UNIVERSITY OF PEDAGOGICAL SCIENCES

JOSÉ DE LA LUZ Y CABALLERO

HOLGUÍN

DIPLOMA PAPER

VERBAL APTITUDES FOR THE COMPREHENSIVE DIAGNOSIS OF THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE IN MAYOR IN EDUCATION, ENGISH SPECIALTY, AT THE UNIVERSITY OF PEDAGOGICAL SCIENCES "JOSÉ DE LA LUZ Y CABALLERO" IN HOLGUÍN

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ABSTRACT

This Diploma Paper is intended to increase the efficiency of the comprehensive diagnosis process of the learning of English as a foreign language through the variable verbal aptitudes in order to give a solution to the increasing low efficiency in the career Major in Education, English Specialty, caused by an insufficient diagnosis and characterization of the students. The main intention of the research, beyond diagnosing the students themselves, is run trial of the tools devised to be used in the 2014-2015 school courses for diagnosing freshmen. This investigation is one of the results of the Major Research Project of the Department of Foreign Language, English, at the University of Pedagogical Sciences "José de la Luz y Caballero".

Thus, the present work is divided into three chapters. The first chapter deals with theoretical and facto-perceptible elements as well as the current state of the learning diagnosis in the career Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero". It also contains several definitions of diagnosis as a process, and functions that the diagnostic processes should carry out from a pedagogical profile.

The second chapter includes the proposal, verbal aptitudes, its dimensions and instruments, that allow to diagnose not only what the students do not know but also to explain the causes of why they do not learn as well as their potentialities for future development.

The third chapter deals with the corroboration of the proposal developed through a Critical Reflection Workshop and experimentations on verbal aptitudes with the participation of the Integrated English Practice staff and a sample of freshmen.

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INTRODUCTION

The Learning Diagnosis has been a central theme discussed by social sciences since long. Nowadays Psychology, Pedagogy, Linguistics as well as other sciences have contributed with more recent research to refine methods and procedures to study men's subjectivity in regard to how to foster human knowledge. The Educational sciences, particularly those concerned with the teaching-learning process, have taken advantages of their contributions to transform the current situation and go into the student's particular way of learning in a close relationship with social agents as effective stimulators of the student's development.

In the national system of education the diagnosis of the teaching-learning process centered on the students has become a ruling category and thus a pedagogical principle that match the increasing need to continue developing and optimizing the educational process. This leads to find indicators that allow revealing the students' personal socio-psychological traits concerning how they learn. This would help professors to plan the academic activities according to the learners' needs.

The earliest backgrounds to the current conceptions of the student's diagnosis in Cuba date back to the sixties, in the XX century, with the foundation of Diagnosis and Orientations Centers (DOC), which was an important event in our country. Its contributions and works offered by multidisciplinary teams of psychologists, teachers, sociologists, among others, constituted an important reference to the student's comprehensive diagnosis process. But it is not until the end of the eighties, and the beginning of the nineties that diagnostic studies reappear in all educational levels due to its acknowledged value as a fundamental tool to explain the cause–effect relationship of the learning phenomena.

The learning process has always aroused the attention of professionals from diverse formations and tendencies. Many sciences, such as psychology, who studies the human personality as a cognoscente being, have tried to explain how the individual learns certain contents efficiently. It has elaborated theories trying to explain how the individual reacts towards outside information (Conductism) or how he processes the information received (Cognitivism) and adds it to his background culture.

The learning diagnosis processes, in educational contexts, have centered the attention of a huge amount of professionals in the second half of the XX century and the beginning of the current century. However, variables proposed have not permitted, with the appropriate scientific accuracy, to go beyond a general characterization of the students. The instruments still cannot predict in detail how the learning process will move towards the mediate and immediate future.

The consulted authors, basically from west literature such as G. Abbot, 1991; A. Hughes, 1993; J. Richards, 1996, P. Ur, 1996, among others, refer to the initial diagnosis as an exploratory test about the abilities or knowledge the student have or do not have. In the former Soviet Union literature the learning diagnosis processes make reference to subjects the students received generally in the Elementary Education, (Luria 1975; Talizina 1992; Bozhovich 1981). In the Spanish literature, the learning diagnosis is well-known as the initial function of the evaluation, and during the course the diagnostic's function is assumed by the formative evaluation as stated by Tiana A. 1993; Rodríguez Suárez E. 1993; Alain M.1993; Martínez Ángel L. 1994; Pérez Justo R. 1994; Ibernón F.1993; Álvarez J.1993 and the like.

In the national literature the diagnostic proposals are concentrated on certain subjects such as Spanish, Math, History, among others, mainly oriented to diagnose specific abilities and personality aspects: Abreu, E. 1990; González Rey 1982; Collazo Delgado B. 1992; Silvestre M. 1997; García Morey A. 1985; López Hurtado J. 1996; Morenza Padilla L. 1997; García G. A. 1999; Concepción García I. 2001; among others. Jose de Zilberstein; 2000, calls the attention upon a standardized behavioral diagnosis that prevails in most Cuban schools.

At the institutional level Rafael Rodríguez Devesa; 2005, concentrates on a methodological–theoretical conception to the Diagnosis that bounds to grammatical generalizations. Yudenia López Martí; 2011, elaborates a pedagogical-prognosis model to develop language in children. Janet Delgado Gonsembach; 2011, proposes a system of methodological work for orienting the diagnosis profile in Ecuador. None of these proposals makes reference to the diagnosis of the current state and evolution of the students' skills and their potentials for further development.

The diagnosis of the teaching-learning process of foreign languages, particularly English, constitutes one of the main difficulties teachers face in their intention to increase the efficiency and efficacy of the students' learning in the different disciplines enclosed in their curriculum. From the methodological point of view, it is evident that the comprehensive diagnosis does not make use of a variety of tools in order to determine with accuracy upon which areas to influence on and obtain better results, both in the communicative-cognitive as in the affective-evaluative-motivational dimensions.

To the concerns of this research the current diagnosis also lacks a theory concerned to some other variables which intervene in revealing how the students learn based on memory, strategies and styles for learning, verbal aptitudes, perceptive skills among others.

To achieve the desired effects on the process and empower the learner, it is necessary a deep and detailed understanding of their actual knowledge and potentialities to obtain new inputs. Thus, it is required a comprehensive diagnosis that allow to determine their real learning situations based on previously stated variables and dimensions.

On the other hand, the available literature does not provide a definition for the learning diagnosis of English as a foreign language and this stands as one of the most challenging theoretical inconsistence. The current conception of the learning diagnosis of English as a foreign language, based on empiric evidence, lacks at times, scientific objectivity; therefore it cannot predict accurately what the students' potentials and learning needs are. Therefore, the professor cannot promote adequate actions to foster the student's potentialities and satisfy their learning needs. Thus, the point is not in any way, that what has already been previously done, as to what learning, diagnosis in concerned is useless or that the instruments do not render benefits. It is rather that they are not enough quantitative and qualitatively speaking and leave out dimensions of the human thought that support learning. All this impacts negatively on the students input of language.

