

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**

NAME OF THE PROJECT:

**HOW TO MAKE THE ENGLISH LANGUAGE USEFUL
OUTSIDE AND INSIDE THE CLASSROOM FOR
THE SEVENTH, EIGHTH AND NINTH GRADERS OF CENTRO
ESCOLAR CASERÍO EL DESAGÜE OF METAPÁN**

EXECUTION PLACE:

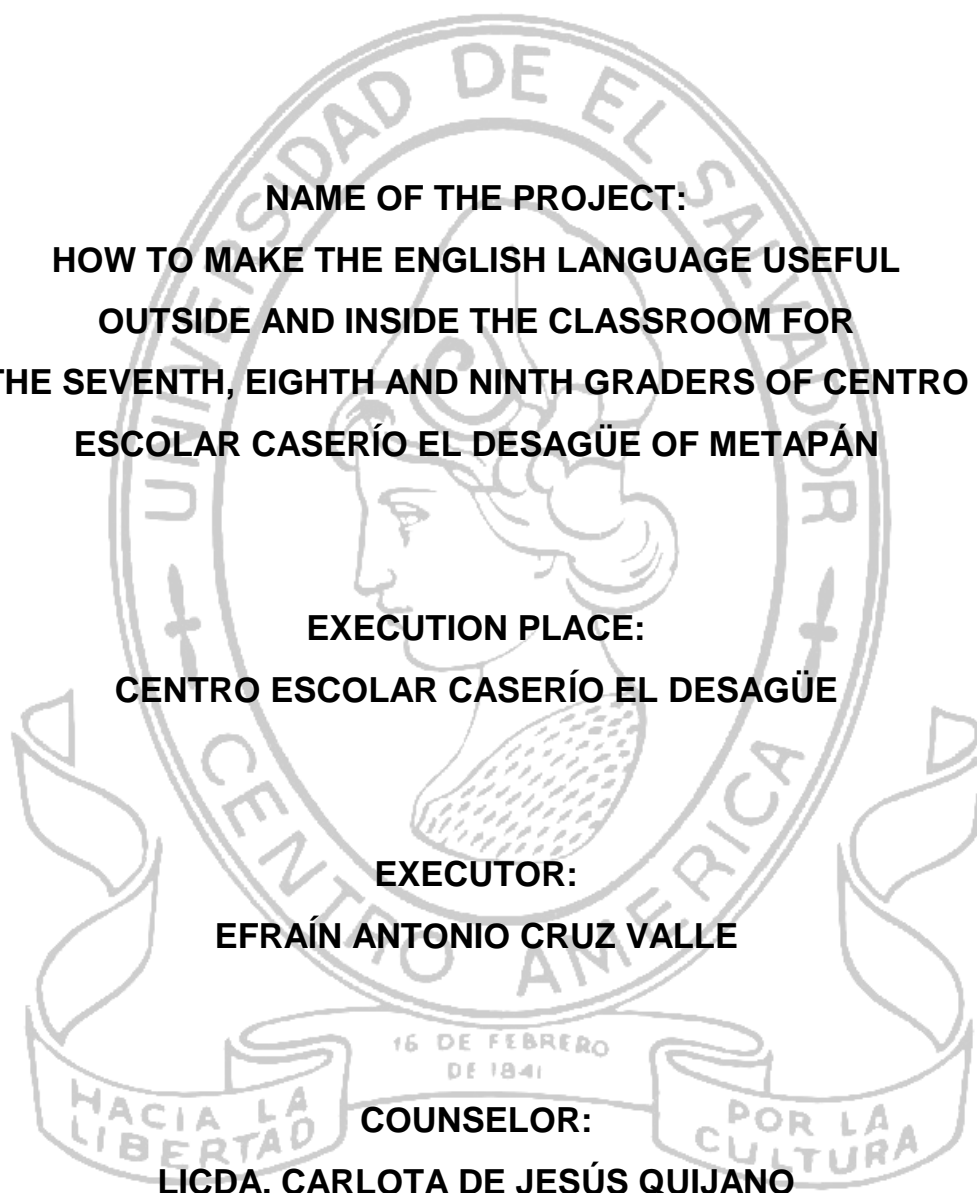
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INTRODUCTION

The present research work called “How to Make the English Language Useful Outside and Inside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe of Metapán is important because through the carrying out of it, the researcher found out some meaningful data of the English teaching - learning process at the mentioned institution. Consequently, the main parts of the stated research work are: Statement of the problem, Theoretical Framework, some Methodology, a Summary of the work, Conclusions and Recommendations.

