

PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS



APPLIED LINGUISTICS SCHOOL

THESIS REPORT

***“ANALYSIS OF THE METHODOLOGY APPLIED BY THE ENGLISH TEACHER OF
THE NINTH YEAR OF BASIC EDUCATION AT “SAN JOSÉ OBRERO” EDUCATIONAL
INSTITUTION IN ESMERALDAS CITY DURING THE SCHOOL YEAR 2014-2015”***

TESIS DE GRADO

***“Análisis de la Metodología aplicada por el profesor de Inglés del noveno año de
educación básica en la Unidad Educativa ‘San José Obrero’ en la ciudad de Esmeraldas
durante el año escolar 2014-2015”***

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AUTHORSHIP

“I, Mabel Cristina Demera Grijalva, declare that the investigation in the current thesis report research is absolutely original, authentic, and personal.

The content of this research is an exclusive legal and academic responsibility of the author and PUCESE.”

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First I want to thank my parents for their economic support and all their love, to my relatives because with their example of perseverance taught me how to accomplish all my goals, and finally my daughter who has been my engine life and my support.

DEDICATION

I dedicate this dissertation to my family; especially to Jessica for show me that with love everything is possible. To Paola, my dear sister, for her patience and understanding, to Fabricio for opening my eyes to the world.

To Dad and Mom for instilling the importance of hard work and higher education, also for supporting me with all their love to make it possible for me to achieve this important goal, both of you are my everything.

To little baby girl, my angel, this is for you Isabella.

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ABSTRACT

English is one of the most spoken languages in the world, obviously is important to learn it, speak it and understand it, in conclusion communicate in English. This research is focused on the methodology applied by the English teacher in the ninth year of basic education in "San José Obrero Educational Unit", in the city of Esmeraldas. Methodological strategies that are used by the English teacher were described and also investigated to find a conclusion. One hundred of students, the Rector of the high school and the English teacher were the participants of this investigation. The conclusions that have been reached were: the methodology that the teacher is using to teach English language is traditional, she does not use appropriate methods and strategies, correct teaching materials, the teacher is the one who evaluates and she always does it in the same way; the work in the classroom is individual, there is not group work. The students from ninth years have some deficiencies in the development of basic skill raking on the scale between middle satisfactory to little satisfactory. These facts origin difficulties in the learning process, sometimes they do not understand what they are listening; they cannot communicate and write with a correct grammar. One of the most important points that this research showed is that students are unmotivated and that is why they have a low performance in class. The authorities must help to the teacher to improve the students learning, been a guidance for the teacher, giving her correct material and technology appropriate. All those things can be improve specially applying the right methodology. The recommendations according to the conclusions are: the teacher must vary the methods, strategies and the ways of evaluate students' knowledge. Also she has to motivate students using didactic materials, not only based on the student book; she should expend more time warming up and introducing a new topic by technology according to the age of students. It is known that the methodology used to teach English is the base of the teaching-learning process and ensures a correct learning, and an excellent communication in English.

RESUMEN

El Inglés es uno de los idiomas más hablados en el mundo, obviamente es importante aprenderlo, hablarlo y entenderlo, en conclusión comunicarse en Inglés. Esta investigación está enfocada en la metodología aplicada por la profesora del idioma Inglés en el noveno año de educación básica en el colegio “San José Obrero”, en la ciudad de Esmeraldas. Las estrategias metodológicas que son usadas por la profesora de Inglés fueron descritas e investigadas para encontrar una conclusión. Cien estudiantes, la Rectora del colegio y la profesora de Inglés fueron los participantes de esta investigación. Las conclusiones que han sido investigadas fueron: la metodología que la profesora usa para enseñar Inglés es tradicional, ella no usa métodos y estrategias apropiadas, materiales de enseñanza correctos, la profesora es la única que evalúa y ella siempre lo hace de la misma manera; el trabajo en clase es individual, no hay trabajo grupal. Los estudiantes del noveno año tienen deficiencia en el desarrollo de las destrezas básicas, en escala entre medio satisfactorio y poco satisfactorio. Estos hechos originan dificultades en el proceso de aprendizaje, algunas veces ellos no entienden que están escuchando; ellos no pueden comunicarse ni escribir con la gramática adecuada. Uno de los puntos más importantes que esta investigación mostró es que los estudiantes están desmotivados y es por eso que ellos tienen un bajo desempeño en clase. Las autoridades deben ayudar a la profesora a mejorar el aprendizaje de los estudiantes, ser una guía para la profesora, darle el material y la tecnología apropiada. Todas esas cosas pueden ser mejoradas especialmente aplicando la metodología correcta. Las recomendaciones de acuerdo a las conclusiones son: la profesora debe variar los métodos, estrategias y las maneras de evaluar el conocimiento de los estudiantes. Además ella tiene que motivar que los estudiantes usen materiales didácticos, no solo basarse en el libro guía; ella debería dedicar más tiempo en el calentamiento e introducir un tema nuevo a través de la tecnología acorde a la edad de los estudiantes. Se sabe que la metodología usada para enseñar Inglés es la base del proceso de enseñanza-aprendizaje y asegura un aprendizaje correcto, y una excelente comunicación en Inglés.

