioms that they do not know or are not good.

3.5.1 LISTENING

(Norris, 1993). And (Saricoban, 1999) mention that “Listening is the ability to identify and understand spoken language”.

As it was mentioned above the listening is the most important skill in the teaching of any language, because thanks to this skill is possible to assimilate new information, words and expressions at the moment to listen, also through this one student can improve the way that the understanding requires.

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas, but listening takes attention, or has an effect spite of distractions that would appear. Listening requires concentration, which is the focusing of your thoughts of one particular problem. A person who incorporates listening with concentration is going to develop the best listening. Also it is a method of responding to another that encourages communication.

Listening means understanding what others communicate to us. When a person decides to communicate with another person, he or she does to satisfy a need. It happens when a person wants to share something, feels discomfort, or has feelings or thoughts about something. Effective communication exists between two people when the receiver interprets and understands the message in the same way the sender sends it.

The most adequate way to increase and at the same time improve the listening in an active process consists in:

Hearing. - Hearing means listening the enough to catch what the speaker is saying. For example, pay attention in the most relevant details that the speaker mentioned. Here students have the chance to repeat the facts as these were said.

Understanding. - The next part of listening occurs when it takes what was heard and understood. When the information is heard, students have the opportunity of thinking about what it might mean.

Judging.- After that if students are sure and understand what the speaker has said, they need to think about whether it has sense. Or simply in other words believe or not what was heard?

It is to continue improving the listening simply it requires listen and hear with attention the most important fine points and as soon as possible try to decode what the listening is about.

The constant contact with the listening and the acquisition of new knowledge is going to be easier starting listening English songs, romantic novels which contain vocabulary for beginners or simply to listen the radio because on the radio there are many broadcasting stations which are useful to improve this skill.

After concluding these stages students can continue developing their listening day by day but always bearing in mind that practice makes perfect.

3.5.1.1 THE MAIN TYPE OF LISTENERS ARE

Appreciative Listening. - It consists in looking for ways to accept and appreciate the other person what they said.

Biased Listening. - Here the listening is only what you want to hear causing perhaps misinterpreting.

Comprehension Listening. - It is the extraction of key facts, comprehending, analyzing and understanding.

Content listening. - It means seeking for specific information.

Critical Listening. - It is the listening used in order to evaluate or criticize.

Discriminative Listening. - It is used for contrasting differences.

Evaluative, Judgmental Listening. - It evaluates, criticize, and judge what somebody says.

Informative Listening.-It evaluates the understanding.

3.5.1.2 LISTENING SITUATIONS AND PURPOSES

Many learners of English language in any time of their life are going to find a big variety of situations in which they will need to listen to English being used in the real life. Also, learners should know that the listening needs to get some purposes. These are some.

- To engage in social rituals
- To interchange and exchange information.
- To exert control.
- To share feelings.
- To enjoy themselves

3.5.2 READING

Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Also, the reading skill is useful at the moment of acquiring information as much as is possible; thanks to this one the students can gain the information which is written in many books, magazines and so on.

It is essential to remember that people read for different causes one of them is for knowing something that they do not know.

The reading skill has many meanings but all of them has a final agreement that consists in the absorption of new knowledge i.e. information. When a student begins to read, he is going to develop the capacity of analyze texts or articles that any book contains, for example there are many advices which need to be followed in order to develop this skill in a best way.

Read aloud.- It permits not only read for read. It permits to give students more time to process what they read.

Provide an adequate variety of books. - It is going to permit that students choose the book that they prefer according their level, so the reading is going to be considered an entertainment.

Reread to build fluency.- It is an important step inasmuch as if students read once again they are going to get the main idea or maybe the general idea about the topic that is being read and as a result of this they are going to have an excellent fluency.

Select unknown vocabulary.- This is the period in which students have the opportunity to underline the words or unknown expressions for them, the next step is search these ones, so students are going to catch a big variety of new knowledge.