Since the topic of this research is “How to Make the English Language Useful Outside and Inside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe, the researcher establishes some variables that are involved in the English teaching - learning process at this school. Among the variables identified through this exploratory study, the researcher can mention the following: “The poor use of English in conversation”, “The poor command of English students have”, “The lack of audio - visual aids in the classroom”, “The insufficient or inadequate use of didactic materials” and “The inadequate infrastructure to develop the English classes”. These variables are affecting negatively the English teaching - learning process at this institution. Besides, the researcher based on the results of this exploratory study describes the possible relations among the variables identified and the nature of future researches to be carried out in this field.

Summing up, this research work is only an exploratory study that offers some valuable data to be used as solid basis for more concrete later researches.

CHAPTER I

STATEMENT OF THE PROBLEM

Description of the Problem

The English teaching - learning process as part of the students' formation through the Salvadorean educational system faces several defficiencies due to methodological, curricular and attitudinal factors. Such defficiencies affect directly the academic formation of students and therefore, their learning results.

In like manner, the characteristics of the curricular structure which lead the different teaching - learning methodologies of the English language in the Salvadorean educational system do not present or do not make possible the conditions, neither the assignment of the time necessary to turn the use of such language useful in all contexts of the students' life.

Therefore, it is necessary to clear up that relating to the reserach topic "How to Make the English Language Useful Outside and Inside the Classroom for the Seventh Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe", there are no antecedents of previous researches on it.

That is why, after observing this situation, the executor considered it necessary to do some research through the carrying out of the project "How to Make the English Language Useful Inside and Outside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe". To do this, the executor administered an exploratory evaluation to

the mentioned students in order to measure their command of English and to look for some causes of the poor results obtained.

Another limitation to turn the English language useful-practical is the fact that only a little significant percentage of the students interviewed use English in interpersonal communication (student - student and student - teacher) inside the classroom and out of it. The origin of this poor usage of English can be the socio - cultural factors, personality characteristics like "shame", that is, they fear for being ridiculed by their classmates when they misuse the target language.

As a matter of fact, based on the results, it is clear that the lack of didactic materials and audio - visual aids, and the inadequate conditions and methodologies involved in the English teaching - learning process cause poor English learning on the seventh, eighth and ninth graders of the previously mentioned institution. Besides, and as a result, these students are not motivated enough to learn English in order to be able to understand the basic terminology used in class, and therefore, to use the language in their everyday life. To conclude:

How does the poor usage of English affect the teaching - learning of the language?

How could the seventh, eighth and ninth graders of Centro Escolar Caserío El Desagüe improve their English learning?

What can be done to turn the English language more meaningful at this institution for students use it in and out of the classroom?

JUSTIFICATION

The learning of the English language has turned a necessity nowadays in order to become able to interact in a globalized world.

Since English is the universal language, it is used in different fields as a communication tool in a massive way. Thus, it is used in Medicine, Engineering, Accounting, Computer Science, Advertising, Literature, Social Studies, Agronomy, etc. Therefore, it is necessary that seventh, eighth and ninth graders already start to learn the basic English vocabulary and structures so that they can develop the capability to speak, write and understand the language either inside or outside the classroom whenever they need it.

Aware of the reality previously expressed, the executor of the present project decided to research about the topic “How to Make the English Language Useful Outside and Inside the Classroom for Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe of Metapán”.

In like manner, the researcher, based on the results students obtained in the diagnostic evaluation carried out, could realize that they had difficulties to use and understand English effectively in class and out it. That is why, the purpose of this research work is to create a new environment in the English classroom of the mentioned school, so that students become motivated to use it effectively in their classes and in their daily activities, and, as a result to improve the students' learning of English.

The carrying out of this project at the mentioned institution is urgent since it offers a new teaching style involving the students' likes to come up

with activities that will awake their motivation to make them feel the need to use the English language in and out the classroom.

To sum up, the carrying out of this project is really necessary at the stated institution since the results obtained by seventh, eighth and ninth graders in the diagnostic exam show that more than 50% of the whole population examined failed it. Besides, these students express that their English teaching - learning process does not meet all the teaching elements to achieve the educational goals. Consequently, such process must be modified with better didactic materials and innovating methodologies to awake students' motivation in order to learn the English basis so that they can become better individuals inside and outside the classroom.