1. INTRODUCTION

English is one of the most spoken languages in the world; it is the official language in a large number of countries. It is estimated that the number of people in the world that use in English to communicate on a regular basis is 2 billion.

English is the dominant business language and it has become almost a necessity for people to speak English if they are going to enter a global workforce. Research is from all over the world show that cross-border business communication is most often conducted in English. Its importance in the global market place therefore cannot be understated, learning English really can change a person's life.

Currently, English is a universal language and a tool to achieve true professionalism and obviously, better job opportunities; It can be said that all learning is valid when it is used for something, in this case its validity and usefulness is permanent within the tourism institutions, financial, political and business, where language is an essential part in the development of the same. That is one of the reasons for it to be important to be studied.

In order to teach the English language as a subject, teachers need to know and apply teaching resources and methodological strategies that allow students to develop experience for this language and then increase the basic skills, which are listening, speaking, reading and writing.

This research aims to analyze the methodology used by the English teacher of the ninth year of basic education of San José Obrero Educational Unit, in the city of Esmeraldas during the school year 2014-2015, to determine if this methodology has good results in students' learning.

The importance of this work lies in the fact that it is a way to obtaining scientifically processed information about the impact of the application of appropriate methodologies to develop basic language skills. The target population of this study was the group of students, the English teacher and Rector of “San José Obrero Educational Unit” making a total of 102 people.

The success of English teaching is based on the use of ludic materials, technology according to the age of the students and to apply the correct methodology. The teacher has to combine the development of the main skills and also learn new vocabulary to improve students’ knowledge. The methodology use by the English teacher must be dynamic; including motivating topics and daily conversations; that is the way in which students will find out that English is necessary, interesting and important.

2. Objectives

2.1. General Objective

To analyze the methodology applied by the English teachers of the ninth year basic education at San José Obrero Educational Institution, in the city of Esmeraldas during 2014-2015.

2.2. Specific Objectives

- To diagnose the methodology applied by the English teachers in the teaching - learning process.
- To determine the students level in development of the four basic skills.
- To socialize the result of apply an appropriate methodology in teaching - learning English process.
- To develop a workshop to enhance the skills of students in the teaching-learning process

3. THEORETICAL BACKGROUND

3.1 Teaching

3.1.1. The Direct Method

The direct method of teaching, also called the *natural method*, and is often used in teaching foreign languages, refrains from using the learners' native language and uses only the target language.

Teaching emphasizes on develop oral skills. Characteristic structures of this method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- using an inductive approach is a way to teach grammar
- centrality of spoken language (including a native-like pronunciation)
- focus on question-answer patterns.

This is one of the most natural methods to learn a language because is like children learn how to speak. The basic point in this method is that learners must apply and practice the basic skills to communicate their ideas, thoughts and necessities.

3.1.2. Grammar-Translation

The **Grammar Translation method** is a method of teaching foreign languages derived from the classical (sometimes called traditional) method of teaching Greek and Latin. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Advanced students may be required to translate whole texts word-for-word. The method has two main goals: to enable students to read and translate literature written in the target language, and to further students' general intellectual development.

Grammar-translation classes are usually conducted in the students' native language. Grammar rules are learned deductively; students learn grammar rules by rote, and then practice the rules by doing grammar drills and translating sentences to and from the target language. More attention is paid to the form of the sentences being translated than to their content.