Summary.- Maybe this step is the most important for the reason that students already have got the full idea about the reading subsequently, it is considered

as a verbal process in which they realize if their predictions according to the book were or were not true.

Another important item that researchers need to bear in mind is that there are three styles of reading which we use in different situations:

3.5.2.1 Scanning: for a specific focus

It is the technique used for looking up a name in the phone book, magazines etc. In this technique, the student must move the eye quickly over the page to find particular words or phrases that are relevant to the activity they are doing.

Another essential point is to examine the parts of texts in order to realize if these ones are going to be useful. Here students should analyze:

- The introduction or preface of a book
- The first or last paragraphs of chapters
- The concluding chapter of a book.

3.5.2.2 Skimming: for getting the general idea of something

It is the technique used in a reading of newspaper or magazine: here students read speedily to get the main points, and pass over the detail. It is useful to skim:

- To preview a passage before it is read in detail
- To refresh the understanding of a passage after it is being read in detail.

The usage of skimming helps everybody to decide if a book in the library or bookshop is right for us.

3.5.2.3 Detailed reading: for extracting information accurately

In this careful reading, Students must recognize if it is helpful to skim first to get a general idea, but then go back to read in detail. Then they need to use a dictionary to make sure if they understand all the words used.

3.6 PRODUCTIVE SKILLS

Speaking and writing are the productive skills; Speaking communication is the most common way of building interpersonal relation and writing allows for the practice of grammar rules and examination techniques”.

In the context of English language teaching the productive skills are those ones which require that student to produce something. And those ones would be of a big utility at the moment of speak or maybe write with a foreign people, because they use different kind of idiomatic expressions, grammatical rules and so on.

Also it is so essential to mention that the productive skills are the components of the complex process of communication. There are many reasons for communication between individuals.

While writing requires a greater degree of accuracy and is for this cause that this skill is considered as the most difficult to learn; also, speaking requires a greater degree of fluency and thinking to express our feelings, emotions or ideas in a verbal way.

Finally the productive skills are going to help students to improve their way of thinking and writing for this reason they need to practice these ones in a fast speeches, talking, role plays, Songs, Chants, Simulation, Conversation partners and in the listening students can practice in short essays, project works and so on.

3.6.1 SPEAKING

“Speaking is the action of conveying information or expressing one's feelings in speech”.

This skill is totally significant at the moment which people want to transmit or share their thoughts, ideas or animus status because they are obligated to express in a verbal mode. As students should bear in mind that the speaking skill does not need to have a strict grammatical structure because when somebody is talking just transmit the thinking, so that is the moment to use the adequate grammatical tense to do it.

The useful and effective development of the language (speaking) skill requires practice and experience for example the real-life experiences and so on. Also it is essential to remember that the basic building of a language is critical in the learning process, but a practical experience.

The opportunities to practice in controlled activities can help to join the various parts of language acquisition into a solid understanding of the new language and how it can be used. For this reason in this skill (speaking) students need to be able to activate the knowledge they have learned in the classroom in order to communicate successfully using it in their daily life or in a new environment they are developing as a human being.

Speaking needs to be increased for students through the daily practice, because speaking like the other skills, is more complicated than it seems. At the beginning it involves more than just pronouncing words. It needs a basic or elementary coherence to share the ideas to other people.

Interactive speaking situations can include conversations face-to-face and telephone calls, here students can mention that they have a chance to ask for clarification, repetition, or may be to establish a conversation with a partner.

Some speaking situations are partially interactive, such as these happen when students are saying a dialogue to any audience, here is where the audience is going to judge their expressions on their faces and body language. It can reflect, if they understood or not what students said.