GENERAL OBJECTIVES

- To carry out some exploratory research to identify the involved elements in the problem “How to Make the English Language Useful Outside and Inside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe of Metapán”.
- To fulfil the formal, legal and administrative requirements that the University of El Salvador demands to complete the graduation process.

SPECIFIC OBJECTIVES

- To identify and define the variables that interact in the dynamics of the research work “How to Make the English Language Useful Outside and Inside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe of Metapán”
- To state the possible relations among the variables identified in relation to the English teaching – learning process carried out at Centro Escolar Caserío El Desagüe
- To find out the nature of the researches to be carried out after this exploratory study

CHAPTER II

THEORETICAL FRAMEWORK

As education is a constant process that has been carried out since the origins of human society, it is the instrument through which children and youths are acquiring customs, habits, ideas and beliefs day by day.

However, since every teaching – learning process has its own characteristics depending on the reality of each institution where it is developed; education has faced many obstacles to achieve a high – quality process. In fact, if the teaching – learning activity is carried out in an institution located in the rural area, there will exist more limitations to achieve the goals proposed than in an institution located in the urban area, due to the lack of some useful pedagogical resources.

In the learning of English, in spite of the lack of theory, particularly, in the area of making English useful in the seventh, eighth and ninth graders at a rural institution such as Centro Escolar Caserío El Desagüe of Metapán, there are several aspects to take into account for students to become motivated to learn it and, therefore, for them to obtain good results in every step of their learning process.

As the English teaching - learning process is a complete one; it requires the cooperation of all the agents involved in the carrying out of it. Thus, students, teachers, authorities of the institutions, authorities of education and even the students' parents must participate in the process according to their possibilities to turn it successful. If this were carried out as stated, students would receive the benefits of a better, more adequate and more complete teaching - learning process, and therefore, they would become more able to interact either at school or out of it.

Consequently, motivation as an important tool of any teaching - learning process plays a very valuable role. It is considered, in such process, the teaching tool that functions as the continuous stimulus which ends up in the answer - goal (Woodworth, P. 363). In other words, if motivation is not present in a teaching - learning process, there is no learning since it is the starting point of every process. However, to motivate students to learn a particular subject, there are many steps, ways or strategies that can be followed. The first step to motivate students to learn a subject, English specifically, depends on the teacher's personality and professional attitude as he must work intensively in order to prepare a variety of didactic materials and teaching techniques to carry out the teaching - learning process in all its dimensions. The second and more complex step to keep students motivated does not depend on the teacher of English but on the Ministry of Education as responsible to supply more sophisticated didactic materials and the required guidelines for the teacher to achieve the majority of curricular objectives in the English teaching - learning process.

As a result of high motivation, practice is also necessary in the learning of English, however, practice must be carefully applied in order to obtain the expected results in the process. Besides, when the practice is properly spread, students receive more benefits (Robinson, P. 363) and learn more.

As a matter of fact, to achieve more meaningful objectives in the carrying out of the English teaching - learning process, it is necessary to awake the students' interest to learn the target language through a series of topics or contents they like, to use a variety of teaching elements to make them feel the need to use it inside and outside the classroom.

That is why, the executor of the present work in search of real data related to the learning of English at a specific place, made the decision to carry out a research on the topic “How to Make the English Language Useful Outside and Inside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe”. As in all researches, the executor of this project started by observing the carrying out of the English teaching - learning process at the stated institution, he needed to administer a diagnostic evaluation to really determine the students’ command of English at that school. After revising the results of the test, the executor could realize that these students obviously need some better and more complete teaching - learning assistance. They need a process that meets the majority of teaching tools and mainly, some methodology that fits their educational needs to face a changing and globalized world. In fact, the results of the evaluation administered to the mentioned students show that they need more practice to improve their learning of English. For instance, in seventh grade only 27.78% approved the test and 72.22% failed it; in eighth grade 87.50% approved it and 12.50% failed it and in ninth grade, 100% failed the test.