Frequently learners do not practice listening or speaking skill and it is not focus on pronunciation or any communicative aspects of the language. Reading is the exercised skill, and the main point is translation.

Despite how this method works, there are many teachers who are still using it. That affects and stops the progress of the English learning purpose; which is to encourage our students to communicate in English.

3.1.3. Audio-Lingual

The **Audio-Lingual** method is a style of teaching used in teaching foreign languages. It is based on the behaviorist theory, which professes that, certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

This approach and Direct Method are considered similar. Both advised that students be taught a language directly, without using the students' native language to explain new vocabulary or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher trained students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction—everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. In this manner, the lessons are built on static drills in which the students have little or no control over their own output; the teacher is

expecting a particular response and not providing that will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Drills and pattern practice are typical of the Audio-lingual method. (Richards, J.C. et-al. 1986)

These include:

- Repetition: where the student repeats an utterance as soon as he/she hears it
- Inflection: where one word in a sentence appears in another form when repeated
- Replacement: where one word is replaced by another
- Restatement: the student re-phrases an utterance.

This method is positive as long as it is used well. It takes parts in the behaviorism learning because, it is focused on what the students do and learning is exclusively the acquisition of new habits.

3.1.4. Suggestopedia

Suggestopedia was originally developed in the 1970s by the Bulgarian educator Georgi Lozanov. Extravagant claims were initially made for the approach with Lozanov himself declaring that memorization in learning through suggestopedia would be accelerated by up to 25 times over that in conventional learning methods. The approach attracted both wild enthusiasms in some quarters and open scorn in others. On balance, it is probably fair to say that suggestopedia has had its day but also that certain elements of the approach survive in today's good practice.

The approach was based on the power of suggestion in learning; the notion being that positive suggestion would make the learner more receptive and, in turn, stimulate learning. Lozanov holds that a relaxed but focused state is the optimum state for learning. In order to create this relaxed state in the learner and to promote positive suggestion, suggestopedia makes use of music, a comfortable and relaxing environment, and a relationship between the teacher and the student that is akin to the parent-child relationship. Music, in particular, is central to the

approach. Unlike other methods and approaches, there is no apparent theory of language in suggestopedia and no obvious order in which items of language are presented.

3.1.5. Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method developed by James Asher. It is based on the coordination of language and physical movement. In TPR, teachers give instructions to students in the target language, and students respond with whole-body actions.

The method is an example of the comprehension approach to language teaching. The listening and responding (with movements) serves two commitments: It is a means of quickly recognizing meaning in the language being learned, and a means of passively learning the structure of the language itself. Grammar is not taught explicitly, but can be learned from the language input. TPR is a valuable way to learn vocabulary, especially idiomatic terms, e.g., phrasal verbs.

Asher noticed that interactions between parents and children often took the form of speech from the parent followed by a physical response from the child. He made three hypotheses based on his observations: first, that language is learned primarily by listening; second, that language learning must engage the right hemisphere of the brain; and third, that learning language should not involve any stress.

This method is popular in young learners or beginners. It is a helpful method because learners can relate quickly what they are learning by physical responses and also it is a great way to learn vocabulary and phrasal verbs.

3.1.6. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT), also known as *the Communicative Approach*, emphasizes interaction as both the means and the ultimate goal of learning a language. In the face many disapprovals it continues to be popular, mainly in Europe, where constructivist views on language learning and education in general dominate academic discourse.

The focus of this method is to allow the learners to communicate successfully and appropriately in the various situations they would be likely to find themselves in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, and location.

Communicative method is one of the most complete methods, because it prepares the learners to use the target language in real life.

3.1.7. The Silent Way

Silent Way originated in the early 1970s and was the brainchild of the late Caleb Gattegno. The use of the word "silent" is also significant, as Silent Way is based on the premise that the teacher should be as silent as possible in the classroom in order to encourage the learner to produce as much language as possible. As far as the presentation of language is concerned, Silent Way adopts a highly structural approach, with language taught through sentences in a sequence based on grammatical complexity, described by some as a "building-block" approach.

It is considered a fabulous way to enable the learner to develop the language by themselves. Teachers are going to give a deep explanation when learners make errors, in order to correct them.

3.1.8. Community Language Learning

Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor while the learner acts as a collaborator (client), although sometimes this role can be changed.