This skill should follow some stages which are practical at the moment to extend the speaking for example:

- Pronounce the characteristic sounds of a language clearly enough so the people will distinguish them. This includes creating some tone distinctions.
- Use stress and rhythmic, intonation patterns of the language clearly enough so the people will be able to understand what someone said.
- Use the correct forms of words. This means, for example, to change the tense, gender and so on.
- Put words together in the correct order. This means to pronounce firstly the adjective and after the noun.
- Use an appropriate vocabulary.
- Recognize the main ideas in order to stand out them from supporting ideas or information.
- Make an easy discourse so the people will be able to follow what students are saying.

As learners it is vital important to recognize that speaking involves some areas of knowledge. Here is where this skill must develop the pronunciation, grammar, and vocabulary; at this point students have the opportunity of use the right words in the correct order with the correct pronunciation and coherence.

Some functions such as the connection ideas and the interaction should be extended too. These ones are essential at the moment in which students are going to transmit the message. An indispensable aspect students have to bear in mind is that as result of this, people whom are listening them are going to get a precise understanding.

Finally the most indispensable thing that students and teachers necessitate to consider is the socio-cultural rules and norms; that is the reason they must take into account who is speaking to whom, in what circumstances, about what, and for what reason. So they are going to produce an excellent relationship with people who have another kind of customs.

3.6.2 WRITING

HAMPTON, Writing skill 1989, This author says that” Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it”.

As Human beings everybody felt the necessity to express not only in a verbal way. Also all the people is able to express in a written way for this explanation as humans they must remember the beginning of their life in communities in which their feelings, emotions and ideas were transforming in a necessity to be said or expressed in a written model.

Some investigators say that the origins of writing are yet unclear, because the writing systems were created independently around the world.

They affirm that, if we go back to the earliest history. Everybody knows that some scripts were discovered and the other ones were invented in some

countries like India, Egypt, China and Central America. Now there are numerous theories about the origins of writing, but these have not been proved in its totality.

Some ancient people used to consider that writing scripts were so important and so powerful. They believed that it was invented by gods or mythical heroes.

These forms of writing are completely different. It means that these used to have different rules and this is the reason for which these are read in completely different ways. But all of them perform the same basic function. All of them have visual meaning of recording language.

Nowadays teachers realize that Writing is the most powerful tool that people can have and it is thanks to many writers who had the hard labor to develop it. It is totally essential take in a count that nowadays writers are able to adopt whatever language into another one and as a clear example we have the manual of instructions that a TV or radio has or simply the lettering which are written on the walls the same we read unconsciously.

Through description, a writer helps the reader use the senses to have a base according the writer experiences. So the writer description helps the students to have a clear understanding about people, places, and things in which the writer is writing. It is the most common form of writing. Also in these days students and teachers are able to write or maybe translate their experiences in a written way.

As argumentation the writing skill allows students the practice of grammar rules and examination techniques, the correct usage of connectors, the right coherence in order to get a similar quantity of information that a book or novel contains. It is so essential do not forget that a written text is shorter than speaking because the student has time to be more specific and clear.

3.7 BAND DESCRIPTORS

Band Descriptors are those sub skills which corresponds to a descriptive statement giving a summary of English competence. Overall Band Scores can be reported in either whole or half Bands”.

The band descriptors play an essential role inside the scoring of each ability(skill). Many people believe that these ones were developed by teams of some faculties who were representing of different colleges and Universities around The United States.

Thanks to the band descriptors students have the opportunity to extend the four competences that the most part of the languages have.

That is the case of the listening; speaking, reading and writing are most deeply analyzed. Also here, the teacher has the chance and the obligation to help the students to develop one by one inside the teaching and learning process.

At the end of this period of study the teacher must apply the global test in order to determine what has been learned or to know the students' progress. Many investigators affirm that it is similar to the TOEFL.

In terms of human beings the band descriptors test the level of knowledge of each skill has been acquired by the learners.

The band descriptors have the hard labor to examine each student skill. It is helpful because thanks to band descriptors the teacher is going to realize the students' strengths and weaknesses in each skill.