As it is clearly seen, the results that these students obtained in the evaluation establish the poor level they have in speaking, reading, writing and understanding English. Such situation motivated the executor of this project to research about some causes of the students’ poor command of English at the mentioned institution. Therefore, after the executor administered and analyzed some instruments passed to students, he could realize that in seventh grade 14.28% uses English in conversations inside the classroom, 14.28% does not do it and 71.43% does it eventually only; in eighth grade 12.50% does not use it and 87.50% uses it eventually; and in ninth grade 100% uses English in conversations inside the classroom but only eventually. On the other hand, their usage of English in communication outside the classroom, in seventh grade 66.66% does it and 33.33% does not do it; in

eighth grade 68.75% does it and 31.25% does not; in ninth grade 62.50% does it and 37.50% does not use it in communication outside the classroom. All this information shows that the students' lack of practice is due to the lack of motivation students have. These students are not highly motivated because the conditions of the infrastructure of the classroom are not adequate, the didactic materials that the teacher uses in class are not sufficient; besides, there is lack of audio - visual aids in the classroom.

Consequently, all this data show that the English teaching - learning process carried out at the mentioned institution requires meaningful changes in the methodology used to develop the stated process, in order to better the students' learning of English.

CHAPTER III

METHODOLOGY

Research Type

In all research works the determination of the type of study is one of the required steps; however, it is really necessary to clear up that there exists a diversity of kinds of studies. Basically, three types of study can be mentioned among them: Exploratory, Descriptive and Explicative. Nevertheless, there exists another classification according to Dankhe, who classifies these types of study in the following way: Exploratory, Descriptive, Correlational and Explicative (R.H. Sampieri. Metodología de la Investigación).

Based on the conditions or characteristics of the research topic chosen, it is clearly seen that no research has been carried out on it. Consequently, there is neither any theory or identification of variables nor an exhaustive examination of this research topic, that is, it has not been scientifically studied yet. Thus, the scope of it is to increase the degree of familiarity with this phenomenon relatively unknown, in other words, the executor of the project tries to obtain some data about the possibility to carry out the stated project in a near future time (see previous reference).

Therefore, the executor of this project specifically attempts to determine the tendency of variables and to identify the possible relationships between the variables identified and the characteristics of further researches and at the same time, their scientific content.

Summing up, taking into account all the conditions previously mentioned, the executor of the present research carried out an exploratory study.

Therefore, the researcher, based on the diagnose carried out and the instruments administered at Centro Escolar Caserío El Desagüe (diagnostic English exam, questionnaire to students and interview to the teacher of English), has identified the following variables:

- 1) The incidence of the poor use of English in the English teaching - learning process
- 2) Command of English
- 3) Material conditions in the English teaching – learning process
- 4) Skills for using the basic English tools in communication.

Besides, to achieve the objectives proposed in this research work, the executor will define the variables identified according to their particular characteristics. Thus, “The poor use of English” will be approached by observing the frequency in which students use both English and Spanish either inside or outside the classroom. That is, if students frequently use English, it means that they are really motivated to learn it; but, if students use Spanish more frequently than they use English, it probably means that they are not sufficiently motivated to learn it, besides, they may lack enough English vocabulary and the proper structures to express themselves. Consequently, that may be the main reason why these students use more Spanish than English in their conversations. They know it is easier to express their ideas in Spanish than in English; and as a result, the students' use of English is poor.

In relation to the variable “Command of English” the executor of the project is based on the results obtained in the diagnostic English exam passed to seventh, eighth and ninth graders of the mentioned institution.

Such results show that seventh graders had difficulties to answer questions in English using the verb “to be” in the affirmative or negative form. They also had problems to write affirmative sentences using the verb “to be” in the simple present tense. It is clearly seen that these students need more practice on forms of the verb “to be” and to answer questions, so that they can be able to write affirmative and negative sentences and to answer questions correctly as well.

Regarding the eighth graders’ results, it is clear that they had difficulties to answer English questions with other verbs than “to be” in past tense and in the affirmative or negative form. Moreover, they had problems to change sentences from simple present to simple past tense, and they also failed when writing interrogative sentences using question words. This demonstrates that these students’ command of English is poor.

Based on ninth graders’ results, the executor could realize that they had problems to change sentences from simple past to the past continuous tense and to change sentences from simple past to the present perfect tense. Besides, they had difficulties to use frequency adverbs. It all means that these students have not practiced English as they should to really be able to use it naturally, since the command of verb tenses, adverbs and other parts of speech is improved through constant practice.