The above stated viewpoints could be asserted by data stemmed from the Curricular Strategy of the Career. The analysis of the results of the students graduated during the past five years shows an up-down curve of efficiency which

tends to continue downing. The following statistics data show, quantitatively, the efficiency referred: admission 2003, 61,1%; admission 2004: 30,4%; admission 2005: 36,7%; admission 2006: 30,9%; admission 2007: 23,4%; and admission 2008: 16,8 % (estimated). This leads to deduce the existence of faulty managing of the teaching-learning process caused by an insufficient diagnosis and characterization of the student which prevent the professors from developing an adequate pedagogical and methodological intervention centered on an individual approach so as to solve the handicaps and stimulate the potentialities of the learners.

Of course, it is certain that all the students who abandoned the major were not bad at learning but it is true that through learning the professor may get to know on other variables that affect the continuation of studies and therefore its extra value.

These results confirm the hypothesis that a comprehensive learning diagnosis is needed to provide professors with scientific tools to objectively diagnose the students, and consequently, promote an efficient managing of the foreign language learning process.

The previous limitations suggest the existence of a **scientific problem** which is formulated in the following terms: how to improve the effectiveness of the comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English specialty, at the University of Pedagogical Sciences "Jose de la Luz y Caballero" in Holguin?

This scientific problem is the external manifestation of a contradiction of an epistemological nature that arises between affective-motivational elements of this category and theoretical communicative-cognitive particularities that must characterize the specific diagnostic for the learning of English as a foreign language.

In due line with the declared scientific problem, the author states as the **research object** the comprehensive diagnosis of the teaching-learning process of English as a foreign language in Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

In order to provide a solution to the scientific problem the **research objective** formulated is the implementation of the variable verbal aptitudes in the

comprehensive diagnosis of the learning of English as a foreign language, in order to improve the effectiveness of the diagnostic process in Major in Education students, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

The **scope of action** consist of the learning diagnosis of the English subject as a foreign language through the variable verbal aptitudes in Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

To carry out this investigation the following **scientific questions** were formulated to guide the author during the whole research work:

1. What are the main theoretical and methodological foundations of the learning diagnosis in regard to the teaching learning process?

2. What is the current state of the learning comprehensive diagnosis of the teaching-learning process of English as a foreign language in Major in Education, English specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin?

3. What is the variable that may improve the effectiveness of the comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English specialty, at the University of Pedagogical Sciences "Jose de la Luz y Caballero" in Holguin?

4. What are the results of the implementation of the variable verbal aptitudes to accomplish an effective comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English specialty, at the University of Pedagogical Sciences "Jose de la Luz y Caballero" in Holguin?

In order to answer these scientific questions and fulfill the proposed objective, these research **scientific tasks** were carried out:

1. To systematize the main theoretical and methodological foundations of the learning comprehensive diagnosis in the available scientific literature concerned with the teaching-learning process in the pedagogical field and particularly of English as a Foreign Language.

2. To diagnose the current state of the comprehensive diagnosis of the learning of English as a foreign language in Mayor in Education, English specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

3. To implement the variable verbal aptitudes to increase the effectiveness of the comprehensive diagnosis of the learning of English as a foreign language in Mayor in Education, English specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

4. To corroborate the effectiveness of the implementation of the variable verbal aptitudes to efficiently carry out a comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

To accomplish this investigation the following **research methods** were used.

From the **theoretical level:**

- **Historic-logical:** To study the theoretical information regarding the evolution of the research object and its current state focused on the process of diagnosis from a logical perspective.

- **Inductive–deductive:** To make deductions on the elements under analysis to get to generalizations.

- **Analytic–synthetic:** To approach the separate features of facts and concepts and put them together to draw conclusions.

- **Abstract–concrete:** To process scientific data and interpret the theoretical foundation.

From the **empirical level:**

- **Interview:** It was used to obtain information from teachers regarding the teaching-learning process.

- **Critical analysis of written sources:** It was used to collect data for critical evaluation of information debated in the career and disciplines, mainly Didactics. It includes analysis of the learning situation which took place in department meetings and the professors' staff of the career.

- **Interview to professors:** It was used to collect information about the diagnosis and its effectiveness.

The **research practical contribution** will consist in the elaboration of a set of instruments for the variable Verbal aptitudes with its dimensions for its diagnosis and the students´ potentials for new inputs in the learning of English as a foreign language.

CHAPTER ONE: Theoretical and methodological foundations of the learning comprehensive diagnosis.

The chapter deals with the epistemological and facto-perceptible elements related to the learning diagnosis, the current state of the learning diagnosis in the career Foreign Language, English, on the basis of a diachronic study about the researches carried out by the teachers' staff of the Department of the English Language.

1.1 The learning diagnosis as a process.

The term "diagnostic" comes from the Greek "diagnosis" which means knowledge. In general, the literature refers to the diagnosis as a clinical term, that is, associated with the medicine, "... set of signs used to secure the peculiar nature of a disease", (Etymological Dictionary, 1986). Early diagnostic studies related to psychological personality aspects date back to the late nineteenth and early twentieth centuries and their main representatives were Binnet in France, Cattel in U.S. and Katon in England. The term first appeared in 1890 in an article written by Cattel.

Generally speaking, the consulted literature makes reference to three different types of diagnostic; the General Diagnosis, also known as classificatory or descriptive, which classifies people into general categories. The Analytical, Atomistic or Molecular Diagnosis, which makes the analysis of specific aspects such as perception, memory, reasoning and the basics learning, and The Holistic or Dynamic Diagnosis, which studies the essential structure of the personality.

These classifications are more closely related to the psychiatric and psychological categories than to Pedagogy itself. The psycho-sociology favors the Study Case throughout History Case, Study Case, the Conference Case, and the Work Case. Each of these classifications has specific characteristics and objectives. For the learning diagnosis in educational institutions and its professionals use the Study Case allows periodical analysis of the subject development through investigating factors, components, dynamics, relations, problems and tendencies of a particular phenomenon. These studies are based on elaborated principles developed on the basis of the nature of the object under observation, its links with the environment and the research objectives.

E. Abreu, 1990, set forth a system of principles as a general theoretical framework under the dialectical character of the process: Principles for the Diagnosis of the

Orientation and Diagnostic Institutions and also The Diagnostic Principles of the Deviations in Psychic Development (E. Abreu, 1990), Diagnostic Principles of the written skill were elaborated by Forteza R., 1999. The Principles of the Pedagogical Diagnosis were A. Garcia´s contribution, 1999; Diagnostic Principles for the intellectual abilities by Conception, I. 2000, were a new addition and The Principles for the Initial Learning Diagnosis of English as a Foreign Language by B. Reyes, Raciel, 2000, came out to be a particular contribution to the scope of this research.