3.7.1 HOW TO TEST LISTENING USING BAND DESCRIPTORS

Listening evaluation includes a planning, execution and at last the verification. The basic component that the band descriptors must contain is the level knowledge acquisition and production (input and output) because the English language has the receptive and productive skills.

It is important to bear in mind that students receive scores on a band descriptors from 1 to 9.

Each band corresponds to a descriptive statement giving a summary of English competence. Overall band scores can be reported in either whole or half bands.

The nine bands and their descriptive statements are:

9 Expert Users

Students have fully operational command of the language: appropriate, accurate and fluent with complete understanding.

8 Very Good Users

They have fully operational command of the language with only occasional unsystematic factual errors and inappropriate. Misunderstandings may occur in unfamiliar situations, such as handles complex and detailed of a good argumentation.

7 Good Users

They get operational command of the language, though with occasional inaccuracies, inappropriate and misunderstandings in some situations. Generally handles complex and excellent language which need to be understood detailed logically.

6 Competent Users

They exercise generally effective command of the language despite some inaccuracies, inappropriate and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

5 Modest Users

They acquire partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

4 Limited Users

They are considered as the basic competence which is limited to familiar situations; also they have frequent problems in understanding and expression. Here students are not able to use complex language.

3 Extremely Limited Users

Students convey and understand only general meaning in very familiar situations. Frequent breakdowns in communication occur.

2 Intermittent Users

Here the no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Students have great difficulty understanding spoken and written English.

1 Non User

Essentially, students have not the ability to use the language beyond possibly a few isolated words.

Listening bands contain 20 items and each correct item is going to be awarded with one mark. The bands score from 1 to nine and these ones are going to be classified as candidates on the basis of their raw scores. For example:

The table below shows the mean raw scores, and they provide an indication of the numbers of marks required to achieve a particular band score.

LISTENING BANDS

BAND SCORE	RAW SCORE OUT 20
2	8
3	12
4	16
5	20

There are different reactive kinds to apply the listening with the band descriptors.

1. Objective Tests.

Reactive kinds	Modality	Evaluation categories
<p>1. - Multiple options. This reactive helps to measure the apprenticeship, knowledge, comprehension, application, analysis and evaluation. It has two parts. Base. - It can express in answer, incomplete affirmation or problem way. Options. - It involves choosing the word- phrase or symbol, where one of them is the answer and the rest are distracters.</p>	<ul style="list-style-type: none"> ✓ Underline. ✓ Mark. ✓ Write the number or the letter. ✓ Circle. <p>Example Circle days of the week</p>	<ul style="list-style-type: none"> ✓ Knowledge. ✓ Comprehension. ✓ Application. ✓ Analysis. ✓ Synthesis.

<p>2.- Identification</p> <p>Teacher presents the information, referential frames, schemes, pictures, maps and students have to determine the answers.</p>	<p>Find out.</p> <ul style="list-style-type: none"> ▪ Comprehension ▪ Application ▪ Analysis of information <p>Example Listen the interview and complete the table.</p>	<p>Intellectual</p> <ul style="list-style-type: none"> ▪ Knowledge ▪ Application ▪ Analysis ▪ Evaluation.
<p>3.- Simple selection</p> <p>Select between two categories</p>	<ul style="list-style-type: none"> ❖ True or false ❖ Yes or not ❖ Agree or disagree ❖ Always or never 	<ul style="list-style-type: none"> ❖ Knowledge ❖ Comprehension
<p>4. - Reactive of correspondence.</p> <p>It represents two columns with several facts and places, authors, dates authors, definitions and so on with relation between them.</p>	<ul style="list-style-type: none"> • Match 	<ul style="list-style-type: none"> • Knowledge • Comprehension

<p>5. - Short, brief and simple answer. Student has to answer with a word, a brief phrase, a date or a simple definition.</p>	<ul style="list-style-type: none"> ○ Questions ○ Incomplete phrases. <p>Example Who writes Huasipungo novel.</p>	<ul style="list-style-type: none"> ○ Knowledge ○ Comprehension
<p>6. - Arrange reactive. Present a whole fact but in disorder.</p>	<ul style="list-style-type: none"> ➤ Numbers <p>Example Form the puzzle</p>	<ul style="list-style-type: none"> ➤ Analysis ➤ Comprehension

2. - Oral tests

Here the teacher formulates an oral question and students have to answer in the same way.