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher and then repeated by the student.

This method must be used carefully because when mother tongue is too much talk in class, learners do not learn target language well but they stay in their “comfort zone”.

1.1.1. Immersion

Language immersion, or simply immersion, is a method of teaching a second language in which the learners’ second language (L2) is the medium of classroom instruction. Through this method, learners study school subjects, such as math, science, and social studies, in their L2. The main purpose of this method is to foster bilingualism, in other words, to develop learners' communicative competence or language proficiency in their L2 in addition to their first or native language (L1). Additional goals are the cognitive advantages to bilingualism.

Immersion programs vary from one country or region to another because of language conflict, historical antecedents, language policy or public opinion. Moreover, immersion programs take on different formats based on: class time spent in L2, participation by native speaking (L1) students, learner age, school subjects taught in L2, and even the L2 itself as an additional and separate subject.

It is a good way to learn a language, because learners are “in” the language, they are obligated to use the language they are learning in their diary routine. They learn vocabulary, idiomatical phrases, correct grammar, good pronunciation and how to use all these things in their life.

1.1.2. Task-based Language Learning

Task-based Language Teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words the appropriate completion of real world tasks) rather than on accuracy of prescribed language forms. This makes TBLL especially popular for developing target language fluency and student confidence. As such TBLL can be considered a branch of Communicative Language Teaching (CLT).

It is focus on what they already know. It does not guarantee that learners learn forward of what the task is about, they do not improve the language learning.

1.1.3. The Natural Approach

This approach, focus the similarities between learning the first and second languages. There is no correction of errors. When the students are exposed to language is when learning happens, that is comprehensible or made comprehensible to them.

3.2.Learning

3.2.1. Meaningful learning

It is opposed to rote learning and refers to learning way where the new knowledge to acquire is related with previous knowledge, making a clear connection between what students learnt and what they are going to learn even using the previous knowledge to acquire new one.(Ausubel, 2000).

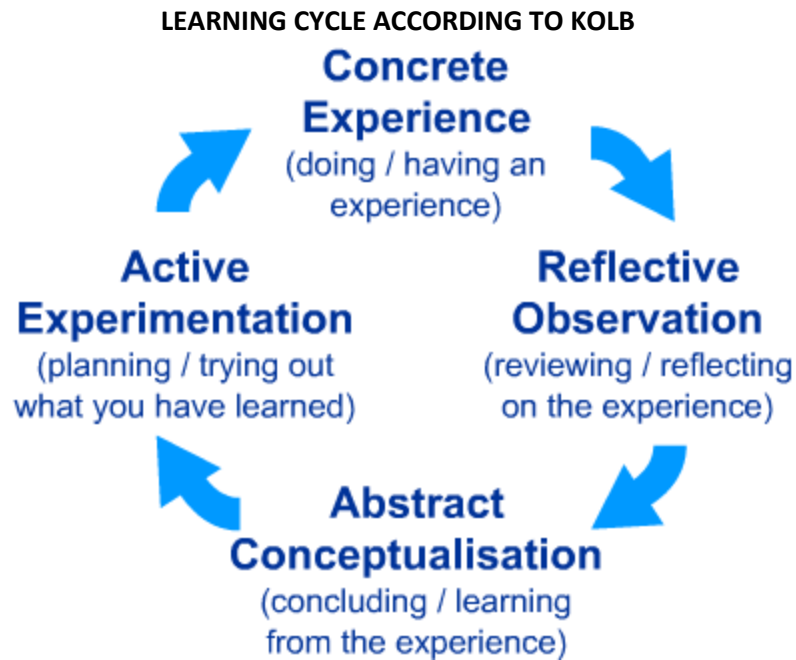
Within the cognitive theory of learning, based on the theory of human information processing, the 3 core processes of learning are: how knowledge is developed; how new knowledge is integrated into an existing cognitive system; and how knowledge becomes automatic.

Ausubel (1967:10) focused on meaningful learning, as "a clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts, or propositions are related and incorporated within a given individual's cognitive structure".

Meaningful learning refers to the connection between knowledge and experiences, when new knowledge is related with previous knowledge, and this relation makes that students acquire this new information deeper than if they just learn new data without a previous knowledge.