It has also been determined the functions that the diagnostic processes should carry out from a pedagogical profile. Eddy Abreu (1990) makes a proposal that is a re-make of the proposals made by Bruekner and Bond; 1975. They are as follow:

1. To determine the level of progress reached by the student based on the learning objectives (Brueckner calls them educational methods).

2. To identify the factors that hinder, delay or speed up the teaching-learning process (Bruekner: optimal development of the student).

3. To feature which of the children and adolescents' difficulties and characteristics are satisfied during the teaching-learning process, (Bruekner: adaptation of the learning situation to the needs and characteristics of the learner in order to ensure its continued development).

Aurora Garcia; 1999, added the following functions:

4. To ease the prognosis, once the diagnosis has revealed those aspects which back up the process to get to higher developing stages.

5. To allow the logic-historical analysis of what is diagnosed.

On the other hand, within the psychology domain, several definitions of diagnosis could be listed. In all of them to a certain degree, there is a reference to its procedural quality, to the search for causes of its real state and to development trends of the phenomenon studied as well as the value of experience for the appropriate interpretation of the results. Here are some definitions yielded by different authors:

"... Logical process based on the analysis of all available information on the case, in the light of experience and scientific knowledge, and determined by a goal." (Brueckner and Bond; 1975)

M. Figueredo 1986, conceptualized it as "... process to diagnose the state of a phenomenon and its possible development trends." Meanwhile Eddy Abreu 1993 defines the diagnosis as "... the process by which the causes, characteristics and the course of development attained by a given phenomenon are determined."

Eduardo Garcia; 1994, said "... It is a process of analysis of the educational reality that allows us to know how we should articulate our interventions. It contributes to devise intervention proposals, offering a better understanding of the difficulties, contradictions and ambiguities that underlie it, in an effort to improve education. "

López, Siveiro; 1996, declared it as "... an instrumental process, which allows collecting information for evaluation and intervention to transform or modify anything from an initial stage to a potential one, allowing a differentiated attention. It is applied also, with the aspiration of achieving a successful learning in the students, avoiding school failure and achieving greater efficiency in the educational work. "

Magalys Gonzalez ... et al; 1998, emphasized that "... it is the starting point that allows to know the complex and changing reality at any given time. A dynamic, continuous, unfinished process, that as such is permanently updated, expanded, and used".

For Aurora García; 1999, it consists of a "... study process that involves analysis, synthesis and assessment of a set of information, obtained through the use of methods, techniques and procedures for reaching clarity on the current status of an individual or group, enabling decision making for the development of an educational managing program ".

In the previous definitions the result-product diagnosis in terms of knowledge, capacities and abilities arises but there is little emphasis on the students' potentials which affects the validity and reliability of the process.

In these definitions the diagnosis is said to be a process that gathers information to characterize the qualities of a given object or phenomenon, at a given moment to devise corrective strategies. Nevertheless, there is no reference to diagnosis as a featuring and mobilizing process of the learners' potentialities. Therefore, it is viewed as a process particularly concerned with the final output that is what the learners do know or do not know rather than what the learners could do if they

make use of all the potentialities embedded in them. This process, however, should reveal the students' possibilities from the cognitive-communicative and the affective-evaluative-motivational dimensions of the learners´ personality.

According to M. Sc. Reyes Bofill; 2013, "The learning diagnosis is a dynamic, interactional, proactive, ongoing, multilateral, objective and developmental process; hence it is carried out with the aim of characterizing the student real state of knowledge, skills, and capacities, as well as the qualities of the individual thought such as memory, verbal aptitudes, types of intelligence, learning strategies and styles, perceptive abilities, communicative competence, among others thought qualities which will favor to achieve higher levels of the individual´s development. Therefore it makes use of research methods and techniques to carry out the learners' characterization in relation to their learning needs and potentials".

The diagnosis, as understood from the epistemological and praxiological viewpoints, has a procedural character, meaning that it is not the act of an isolated moment, but a systematic and permanent one. This does not neglect the possibility of the researcher to make partial cuts to update the actual state of the phenomenon under study and to value its development; if it remains static, moves back or progresses to qualitatively higher stages. In addition, it should explain the cause-effect relation. It will then be possible to determine, with scientific objectivity, the possible trends of its development. This is the time when research methods and procedures enter into scene.

It is a mistaken thought to believe the diagnosis is just giving a pedagogical test at the beginning the teaching-learning process of the school year and figure it out as a definitive one. It leads to the questions: "... May the whole learning process be evaluated in a single test? Is it possible to evaluate all procedural, conceptual and attitudinal contents that are involved in a didactic unit, topic, and project work through a single instrument?" It's impossible." Fort, Rosa., 1993.

Instruction tests, although they are useful to obtain information, they are neither the only way nor may they ensure, by themselves, to obtain reliable and valuable results. For that reason it is required the object (based on knowledge, skills, strengths, values) be measured in different ways and in every moment during the learning process. Then, it is meant that empirical methods such as observation,

survey, interview, analysis of the activity product, among others are needed as components of a larger system of information gathering. It is vital; thus, that the researcher does not adhere to a single method whatever effective it might appear to be, because it may lead to violate an unquestionable diagnosis principle: its systemic and systematic character.

Once the process of collecting and interpreting information concludes it comes the time to inevitably arrive to a prognosis; that is to foresee the future tendency of the phenomenon under study. And this prognosis will only come true if its point of departure has been a reliable diagnosis. This is, no doubt, one of the crucial moments of the process as the time has come for making strategic decisions related to the students´ pensum. Thus, once the shortcomings and their causes as well as their potentials have been diagnosed, the intervention starts by means of a corrective and developmental strategy, which should pave the way to solve the deficiencies in learning and create the conditions for future development.

To keep on line with the permanent logical approaching of the subject to the object, it is a must to refer as to when, why, what and how to implement the diagnostic task. Jaume Jorba; 1993, claims that, "... the predictive evaluation, also called initial or initial diagnosis, aims to determine the situation of each student before beginning a teaching-learning process so as to adapt it according to the student needs."

To know how to diagnose is probably one major challenge in this process as professionals ignore the requirements for building the measure instruments such as tests, interviews, surveys, observation guides, among others, so that they keep the appropriate reliability and validity. Besides, the variables, dimensions and indicators are sometimes omitted or do not match the nature of what it is investigated so the learning diagnosis fails in its purposes to obtain data on what knowledge the students have or have not, the development degree of certain abilities and the instrumentation level of certain habits.