They are used into a class but also in final thesis, tribunal of graduation.

3.7.2 HOW TO TEST SPEAKING SKILL USING BAND DESCRIPTORS

Some examiners award a band score for each of four criterion areas, fluency and coherence, Lexical Resource, Grammatical Range and Accuracy and Pronunciation. The four criteria are equally weighted.

Versions of the band descriptors for Speaking have been developed to help stakeholders better understand the level of performance required to attain a particular band score in each of the criterion areas. IELTS examiners go through intensive face to face training and standardization to ensure that they can apply the descriptors in a valid and reliable manner.

Inside this skill is essential to take in account that students need to hear first to recognize the precise sound of the word for students pronounce. Another important aspect students need to develop is the fluency and sometimes the grammatical structure.

Teachers need to use a scale for grading students' performances on speaking tests rather than a marking scheme. The labor of teachers is to assess students' oral and appropriate ability

There are different reactive kinds to apply the speaking with the band descriptors.

❖ Pronunciation	❖ Pronouncing words in sentences	❖ Reading aloud
❖ Re-telling stories	❖ Using pictures	❖ Pictures for description
❖ Pictures for comparison	❖ Sequences of pictures	❖ Oral interviews
❖ Asking questions	❖ Testing students in pairs	❖ Using a language laboratory
❖ Getting fluency	❖ Getting vocabulary	❖ Expressing feelings

3.7.3 HOW TO TEST READING USING BAND DESCRIPTORS

Also, the reading bands contain 20 items and each correct item is going to be awarded with one mark. The bands score from 1 to nine and these ones are going to be classified as candidates on the basis of their raw scores. For example:

The tables below show the mean raw scores, and they provide an indication of the numbers of marks required to achieve a particular band score.

Academic Reading.

Band score	Raw score out of 20
2	8
3	12
4	16
5	20

General training Reading

Band score	Raw score out 20
1	8
2	12
3	16
4	20

There are different reactive kinds to apply the reading with the band descriptors.

✓ Vocabulary	✓ Multiple-choice item	✓ Writing option of equal length
✓ Reading tests, true or false items	✓ Matching items	✓ Writing grammatical correct options

3.7.4 HOW TO TEST WRITING USING BAND DESCRIPTORS

Writing tests need precision, it must focus the attention of the examiner in the grammatical construction, the major points, and so on.

Types of writing tests

Objective items.- These are those in which students recognize the best answer from options presented in the item. This kind of item includes multiple-choice items, alternative-response items and finally matching items.

Subjective or Essays items.- These items permits that student organizes and presents an original answer. It includes short-answer essay, extended-response essay and conclusion items.

Some investigators award a band score for each of four criterion areas: Task Achievement (for Task 1), Task Response (for Task 2), Coherence and Cohesion, Lexical Resource and Grammatical structure Range and Accuracy. The four criteria are equally weighted.

3.8 METHODS FOR TEACHING A FOREIGN LANGUAGE

There are many methods of teaching languages; these ones have been generally accepted for the educators because any given method is only as effective as its implementation.

Grammar-Translation Method: language students often translate cumbersome words from Spanish into English using this kind of method. It consists mainly in the exhaustive use of the dictionaries, explanations of grammatical rules and so on.

Certainly this method instructs students in grammar, and provides vocabulary with direct translation to memorize. However, the teaching of grammar consists in a process of training in the rules of a language; the objective is that the pupil controls the tools of a foreign language, (in this case English) which are vocabulary, grammar, and orthographical rules; in this case the teacher can use the assimilation mechanism in order to help students in their progress practicing translations and control them little by little in the logical, sequence and grammatical analysis of the sentences. Only in that way it is possible recognize the coherence of a text.