In order to define the variable “Material Conditions”, it is necessary to observe and analyze the answers the teacher of English gave through the interview passed to him. Thus, the teacher answered that he used didactic materials to develop his classes; he did not use audio - visual aids; he said that the infrastructure of the classrooms where the English classes were carried out was not properly designed, and to conclude, he expressed that

the furniture of the classroom was enough and adequate to develop his classes effectively. However, through the results the students show that they must be given more English learning practice inside and outside the classroom. This will consequently improve their English oral and written command.

Finally, to define the variable “Skills for using English tools”, the researcher analyzed the information the students showed through the questionnaire administered to them and basically through the results they obtained in the diagnostic English test. Such results show the students’ poor command to use the English language effectively. That is, these students need to use the English language more frequently either in the classroom or out of it in order to improve their command of the stated language.

Consequently, according to the exploratory diagnose carried out to research about the topic “How to Make the English Language Useful Outside and Inside the Classroom for the Seventh, Eighth and Ninth Graders of Centro Escolar Caserío El Desagüe of Metapán”, the executor identified four factors (variables) which influence the dynamics of the objective process of the topic studied in a significant way such as the material conditions under which the English teaching - learning process is developed; it may influence significantly in the English command that students gain, in line with adequate audio - visual aids, didactic materials pedagogically elaborated, a planned atmosphere of infrastructure and the furniture as well.

In like manner, there exists a possible relation between the limited frequency in the use of English and the command of it since the process is reduced to the specific development of the objectives of the study plan; besides, it causes the interaction of Spanish and English in such context. The lack of communication strengthening is another fact that causes students not to use English in their communication outside the classroom and in the socio

- familiar and community context. The previously stated aspect may emerge from a socio - cultural factor as shame which usually occurs to Spanish speakers.

Therefore, the poor use of English and the inadequate material conditions, as part of the pedagogical process, gives origin to the students' poor command of the stated language which may be varied and related in some way. So, the three variables altogether may determine the pretty low development of the four English macro skills these students have in the utilization of basic English tools in their ordinary communication.

As a result, after having identified the variables and having shown their possible relations through the diagnose carried out, such variables can be typified as variables that can not be manipulated in a deliberate way since they are independent variables which have already occurred (R.H. Sampieri, Metodología de la Investigación. P. 191). Therefore, the characteristics, that is, the nature of the later researches to be carried out around this topic, must be structured starting from a non - experimental research design that allows to determining the temporary dimension and the number of phases or periods in which the data are gathered. The non - experimental longitudinal research converts, then, into the alternative of research design more suggestible on its kind of group evolution, since this kind permits the changes that certain variables experiment be analyzed (the identified variables) or their relations through time. It will be required to make some gathering of data in specific points or periods to reduce their variations, determiners and consequences.

The longitudinal designs of group evolution or "cohort" studies would permit to investigate the changes through time in specific groups of students of different grades (seventh, eighth and ninth) carrying out measurements in such groups in different moments and obtaining at the end, an examination of the identified variables, the behavior of the problematic situation, the

optimization in the command of the basic English knowledge, the improvement of communication among students and in their everyday environment, and the strengthening on their skills to use the basic English tools.

CHAPTER IV

SUMMARY OF THE WORK

In search of valuable data about the English teaching - learning process developed at Centro Escolar Caserío El Desagüe, the executor of the stated project carried out some evaluation to the seventh, eighth and ninth graders at this institution. Such evaluation was applied in the following way:

First, a diagnostic English test was administered to these students in order to determine their command of English in three dimensions: writing, reading and understanding, but basically writing, through the different contents and items included in the test.

Besides the previous instrument, the researcher also passed a questionnaire to the mentioned students in order to know how able they are to use and understand English in and out of the classroom. Thus, to obtain real information through this questionnaire, the executor of the project identified the following variables: 1) usage of English in conversations inside the classroom, 2) understanding of basic English terminology used in class, 3) usage of English in communication outside the classroom, and 4) students' motivation. The previously mentioned instruments altogether with an interview passed to the students' teacher of English, constitute the set of instruments used in the diagnose carried out at this school. Therefore, the main purpose of the administration of such interview to the teacher was to know about the material or physical conditions where the English teaching - learning process is carried out at such institution. Since this summary is necessary in the carrying out of this project, the executor states it as follows:

First, a diagnostic English test was passed to the seventh, eighth and ninth graders to measure their command of English. The results are expressed as follows:

In seventh grade, students were not able to answer the test as required since 72.22% of the class reprovved it. This shows that they lack English pattern command for they had difficulties to write simple sentences with words given (adjectives) and especially to answer questions with the verb “to be” in the simple present tense in the affirmative and negative forms which are the cord of the program to be fulfilled in this level. Most students did not answer the test correctly, in fact, only 27.78% of the class approved it and 72.22% reprovved it.