On the other hand, the response to the question why should the students be diagnosed is bound to procedural and attitudinal contents that the students have acquired during a learning phase. The diagnosis leads to consider the adequacy of the curriculum to the learning needs of the students and leads to make decisions

regarding the programs design. Notwithstanding, this adaptation of the curriculum in traditional diagnosis, does not favor, at times, the deployment of potentialities to reach new and more complex knowledge.

The next point seems to be what makes the difference in a developmental diagnosis as when researchers try to find out how the students learn. To come to terms with this issue it needs to be brought into discussion the roles of the analyzers in obtaining information from the outside reality by sensorial ways and what the predominant psycho-neurophysiologic features are at work. This has greatest connotation at pedagogical universities for they graduate the builders of a new society.

Ph.D. José de Zilberstein, 1996, is one of the researchers who has devoted to deeply study the process of diagnosis in the national system of education, and from whom some valuations have taken and underlined in this paper. It is a shared idea with Zilberstein that the debates in relation to the students learning quality are closely related to the efficiency with which the students are diagnosed and characterized.

Most teachers identify the diagnosis as tests of knowledge focused on the instructional dimension and conceived as the result of the application of an instrument at the beginning of each course with the goal of diagnosing difficulties and potentialities, and therefore they do not properly value the diagnosis integrity. This is why they fail to diagnose as they disregard some other methods and techniques such as lessons observation, conversations, socio-metric techniques, notebooks revisions and the like. Meanwhile, his researches reveal the ignorance about how to diagnose, "predominating, in many cases, academic approaches directed only towards the cognitive ", Zilberstein; 2000.

According to this author, in traditional teaching what it is diagnosed basically are products-knowledge, demonstrating the behavioral pattern that only takes into account the result-product and ignores the diagnosis of the learners´ internal potentialities. Moreover, Liliana Morenza; 1996, believes that the cognitivists have turned tests into qualifying elements in which the I.Q. value is the ruling category for diagnosing future learning, taking standardized tests from one culture to another with the consequent negative impact.

The Cuban pedagogy, since the late twentieth century, has taken as a psycho pedagogical base to characterize the students in learning situations the Vygotskian Socio-Cultural Theory. Lev Vygotsky, (1896/1934), laid the foundation for a revolutionary and new conception in relation to the development of the individual as a personality. The essence of the Vygotsky's approach lies in considering the individual as the result of a socio-historical process where language plays an essential role. Vygotsky understands knowledge as an interaction process between the subject and the outside world, the latter understood as a social and cultural context, and he suggests the existence of two types of mental functions: lower and higher functions. The former are those with which people are born, genetically determined so that they limit the behavior to a reaction or response to the environment.

One of the most significant contributions of psychology from Vygotsky's worldview is his concept of Zone of Proximal Development (ZPD) and its eminently social determination. One learns with the other's aid, in contexts of social interaction and this social interaction, as a learning possibility, is the Proximal Development Zone. The implication of this postulate for the learning diagnosis accounts for the higher psychic functions development and its pedagogical significance lies in its effectiveness and validity to diagnose what the individual can do and could do. The perspectives of the individual growth, in any case of inter subjective activity could be confirmed by exploring the ZPD which emerges as the scene for personal growth with the "aid from the other". This aid, in school contexts, may come from teachers and the learner´s peers. Unfortunately, by the time being, a proper theoretical understanding and practical generalization of these constructs that allow to modify reality has not been achieved yet

Thus, what Vigotsky and Zilverstein demand from the educational and academic community match the aims and previsions of this term paper. It is quite evident that the variables included in the Pedagogical University diagnosis still lacks at least two needed results; to exactly reveal how the students learns (learning strategies and styles) and what might be interfering from the psycho-physiological standpoints the learning process (Verbal aptitudes, types on intelligence, perceptive skills, memory, among others) and which meet the purposes of an ongoing Research Project at this high study center from which this research is one of the results (Perfeccionamiento

Didáctico-Comunicativo de la Formación Profesional Inicial de los estudiantes de la carrera Licenciatura en Educación, especialidad de Lengua Extranjera Inglés en la UCP José de la Luz y Caballero, Holguín)

Recently the ministry of education has questioned the use of aptitudinal tools to determine the admission of the students to the universities in some majors with special requisites. This is the case of foreign languages and basically English in the universities of pedagogical sciences. This, of course, does not deny the existence of the verbal aptitudes as such in all human beings and consequently provides reasons for continuing with a special effort to determine who has the aptitude and who does not on the believe that this could serve the purpose of giving help to those lacking the aptitude and potentiating those who own them.

According to the Dictionary of the Spanish Language, the aptitude is defined as the ability and willingness to exercise or perform a particular function, task or job as well as the capacity or ability to act or do something. The concept has its origin in the Latin word aptus; capacity.

The aptitudinal studies for learning a foreign language arose early in the second half of the twentieth century. They went through a period of silence and then, they were retaken in the nineties. This silence was due to the refusal to admit the existence of this type of aptitude.

For the pedagogical psychology the aptitude is defined as the psychological feature that allows an individual to predict individual differences in future learning situations. The aptitudes to learn anything can be defined by means of the operational purposes criterion that reads as, "... the amount of time it takes for an individual to carry out a task". Therefore, individuals differ, not if they can complete an operation, process or task, but how long it takes to complete it. This is also true in learning a foreign language.

There are diverse studies related to aptitudinal aspects of personality, some of which have focused on the hypothesis of whether the aptitude for learning a foreign language really differs from the general aptitude or intelligence. The answer appears to be yes. Besides, it has been stated that the aptitude is innate. In learning a foreign language, aptitude is the ability to learn quickly and easily not

only a language, but any language manifesting itself as a skill being influenced by the learner's own language.

Some theorists use the term "capacity" to make reference to the aptitudes as stable capacities not modifiable, in the development of a cognitive task. Other authors assume verbal aptitudes through principal components responsible for learning such as verbal intelligence and linguistic intelligence, motivation and oral aptitude. For the author, motivation is an independent factor from the aptitude, which included into the learning process, empowers and develops aptitude. The author states the capacity as substance of aptitude for a determined performance so that the linguistic aptitude, as a complex attitude that includes the verbal aptitude, appears on the individual as an innate disposition to develop certain activities.

During the last century the first attempts to define the aptitude and elaborate constructs to establish its qualities as a singular component of the personality were done. Also the construction of instruments to explore its existence or not in individuals began. The foreign language learning processes were included in these studies. However, a significant part of this university foreign language staff has challenged the validity and reliability of these instruments to decide the entry of students to foreign languages majors. The main criticism to the use of aptitude tests to decide whether or not a student can enter the foreign language major comes from the fact that the students who failed in the aptitude test could finally graduated as professionals. However, two viewpoints need clarification in regard to these criteria. First of all the instruments administered to senior high students were too limited in activities and too simple in their conception. Secondly, it is true that students with low aptitude have graduated but this is no evidence of the uselessness of the applied tools taking into account that whoever strives in learning a foreign language could succeed if there is a strong will in accomplishing the task. Psychology has for long explained those successful results under categories such as motivation, need or interest.