3.2.2. Learning Cycle

A learning cycle is a concept of how people learn from experience. A learning cycle will have a number of stages or phases, the last of which can be followed by the first.



Kolb's four-stages learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The first stage *concret experience* is the learner actively experiences an activity such as a lab session or field work. The second stage, *reflective observation*, is when the learner consciously reflects back on that experience. The third stage, *abstract conceptualization* is the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, active experimentation, is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

The styles highlight conditions under which learners learn better. These styles are:

- Assimilators, who learn better when presented with sound logical theories to consider.
- Convergers, who learn better when provided with practical applications of concepts and theories.
- Accommodators, who learn better when provided with “hands-on” experiences.
- Divergers, who learn better when allowed to observe and collect a wide range of information.

3.3.Motivation

According to Norris (as cited in Crookes and Schmidt 1991) “motivation has been identified as the learner's orientation with regard to the goal of learning a second language”. In other words motivation plays an important role in learning or acquiring a new language, motivation accomplishes an internal process which let learners to find a direction, a purpose and a guide for reaching their goals. This procedure is accomplished in an external and internal way, which is called **Extrinsic** and **Intrinsic Motivation**.

Internal: this kind of motivation suggests that intrinsically motivated students enjoy of the learning process itself. Their motivation comes from them, of their willingness to learner without expecting any reward in exchange or something similar. It must be taken into account that this kind of motivation is closely related to the external motivation too, due to the fact that even learners who enjoy of learning process have the necessity to acquire any theme for a specific reason, for any goal which they want to achieve such as feel proud of themselves, because through this process they pretend to know more or because they want to be consider as a smart person.

External: this kind of motivation is generated by outside circumstances and for the sake of getting a reward. It means that extrinsically motivated students develop the learning process because of a specific point of view, which can be job, pressuring of their parents, part of the school or university curriculum, immigration to another country, and society. In all of these reasons are not included the enjoyment of the language itself, all the reasons show that learning a second language is not the main point, but the medium or bridge to get the original

objective and it is because external motivation has like principal point of view do something for obtaining a determined outcome.

In the case of young learners exists alternated reasons such as avoid any punishment, be pleasant to the teacher or obtaining good grades.

In general terms motivation is an engine that incentive people to go forward and achieve their goals. In teaching-learning process motivation is elemental; teachers must keep learners motivated, trying that they enjoy learning process through didactic material, correct methodology. Independently of what kind of motivation learner has, teacher has to motivate to learn the language.

4. METHODOLOGY

4.1. Research Instruments

The instruments that are going to be used are: survey for students, interview for the English teacher and the rector of the Educational Unit and classroom observation form.

4.2. Universe and Population

4.2.1. Universe

The universe for this information is made up of students, teachers and authorities of "San José Obrero" Educational Unit of the city and province of Esmeraldas.

4.2.2. Population

In this research is considered a population of 102 people, 100 students of ninth years of basic education, 1 English teacher of ninth years and 1 rector.

4.2.3. Sample type

The simple sample is random.

4.3. Data Collection and Procedure

4.3.1 Survey

The surveys helped researcher to collect information concerning to the methodology that teacher uses in the teaching-learning process, to develop listening, reading, speaking and writing skills, how often they use them, work with didactic materials to improve their level of learning, and how they fill in their evaluation forms.

The survey was applied to the students to find their difficulties and level of skills development they are.

The survey was applied to the English teacher to find out which methods and instructional strategies applied by teachers with their students, frequency of use, achievements, difficulties, level of skill development, academic performance of their students and forms of job evaluation process.

4.3.1 Interview

It was applied to the Rector of the Educational Unit looking for her point of view about this problem, and how she processes the monitors of the performance of the English teacher.

4.3.2. Classroom observation

Observation of classes allowed knowing how the process of learning happens, how methodology is applied by the teacher. Also it helps to determine the work environment and student involvement.