Based on the previous results, the executor considers that these students need more English practice and more communication activities in each class so that they can work effectively on written and oral exercises. This can make them able to carry out meaningful oral English activities inside and outside the classroom. Thus, English would become an interesting subject for them if they were able to exchange their ideas about their ordinary life in this language.

Second, in the eighth grade, students showed a better command of English since they obtained better results in the evaluation process. These results were shown through the 87.50% of the class who approved it. Nevertheless, these students still have difficulties to give affirmative and negative answers to questions in the simple past tense as shown in the results of the following interrogative sentences taken from the test:

- Did you practice English last week?

Yes, I do.

- Did you attend school yesterday?

No.

- Did you sleep well last night?

Yes, I do.

This kind of sentences is still difficult for eighth grade students to work with properly even though it is their second year studying English.

Third, in ninth grade, the researcher, after revising the results of the test, could realize that they were even worse than those in seventh grade because 100% of the class reproved the evaluation. This means that students' command of English is very limited since they can not even answer simple interrogative sentences correctly.

This information leads the researcher to figure out that these students must be assisted urgently in their English learning process. This phenomenon, according to the results of the research, shows that the stated deficiency is due to the following reasons: the poor usage of audio - visual aids which was shown through the instrument that was passed to the teacher of English these students have. Besides, the time devoted to their classes per week is only two hours. As clearly seen, this time is not enough to develop all the required activities to make students improve their English skills in every level.

According to seventh grade, 14.28% of the class can use English in short conversations inside the classroom and 14.28% can not. This information shows that the number of students who use English and the number of those who do not use it in conversations is balanced. However,

71.43% of the class expresses that they use English in conversations inside the classroom eventually. So, it is a fact that there is lack of audio - visual aids in the English teaching - learning process carried out at this institution for the teacher of English answered negatively the question related to it in every grade. Therefore, the didactic materials used by the teacher to develop his classes are not enough to awake students' interest in the learning of English.

In relation to the understanding aspect of the basic English terminology used in class, 33% does it poorly; 61.90% does it well; 4.76% of the class hardly understands it. Thus, all of the students understand at least simple vocabulary from the English terminology used in class.

When analyzing the results in relation to the use of English in communication outside the classroom, 66.66% does it and 33.33% does not do it. This is maybe because they are not used to speak English in their everyday activities or maybe because they do not consider it necessary or relevant.

Finally, considering motivation, 90.48% of the class said that they are motivated and 9.52% said that they are not motivated to learn English. According to these results, the researcher finds out that one of the causes of this problem could be the lack of more adequate didactic materials, the lack of audio - visual aids and also the lack of a better infrastructure. These become limitations to carry out a more productive English teaching - learning process.

In relation to eighth grade, 12.50% of the class does not use English conversations inside the classroom and 87.50% does it eventually. It means that most of the students use English in conversations inside the classroom in an insignificant way. Maybe, one of the causes that makes students avoid

using English more frequently is the lack of didactic materials or probably they are inadequate to increase students' interest in the learning of English.

According to the understanding aspect of the basic English terminology used in class, 50% does it poorly and 50% does it well. Therefore, the number of students who understand the terminology used in class and the number of those who do not is even.

Based on the results related to the use of English in communication outside the classroom, 68.75% does it and 31.25% does not do it. This is, probably, due to the lack of students' interest to use English in their daily activities. It is possible that they do not consider it necessary.

To end up, relating motivation, 87.50% of the class expressed that they are motivated and 12.50% said that they are not motivated to learn English. Based on these results, it can be stated that some of the causes of this problem could be: the lack of adequate infrastructure, the lack of audio - visual aids and the lack of more appropriate didactic materials. All this becomes an obstacle to the carrying out of an effective teaching - learning process whose results could be more significant if they were compared to the results obtained in the diagnostic test administered.