Therefore, it is fully mistaken to assume that the student who fails the instrument cannot learn the language in question. The instrument can only indicate the existence of the aptitude from indicators such as the time that the student takes to complete the exercise successfully, the quality of the execution which involves several parameters, and the ability to represent the linguistic phenomenon from the

contents of their own language taking into account that the previous knowledge (experience) may serve as a cognitive platform to establish similarities and differences. Based on this assumption some language academics believe that if the individuals who posses aptitudes to learn a language posses aptitudes to learn any language, then the students who are proficient in the mother tongue will probably be in the foreign one, being that result always directly related by intellectual predisposition for these acquisitions.

On the other hand, the previous paragraph may serve to further interpretations in regard to the role of the mother tongue in learning a new language. For some academics the mother tongue is the source of motivation and even an effective mediator for such learning. The aptitude also includes the capacity to discriminate in the first place and to model in the second, sounds in the mother tongue that do not exist or look alike but are not equal in language two. For many years the followers of the Structural Approach have seen the native language as a barrier to learn a foreign one labeling the main construct as "fossilization". Thus, those possessing the verbal aptitudes, it is meant, could pass over this apparently handicap.

The aptitude to learn a foreign language, the researcher dares to say, consists of creating a mental representation of the sound that results, physiologically, in certain movements and positions of the phonatory organ to the approximate reproduction of the model. In this way an aptitude test should consider reading in the mother tongue, as well as listening to minimal pairs to establish differences and similarities, to repeat intonation curves and imitate sounds contained in the foreign language words, among others that will appear in the proposal.

1.2 The current state of the comprehensive diagnosis of the learning of English as a foreign language in Mayor in Education, English specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguin.

The use of diagnostic studies centered on the learning process at the University of Pedagogical Sciences "José de la Luz y Caballero" is a longstanding practice, nevertheless the efficiency has been generally low in most of the careers and where the English specialty, has not been an exception. The instruments applied,

usually standardized for the whole university, reveal general information related to health conditions, physical development, addictions, coexistence, academic results, among others, and it is known as psycho-pedagogical diagnosis. The cognitive diagnosis is carried out by the department of English staff to make decisions on other variables of these studies, basically those related to the learning process.

In 1999, a postgraduate course sponsored by the Department of Psycho-pedagogy took place at this university, in which a significant group of professionals enrolled with the urgent goal to generalize in the municipalities and institutional areas, the most effective practices concerning the diagnosis of the learning process. Two thesis resulted from those studies to give continuity to the learning diagnosis in the institution. As samples, Ph.D. Rafael Rodriguez Devesa´s Thesis; 2005, gave continuity to criteria provided by P. Rico, 1996, who states that "... at the national level there is a trend in students of different subsystems of education to use reproductive thinking, even those who enter college", and states that "... such situation is manifested, in particular, in the students of the major in Education, English Language specialty, when studying the grammatical units of that language. A reproductive thinking character is appreciated in them, which has negative effects on the process of learning grammar".

Prior to these studies several instruments had been devised by Reyes B, 2001, for the Integrated English Practice subject, aimed at diagnosing the four communicative skills; listening, speaking, reading and writing, and grammatical aspects related to the domain, from the recognition to production levels on different grammatical structures, both simple and compound, in the search of increasing the career´s efficiency.

A critical valuation of the applied instruments demonstrates, as one of its main limitations, its behaviorist conception for its possibilities to determine only the basic gaps in knowledge and in the development of certain skills but unable to reveal the students potentialities for future development, which should be one of the main features of the instruments that characterize the degree of instrumentation and development of the verbal habits and skills throughout the teaching-learning process of English as a foreign language. This trend is evident when reviewing in some cases and participating in some others, in the analyses developed at the different levels of direction of the methodological work and in the written memory of

these analyses. They also took place in the meetings of the pedagogical and discipline staff and the teachers´ staff of the career´s and faculty.

As a matter of fact, it can be said that the learning diagnosis, in the context of foreign language teaching, has failed in viewing the individual as unique integrity, thus ignoring qualities of the thought that shapes the human being in a learning situation. Just to mention some of these elements, teachers have failed in specifying what strategies and learning styles predominate in their students, how efficient the short and long term memory is or what perceptive ability needs to be promoted to raise the quality and quantity of their learning, just for the sake of naming some of them. In interviews and exchanges developed with the teachers staff most of them ignore how to implement them.

Another empirical figures that demonstrate the inefficacy of the past learning diagnosis as didactic tools for managing the teaching-learning process are the poor results achieved by the major in the last five years decline of the present fifth year who graduate at the end of the current academic 2013-2014, (See Appendix 1). The chart shows the downward tendency of the efficiency with variable results along the last five years.

The career has not been able to reverse the downward tendency concerning its efficiency indicators which in the course 2013-20143 will felt down 15 %. The valuation analysis carried out at the different levels of the methodological and scientific work evidenced the shortcomings in the professional performance linked to an imprecise diagnosis and a deficient student characterization, which did not allow an adequate direction of the teaching-learning process and in consequence, brought a low level of efficacy in the professional grading.

Due to this situation The Foreign Languages Department opened a project whose main result will be, properly speaking, a research on the comprehensive learning diagnosis. In the theoretical and methodological analysis developed in the scientific sessions as well as debates developed in a postgraduate course, the learning paradigms derived from different psychological schools have been deeply discussed in search of making clear how much they have affected the construction of diagnostic devices. What is more, it can be asserted that the current learning diagnosis process cannot yet redirect learning beyond reproductive tasks

preventing the students from using developing learning strategies based on metacognition and therefore, self-diagnosis and self-evaluation.

Besides, It is out of discussion that the analysis and inclusion of new variables that reveal how the student learn such as learning strategies and styles, perceptive skills, memory, intelligence, verbal attitudes, among others is an urgent demand for optimizing the teaching learning process. Derived from this analysis it could be assured that there is little exploration of the Zone of Proximal Development to determine the students´ potentialities and, consequently, the supporting levels needed by the learners. Therefore, the standpoint underlining the above assertion is that the learning diagnosis carried out by the department staff still lacks both a theoretical and practical conception and hence has no reliable diagnostic tools to craft an integral characterizing and developing study for determining the students´ full cognitive and potentials for learning.

Chapter's conclusions

The systematization made on theoretical-methodological frameworks for a proposal of variables and dimensions for the diagnosis of the English subject as a foreign language led the researcher to the following partial conclusions:

1. There is a gap in the epistemological constructs that support the learning diagnosis evidenced in the hyperbolization of variables related to the psycho pedagogical characterization of the students' personality, while it ignores elements that shapes one's personality such as memory, intelligence, verbal aptitudes, among others.