4.4. Analysis and Interpretation of Data

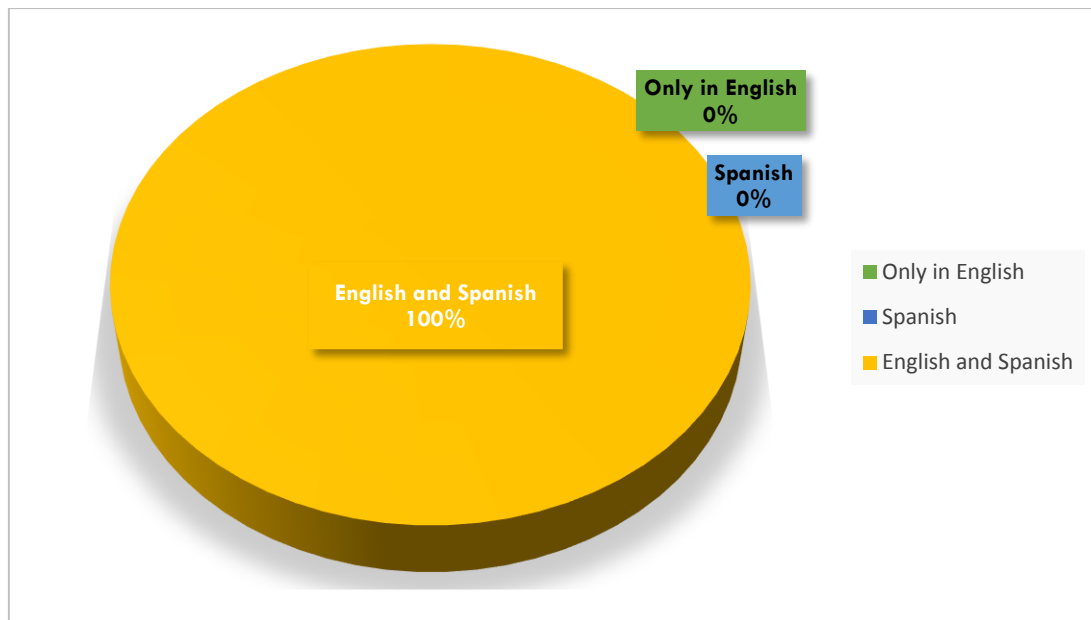
To amplify the research, surveys were given to students, to find out how the English teacher performs the classes; to identify the methodology used by the teacher in the teaching-learning process, was apply an interview to her; additionally the Rector of the Educational Unit were interviewed to know about the control processes that are performed and class observation forms were made to find information about classes development.

In this chapter the results obtained through the instruments used are shown, they are represented and then performed as a statistical analysis and interpretation corresponding to each question.

4.4.1. SURVEY TO STUDENTS

Question No. 1

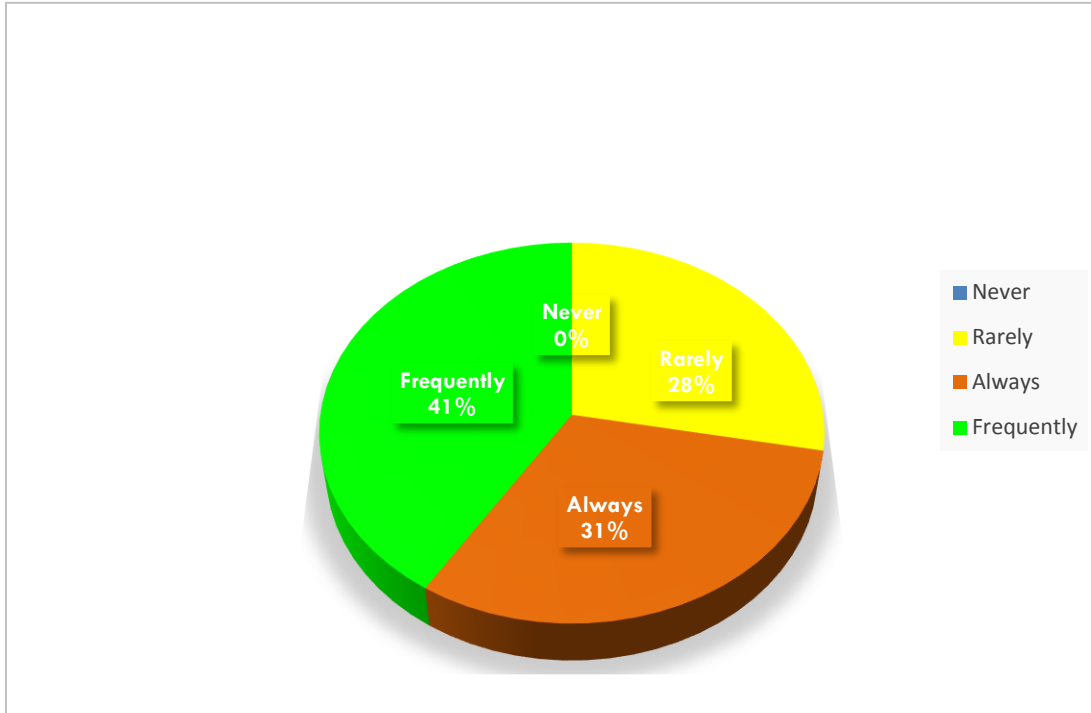
GRAPHIC 1.-IN WHAT LANGUAGE DOES THE TEACHER DEVELOP THE CLASS?