Strategies: semantic translation technique and communicative translation technique.

The Direct Method: It is well known as natural method too. This method is based in the capacity that the individuals have when they learn any unknown or foreign language without use the mother tongue. It is necessary avoiding the translation because it would involve the application of the learners' first language. Accuracy in pronunciation and oral expression became vital. Teacher and student interaction became fundamental in its usage.

Strategies: presentations, group discussions about actual topics.

Audio-Lingüal Method: this kind of method is frequently used in the language labs because in that place the students can use audiotapes, and earphones; the usage of those tools allows them to hear and watch the mimics of native speakers.

It consists in the listening action about recordings of language models acting; the students have to practice with a variety of drills, and the instructor emphasizes the target language all time.

Strategies: role play, stories, interviews and so on.

Cognitive method: here the language skills plays an important role because the knowledge that students already have about the target language and the new one makes an effective mix and as a result they obtain a significant knowledge.

Strategies: presentations, works in group, etc.

3.9 PEDAGOGICAL MODELS

The pedagogy has constructed several models or representations which are important for the educative world. These ones are helpful at the instant to explain theoretically their labor. Also these are dynamics because change and in any moment they can be applied inside the pedagogical practice.

As everybody knows the pedagogical models contain objectives, strategies which are expanded inside the educative process thanks the collaboration and the relationship between teacher and student.

There are some kinds of pedagogical models.

- **PEDAGOGICAL TRADITIONAL**

- **PEDAGOGICAL ROMANTIC**
- **PEDAGOGICAL CONDUCTIST**
- **PEDAGOGICAL CONSTRUCTIVIST**
- **PEDAGOGICAL SOCIAL**

As investigators and students consider that the most adequate models for this thesis are.

3.9.1 TRADITIONAL PEDAGOGICAL MODEL

OCHOA Rafael, 1998 says that “the method emphasis is the character formation of the students and it permits to mold their wills, virtues and rigor discipline, the humanistic ideals and the ethic which comes from the metaphysic religious tradition.”

This pedagogical model is characterized by the teacher verbal expression. In this case the teacher is the main character of the teaching who reproduce and share the knowledge in some cases exigent authoritative and severe.

Inside the education and of this model the teaching process is most relevant than the learning process because the tools used are the board, the marker and the teacher voice. Also, it is significant to bear in mind that the evaluation is memoristic and quantitative.

Generally the evaluation is realized at the end of the period. It is done in order to know if the learning was acquired by students. The evaluations are summative to measure the knowledge quantity assimilated by students.

The most essential aspects that this model follows are.

Goals Personality training

Method Transmissionist

Development Qualities through the discipline

Science Discipline Contents Information

Relationship teacher-student Vertical

3.9.2 CONSTRUCTIVIST PEDAGOGICAL MODEL

This pedagogical method pretends the formation of active people who needs to be able to take decisions. It means the active participation of teachers and students inside the classroom in order to create, facilitate, ask, criticize and reflect about the comprehension of deeper structures of knowledge.

The main aspect of this model is to learn doing. Here the teacher is the facilitator his labor is to help the development of student's capacities to think, imagine, create and reflect. The objective of the school is to extend the thinking abilities of individual in order for they be able to progress and increase sequentially inside the cognitive structures to accede a harder and new knowledge. Inside this model, the evaluation is realized through the conceptualization about process comprehension of knowledge acquisition before the results. The evaluation is qualitative and it is emphasized in the process evaluation.

The most essential aspects that this model follows are.

Goals Cognitive mental structures

Method Creation of learning environment

Development Progressive and sequential inside the mental structures

Contents Experiences and creative support.

Relationship teacher-student Facilitator and motivator