2. The conception and modeling of instruments for the learning diagnosis does not provide indicators to diagnose and interpret the external manifestation of the students' potentials through their Zone of Proximal Development.

3. The diagnosis of the facto-perceptible state of the research´s object allowed to establish the following regularities:

   - A behaviorist conception dominates the learning diagnosis and the interpretation of the students' outcomes, with emphasis on the results at the expense of the process.

- The Zone of Proximal Development is not being systematically and consistently worked; the individualized tasks rather tend to empower with special tasks to high-achieving students.

These considerations, taken as conclusions of this chapter, are the foundation of the need for the proposal of a set of variables to be included in the project and that in the case of this research will work on verbal aptitudes to contribute to the solution of the scientific problem.

CHAPTER TWO: The variable Verbal aptitudes to improve the effectiveness of the comprehensive diagnosis of the learning of English as a foreign language in Major in Education, English Specialty, at the University of Pedagogical Sciences "José de la Luz y Caballero" in Holguín.

One of the essential elements that is specified in the results of the present investigation and that, at the same time, comes out to be innovative and useful, is the proposal of variables which must be taken into account to carry out a comprehensive diagnosis of the learning of English as a foreign language in Bachelor in Education students, Foreign Languages, English specialty. In the verbal aptitudes it provides necessary theoretical foundations that need to be analyzed.

2.1 Theoretical foundations of the variable that sustain the comprehensive diagnosis of the learning of English as a foreign language.

The conception of an integral diagnosis through characterizing variables of the students' thinking aims to promote a developing education, understood it as the systematic process of transmission of culture in the school in terms of social order, organized from the students' real and potential developmental levels to lead them to higher stages of development.

A developmental didactics promotes the integral development of the learner's personality through the appropriation of knowledge, development of skills and intellectual capacity building, closely related to the formation of feelings, motivations, qualities, beliefs and ideals, based on the relationships established between the affective-evaluative-motivational and cognitive-communicative dimensions.

2.2 The variable verbal aptitudes and its dimensions

The language aptitude is the natural ability to learn a language, not including intelligence, motivation, interest, and others. Language aptitude is thought to be a combination of various abilities, such as oral mimicry ability (the ability to imitate sounds not heard before), phonemic coding ability (the ability to identify sound patterns in a new language), grammatical sensitivity (the ability to recognize the different grammatical functions of words in sentences, rote learning ability, and the ability to infer language rules. John Carrol studied language attitude for long and he was the creator of the MLAT (1958), later improved by the eighties (1981). He

stated that a person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal. Also the Pimsleur Language Aptitude Battery (1966) was devised by the author of the same name. The following proposal has taken into account both approaches based on the following four components:

a. Sound coding ability – the ability to identify and remember new sounds in a foreign or second language, including the oral mimicry ability; (the ability to imitate sounds not heard before)

b. Grammatical coding ability – the ability to identify the grammatical functions of different parts of sentences.

c. Inductive learning ability – the ability to work out meanings without explanation in a new language (Inductive learning).

d. Memorization – the ability to remember words, rules, etc., in a new language.

These components have been taken into account and are to be included to design the following verbal attitude tools for the students of English as a foreign language at the University of Pedagogical Science in Holguín Province.

It also needs to be stated that for the elaboration and selection of the instruments there has been considered those factors which affect the nature of the skills such as (Littlewood, 1989):

1. Linguistic factors; their complexity and levels of formality.

2. Execution factors: accent, speed, fluency and accuracy.

3. Context factors: environmental noise and the acoustic conditions.

4. Text types: reports, descriptions, instructions, dialogues.

5. Pedagogical factors: the whole amount of linguistic signs that the students should process to cope with the language task.

First dimension of the Aptitudinal Test
Technique: minimal pairs
Ability: Sound coding ability
Evaluation scale:
- All pairs of sounds correctly discriminated: Full aptitude
- Four pairs of sounds correctly discriminated: High level aptitude
- Three pairs of sounds correctly discriminated: mid-level aptitude

- Two pairs of sounds correctly discriminated: low aptitude mastery

- Less than two pairs: no aptitude at all. It is assumed, in such a case, that the candidate could answer correctly due to guessing trial.

Vowel sounds: For the definition of the English vowels the author adheres to F. Soto (1982:95) definition which reads, "…vowels are sounds made with a voiced-egressive air-stream whose audible quality results from the type of vibration set up by the vocal bands, and from the shape and size of the resonating chambers in the throat and mouth through which the sounds leaves the body. For vowel production, the size of the resonant chambers is never reduced to the point of complete closure, even to the point at which audible fiction sets in.

I- Task: listen to the following sounds. Say (Write) **I** if the sounds are equal and **D** if the sounds are different.

Sounds: /i/ - /I/

1- sheep - ship
2- leave - live
3- lead - these
4- seen - sin
5- bill - hit

Sounds: / E/ - / æ/

1- men -man
2- bet - bat
3- last - laugh
4- get - guest
5- lend - land

Sounds: / u /- / U /

1- Luke - look
2- fool - full
3- suit - soot
4- push – pull
5- two - true

Sounds: /æ/ - /α/

1- cat - cot
2- hat - hot
3- glass - glad
4- black - block
5- palm - pop

Sounds: /ʌ/ - /α/

1- cut - cot
2- blood - bus
3- come - calm
4- what - wan
5- hut - hot

Sounds: /o/ - /ɔ /

1- floor - fault
2- low - law
3- boat - bought
4- low - load
5- coal - call

Consonant sounds: Soto, Faustino, refers to consonants in the following terms: "…consonants occur when the air-stream that flows from the lungs, after passing the larynx with or without vibration of the vocal cords, suffers (...) some obstruction , whether occlusion, constriction or deviation. An occlusion or complete closure will produce a plosive; a constriction or partial closure will yield a fricative; and a deviation will determine a nasal, a liquid or a semi-consonant.