In order to obtain real data on the English teaching - learning process carried out at Centro Escolar Caserío El Desagüe, a questionnaire was administered to the seventh, eighth and ninth graders of the previously mentioned school to establish how much and how well they use and understand English in and out of the classroom.

To achieve this, the researcher analyzed the following variables: 1) usage of English in conversations inside the classroom, 2) understanding of

basic English terminology used in class, 3) usage of English in communication outside the classroom, and 4) students' motivation..

Here, the information obtained shows that in relation to ninth grade, 100% of the class uses English in conversations inside the classroom but only eventually. These results reveal that students could use more English in conversations if they had some more adequate didactic materials in the classroom environment, since the use of well - elaborated didactic materials revives students' interest in the learning of English. An attractive environment stimulates the students' learning.

In relation to understanding of the basic English terminology used in class, 37.50% does it poorly and 62.50% of the class does it well. Thus, if most of the students understand English, what they need is more oral English exercises in class.

Revising the results in relation to the use of English in communication outside the classroom, 62.50% uses it and 37.50% does not do it. These students probably need more English practice which involves more communication activities in order to make them able to use English in their everyday activities.

Finally, in relation to motivation, 100% of the class said that they are motivated to learn English. It is obvious that these students really like English. Based on the previous results, it is shown that all the difficulties found in the seventh and eighth graders are also present in ninth graders. It means that the limitations to carry out the teaching - learning process in those grades become also limitations in ninth grade. The English teaching - learning process carried out at this institution meets the same teaching conditions in every grade, therefore, the results in each grade are similar.

As a necessary step of any research work, the executor of the present project interviewed the teacher of English at Centro Escolar Caserío El Desagüe aimed at knowing about the conditions where the English teaching - learning process is carried out in seventh grade at that institution.

According to the answer to the question “Do you use the following didactic materials: placards, cards, pictures, books, blackboard, chalk in the teaching - learning process?” The teacher answered, “yes”. However, some doubt arises from this point because if we compare the real results obtained with the answer stated by the teacher about the use of didactic materials in the carrying out of the classes, some contrast is found since 72.22% of the class reproved the evaluation. If the teacher’s answer were true, the results would be better and students would have approved the evaluation.

In relation to the question “How many of the following audio -visual aids: taperecorder, T.V. set, videotapes, microphone do you use to develop your classes?” He answered, “none of them”. Such situation states clearly that the lack of audio - visual aids in the teaching - learning process affects negatively the students’ English learning at this institution.

According to the question “Do you consider that the infrastructure of the classroom where seventh graders attend English classes is properly designed? He said, “yes”. This answer creates some contrast between the statement made by the teacher and the results obtained by these students in the learning of English shown through the instrument administered to them. This is because only 27.78% of the class achieved the grade required to approve the evaluation.

Finally, in relation to the question “Do you consider that the furniture of the classroom is enough and adequate to carry out your English classes? He answered, “yes”. Based on this answer, it is really necessary to focus on the general results obtained by these students in the previous evaluation since 72.22% of the class failed the test administered to them. These results show the poor command of English these students have due to the lack of some necessary elements mentioned above in the English teaching - learning process carried out at this institution.

To sum up, it is obvious that the carrying out of the English teaching - learning process at the mentioned institution faces some difficulties. The origin of them is the lack of some didactic tools that are necessary in any teaching - learning process. This becomes more relevant in English for students need various techniques which involve a variety of all sorts of materials. When such materials are present, they make the task feasible and the results obviously become more beneficial to students and teacher. On the contrary, these students have not developed any English skill as it is shown through the results of the different instruments administered to them. They have problems to speak, to read, to write and to understand English as a result of the poor English practice they have at this institution.

In order to know about the conditions the English teaching - learning process is carried out in eighth grade at Centro Escolar Caserío El Desagüe, the researcher interviewed the teacher of English as follows:

In relation to the question “Do you use the following didactic materials: placards, cards, pictures, books, blackboard, chalk in the teaching - learning process?” He answered, “yes”. This means that if he used the didactic materials as shown through the instrument which was administered to him,

the results of the evaluation would be better in eighth graders, but as expressed in the instrument, 12.50% of the class still failed the evaluation.

According to the question “How many of the following audio - visual aids: T.V. set, videotapes, taperecorder, microphone do you use in the carrying out of your classes?” He answered, “none of them”. As shown in the results obtained by these students, it is clear that the lack of audio - visual aids obstructs the teaching - learning process because the students do not feel motivated to study English as they should.