Sounds /s / - /z/, (final position)

1- cease - seize
2- hiss   - his
3- use (noun) - use (verb)
4- juice   - Jews
5- close (a)   - close (V)

Sounds   /θ/ - /s/

1- think - sink
2- thank - sank
3- thin - sin
4- thought - sought
5- thumb - some

Sounds / ð/ - /d/

1- then - day
2- they - den
3- there - dare
4- than - Dan
5- those - dose

Sounds   /s / - /z/

1- Sue – zoo
2- seal - zeal
3- sink - zink
4- see - "z"
5- sip - zip

Sounds /s / -   /tç/

1- ship - chip
2- wash - watch
3- cash - catch
4- shoe - chew
5- share - chair

Sound /ʒ/

1- Division
2- Conclusion
3- leisure
4- Pleasure
5- vision

Sounds / t ç / - /dz/

1- choke - joke
2- cheap - jeep
3- chew - Jew
4- cherry - Jerry
5- cheer - jeer

Sounds /m/ - /n/

1- comb – cone
2- came - cane
3- game - gain
4- dime - dine
5- some - son

Sounds /b/ - /v/	Sounds /n / - /ŋ/
1- boat - vote	1- sun - sung
2- bat - vat	2- lawn - lung
3- best - vest	3- run - rung
4- base - vase	4- thin - thing
5- berry - very	5- sin - sing

Oral Expression (pronunciation)

According to Paul Tench 1990,"…pronunciation is itself a complex of sounds (consonants, vowels and diphthongs), syllables (word accent and rhythm) and intonation and each element needs attention". And he adds, "…inaccuracy in the form of words and the structure of clauses and sentences, incorrect choice of vocabulary, incorrect choice of style all contribute to the distortion of communication. But nothing distorts more like inaccurate articulation, (p.42)." Thus, correct pronunciation is a key aspect for language understanding and, of course, for communication. Pronunciation involves segmental and suprasegmental elements of language such as vowels, consonants and diphthongs and intonation, rhythm and stress. In this sense, the proper articulation of sounds is of the major importance to be understood by the speakers of a foreign-second language.

Objective: The students will imitate sounds, out of context, through minimal pairs in order to determine their coding abilities in their realization focused on vowels.

Vowel sounds

Sounds:

/i/: oral, front, high tense, long vowel with spread lips and slightly below and behind the close position.

/I/: oral, front, high sound, just above the half-close position.

1. sheep - ship
2. eave - live
3. lead - lid
4. seen - sin
5. heat - hit

Sounds:

/u/: oral, back, high, tense, long vowel very near to the close position. The lips are rounded.

/ U /: oral, back, high, lax, short vowel near the half-close position. The lips are rounded.

1- Luke – look
2- fool - full
3- suit - soot
4- pool – pull
5- good – gutt

Sounds:

/E/: oral, front, mid vowel, between half-close and half-open position. It is a lax short vowel. The lips are loosely spread.

/æ /: oral, front, low vowel. The lower jaw is below the half-open position. It is a tense, long vowel and the lips are neutrally open.

1- men -man
2- bet - bat
3- set - sat
4- pen - pan
5- lend - land

Sounds:

/æ/: oral, front, low vowel. The lower jaw is below the half-open position. It is a tense, long vowel and the lips are neutrally open.

/α/: oral, back, long, low, tense vowel in the open region. The lips are neutrally open.

1- cat – cot
2- hat - hot
3- band – bond
4- black – block
5- sack - sock

Sounds:

/ʌ/: oral, central, mid, lax, short vowel between half-close and half-open position. The lips are neutrally open.

/α/: oral, back, long, low, tense vowel in the open region. The lips are neutrally open.

1- cut – cot
2- luck – lock
3- come - calm
4- dull – doll
5- hut - hot

Sounds:

/o/: A fronting diphthong (the movement is from back position to toward the front, though the glide does not end in the front but in a back or central position) falling, narrow and closing.

/ɔ /: oral, back, low, tense, long sound, produced in the half-open region.

1- sewing – sawing
2- low - law
3- boat – bought
4- bowl – ball
5- coal - call

Sound:

/ʌ/: (stressed shwa) oral, back, lax, short vowel, between half-open and open positions. The lips are neutrally open.

1- cup
2- son
3- couple
4- does
5- mum

Sounds:

/ ɜ·/and /ɜ/ oral, central, mid, tense, long vowels, between half-close and half open positions. The lips are neutrally spread.

1- bird
2- her
3- heard
4- worse
5- first

Consonant sounds

Sounds:

/s/: fricative, alveolar, voiceless, fortis, oral consonant.

/z/: fricative, alveolar, voiced, lenis, oral consonant.

1- cease - seize
2- hiss   - his
3- use (noun) - use (verb)
4- juice   - Jews
5- close (a)   - close (V)

Sounds:

/θ/: fricative, dental, voiceless, fortis, oral consonant.

/S/ fricative, alveolar, voiceless, fortis, oral consonant:

1- think – sink
2- thank – sank
3- thin – sin
4- thought – sought
5- thumb – some

Sounds:

/ð/: fricative, dental, voiced, lenis, oral consonant.

/d /: plosive, bilabial, voiced, lenis, oral consonant.

1- then – day

2- they – den

3- there - dare

4- than - Dan

5- those - dose

Sounds:

/s/: fricative, alveolar, voiceless, fortis, oral consonant.

/z/: fricative, alveolar, voiced, lenis, oral consonant.

1- Sue – zoo

2- seal - zeal

3- sink - zink

4- see - "z"

5- sip - zip

Sounds:

/S /: fricative, alveolar, voiceless, fortis, oral consonant

/tʃ/: affricate, palate-alveolar, voiceless, fortis, oral consonant

1- ship - chip

2- wash - watch

3- cash - catch

4- shoe - chew

5- share - chair

Sound /ʒ/: fricative, palate-alveolar, voiced, lenis. Oral consonant.

1- Division

2- Conclusion

3- leisure

4- Pleasure

5- vision

Sounds:

/tʑ/: affricate, palato-alveolar, voiceless, fortis, oral consonant

/d3/: affricate, palato-alveolar, voiced, lenis, oral consonant.

1- choke - joke
2- cheap - jeep
3- chew - Jew
4- cherry - Jerry
5- cheer - jeer

Sounds:

/b /: plosive, bilabial, voiced, lenis, oral consonant.

/v /: fricative, labio-dental, voiced, lenis, oral consonant.

1- boat - vote
2- bat - vat
3- best - vest
4- base - vase
5- berry - very

Sounds:

/m/: bilabial, voiced, lenis, nasal consonant.

/n /: alveolar, voiced, lenis, nasal consonant.

1- comb – cone
2- came - cane
3- game - gain
4- dime - dine
5- some - son

Sounds:

/n /: alveolar, voiced, lenis, nasal consonant.

/ŋ/: velar, voiced, lenis, nasal consonant.

1- sun – sung

2- lawn - lung

3- run – rung

4- thin – thing

5- sin - sing

Sounds: (Plosives in final position.)

/p/: plosive, bilabial, voiceless, fortis, oral consonant

/t/: plosive, alveolar, voiceless, fortis, oral consonant.

/k/: plosive, velar, voiceless, fortis, oral consonant

1-keep 2- cat 3- lake

4-deep 5- rat 6- take

7-soap 8- hat 9- make

10-map 11- sit 12- look

13-rap 14- heat 15- book

Second dimension of aptitudinal test

Technique: Contextual grammatical cues in sentences.

Ability: Grammatical coding ability – the ability to identify the grammatical functions of different parts of sentences.

 Evaluation scale:

All grammatical functions correctly identified: Full aptitude

Four grammatical functions correctly identified: High-level aptitude

Three grammatical functions correctly identified: Mid-level aptitude

Two grammatical functions correctly identified: Low-level aptitude

Less than two grammatical functions correctly identified: No-level aptitude.

First listen, then read the following sentences

1. Let´s go!
2. Are you ready?
3. I do not like it
4. Hurry up! It is late.
5. Do you really feel sick?

Third dimension of the aptitudinal test

Technique: Contextual grammatical cues in sentences.

Ability: Inductive learning ability – the ability to work out meanings without explanation in a new language (Inductive learning).

 Evaluation scale:

All word meanings properly identified: Full aptitude

Four word meanings properly identified: High-level aptitude

Three word meanings properly identified: Mid-level aptitude

Two word meanings properly identified: Low-level aptitude

Less than two word meanings properly identified: No aptitude.

Task 1: Give an equivalent for each word in bold type either in English or in Spanish.

1. Jack always gets high marks in Math because he is **sharp as a needle**.
2. Some soldiers died in the **strife.**
3. Everybody saw the treason of her but he was **dim-sighted.**
4. "I am a fast runner", Peter says."John is too **lingering** to catch me".
5. Jimmy needs to buy a new bicycle so he is **saving** money.

 Task 2: Use the appropriate word in the blanks according to the situation.

1. They walked for three days without finding water until they found a (**hole, pit, coin**).
2. The player was happy because his team (**succeeded, lost, left**).
3. Mr. King bought a new (**ship, plane, house**) because he had nowhere to live.
4. The plane fell down so many were (**happy, injured, celebrating**).
5. The car stopped because it was (**spoilt, full of gas, ready for the trip**).

Fourth dimension: Memorization

Technique: Chunks of language out of context.

Ability: Recalling words in a new language.

Evaluation scale:

All words in the chunk accurately recalled: Full aptitude

Eight to nine words accurately recalled: High-level aptitude

Six to seven words accurately recalled: Mid-level aptitude

Four to five words accurately recalled: Low-level aptitude

Less than four words accurately recalled: No aptitude.

Accuracy in pronunciation is not taking into account as an indicator of memorization.

Task: Listen to the following words and repeat what you remember..

1. Morsel.
2. Rephrase, reword.
3. Also, falling, kindness.
4. Rival, only, players, dismay.
5. Second, began, period, holly, support.
6. Protect, complain, foreign, forward, crowded, until.
7. Record, maybe, farther, breaking, shoebox, cheering, someone.
8. Behind, presence, grinning, glimpse, reamer, return, wildly, against, cheerful.
9. Laughing, instead, reaching, eighteen, minute, water, broken, hammer, chimney.
10. Sacko, nearly, ready, clothes, instant, getting, because, happen, sitting, inside.

Task: Listen to the following chunks of language and say them.

Technique: Chunks of language out of context.

Ability: – Recalling words, phrases and sentences in a new language.

Evaluation scale: All words in the chunk accurately recalled: Full aptitude

-Fourteen to twelve words accurately recalled: High-level aptitude

-Nine to eleven words accurately recalled: Mid-level aptitude

-Six to eight words accurately recalled: Low-level aptitude

-Five or less words accurately recalled: No aptitude.

(Note: Accuracy in pronunciation is not taking into account as an indicator of memorization).

Task: Listen to the following words and repeat what you remember...

1. Hello! (two syllables)
2. Richard, hurry! (four syllables)
3. He did it well right now. (six syllables)
4. Just another day here and there. (eight syllables).
5. Mother came out and sat down at the table. (ten syllables)
6. Then I was down on the side walk holding my face. (twelve syllables)
7. That day, as soon as he entered, we felt the world falling down on us. (fourteen syllables)

Chapter's Conclusions:

The elaboration of the proposal for the diagnosing of the verbal aptitudes is the result of the revision of the available literature coming from different sources, among them there were taken into account to four components proposed by John Carroll in the Modern Language (1957, 1968) as well as criteria given by Pimsleur through the Pimsleur's batteries (1987). The contents contain in the components are the results of the research of the author taking into account the peculiarities of the students in the Major as well as the program of the syllables of Integrated English Practice.

Chapter three: Corroboration of the proposal.

This chapter deals with the results obtained in the implementation of three dimensions of the variable verbal aptitudes.

For the selection of the sample twenty nine (19) students were chosen from the whole population who are the freshmen of the Major. The sample represents X % of the population. Another requirement taking into account was to choose ten (10) candidates per class who should fulfill the following requirements. From the ten students three of them are ranked with the category Excellent (5 points), three are ranked with the category Good (4 points), two are ranked with the category Regular (3 points), and the last two are ranked with the category Falling-grade students (2 points).

The reason for this mixed sample is to check the degree of coincidence of the teachers' evaluation with the results yielded by the proposal.

Sound coding ability

Class	Sample	Full	High	Mid	Low	None
1.	10	8	2	_	_	_
2.	9	3	6	_	_	_
Total	19	11	8			

Grammatical coding ability

Class	Sample	Full	High	Mid	Low	None
1.	10	4	4	2	_	_
2.	9	7	_	_	2	_
Total	19	11	4	2	2	_

Memorization

Class	Sample	Full	High	Mid	Low	None
1.	10	2	3	3	2	_
2.	9	1	1	2	3	2
Total	19	3	4	5	5	2

Recommendations

The author suggests to:

1. Deepen on theoretical elements concerning the learning diagnosis of the learning of English as a foreign language.
2. Analyze and apply the variables and dimensions above stated for the learning diagnosis in the first year of students who enter in the UPS, course 2013-2014, to study the career Degree in Education, Specialty of English.
3. Continue working on the improvement of the learning diagnosis, including other variables and dimensions when necessary, in order to obtain better results.

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APPENDIXES

Appendix I

Objective

The following table shows the downward tendency of the efficiency with variable results along the last five years.

Admission year	Matriculate	Graduation year	Graduates	Efficiency
2003	57	2008	32	61,1 %
2004	56	2009	15	30,4 %
2005	83	2010	32	36,7%
2006	57	2011	25	30,9 %
2007	58	2012	14	23,4
2008		2013		18,2(estimate)

Appendix II

Interview

Objective: Find out how the process of diagnosis has been oriented and carried out by the disciplines of Methodology of Foreign language Teaching and Didactics of Foreign Language Teaching.

1. Are the students of the English Specialty taught to diagnose?

2. In what year are they taught about diagnosis of learning?

3. Does the teacher staff of the English Department receive any training of diagnosis?

4. What are the actions that involve the department in the upgrading of contents concerned with the learning diagnosis?

5. What are the results obtained by the professors of the department in diagnosing their students?

6. How reliable are the procedures used in diagnosing the students?

7. What is the object diagnosed?