In relation to the question “Do you consider that the infrastructure of the classroom where eighth graders attend English classes is properly designed?” He said, “no”. Such answer confirms this situation as one of the real causes of the poor results obtained by these students.

According to the question “Do you consider that the furniture of the classroom is enough and adequate to carry out your English classes?”. He answered, “yes”. Based on the answer, it is clearly seen that the results should be better than those shown in the instrument. If all the teaching elements were present in the English teaching - learning process carried out at this institution, the English results would be better than what they really seem to be according to the results of the instrument that the involved students answered through the previous evaluation carried out at the mentioned institution.

In ninth grade the teacher of English was interviewed in the following way: regarding to the answer given to the question “Do you use the following didactic materials: placards, cards, pictures, books, blackboard, chalk in the teaching - learning process?” He answered, “yes”. Such answer supplies

contrasting information based on the results obtained by these students, because 100% of the class reproved the evaluation. These results would, of course, be better if the mentioned didactic materials were truly used by the teacher as he expresses it through the instrument.

According to the question “How many of the following audio - visual aids: taperecorder, T.V. set, videotapes, microphone do you use to develop your classes?” He said, “none of them”. This answer expresses what is clearly shown in the results these students obtained in the evaluation. In fact, 0% of the class approved the test supplied which means that their English command is really poor, and consequently, the objectives are not reached.

In relation to the question “Do you consider that the infrastructure of the classroom where ninth graders attend English classes is properly designed?” He answered, “no”. This information reinforces the previous analysis based on the results obtained by these students since 100% of them failed the test. There is no doubt that the students need to be assisted pedagogically better.

To conclude, according to the question “Do you consider that the furniture of the classroom is enough and adequate to carry out your English classes?” He said, “yes”. This answer as the other affirmative one, keeps on generating a kind of contrast if it is compared to the results these students obtained in the evaluation, since 100% of the class failed it. As a matter of fact, these results help the researcher to understand that the English teaching - learning process is not being carried out as it should at this institution and it is also clear that the lack of the teaching elements mentioned above is affecting negatively the carrying out of a more productive English teaching - learning process.

To sum up, the didactic materials strengthen the attention processes since they constitute sensoperceptive stimuli that at the end propiciate assimilation, fixation and practice of information. Once all the previously mentioned processes are present, the English teaching - learning process will be more productive; consequently, there will be better prepared students and better individuals to play a meaningful role in their society.

CONCLUSIONS

After having carried out the exploratory study and based on the proposed objectives and the results obtained, the researcher states the following conclusions:

- The lack of pedagogical materials at this school is a limitation in the teaching - learning process. Such statement is shown through the little assistance that students receive to improve their English language learning. This limitation may come from the short budgetary allotment to this institution.
- The poor command of English students have is a logic consequence of the limited use that they make of the language in communicative activities inside the classroom with their teacher and classmates, and outside of it when meeting people who speak English.
- The poor motivation that students demonstrate to learn the language might be caused by the short time devoted to the teaching and learning of the target language. Such time is extremely limited, because accordind to the possible relations among the variables indentified and based on the class schedule, students have only two English classes a week.
- Based on the nature of the topic researched through this exploratory study, that is, due to its novelty for not having been studied at this institution previously; not only the stated problem but also the theoretical framework which sustains it constitute the starting point to aim further studies related to such topic or to other topics with the same characteristics.

- The identified variables and the possible relations established among them let the researcher determine that the characteristics of further researches will have to be aimed at studies of experimental, descriptive and correlational type in order to establish their behavior, that is, their change or variation.

RECOMMENDATIONS

The researcher, based on the previous study suggests the following recommendations:

- According to the characteristics that the reality of the English teaching - learning process at Centro Escolar Caserío El Desagüe presents, the researcher discovered through the exploratory study carried out at such institution that it is advisable to increase the school budget for the improvement of didactic materials, texts, supporting material and audio-visual aids.
- The time devoted to the teaching of English should be longer, at least, three hours weekly as stated on the study program.
- The results obtained in the exploratory study carried out should be the starting point for future researches referred to the same or similar topic.
- To develop an experimental - longitudinal study of group evolution (a "cohort" study) a kind of pilot study, that is, a study that involves three schools during a period of four months would be of tremendous help to this institution.

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APPENDICES