The teacher explains her class in English and Spanish. The teacher first read the instructions in English and then translates in Spanish, this indicates, students do not understand her when she told and she is forced to use native language to get them to perform activities. That is why they do not feel the necessity to understand and find a way to communicate.

Question No. 2

GRAPHIC 2.-DO YOU UNDERSTAND YOUR TEACHER WHEN SHE SPEAKS ENGLISH?

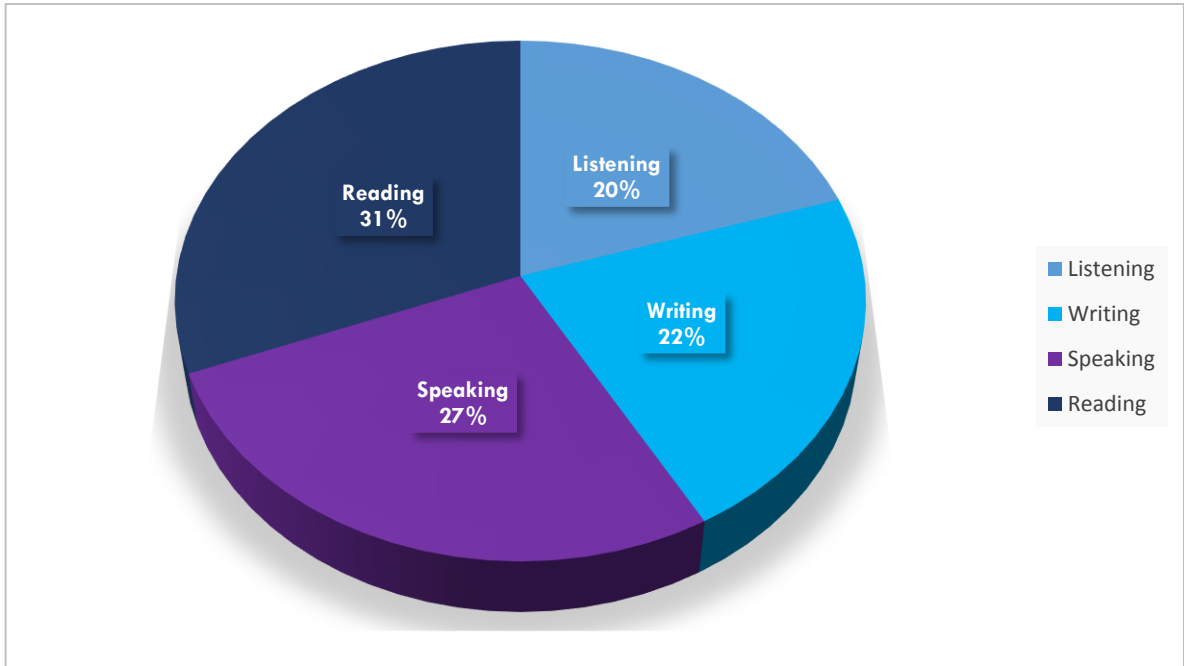


It

shows that they are able to understand what the teacher is speaking. This is a positive point, it can help students to communicate in second language.

Question No. 3

GRAPHIC 3.-WHAT SKILLS ARE DEVELOPED IN HER CLASSES?



74% of the students stated that the teacher develops the reading in class, 65% in speaking, 52% in writing and 48% in listening.

We can see that the skills that teacher frequently works are reading and speaking, rather than on the other two that are also important to increase the students' knowledge and in this way they can communicate in English.

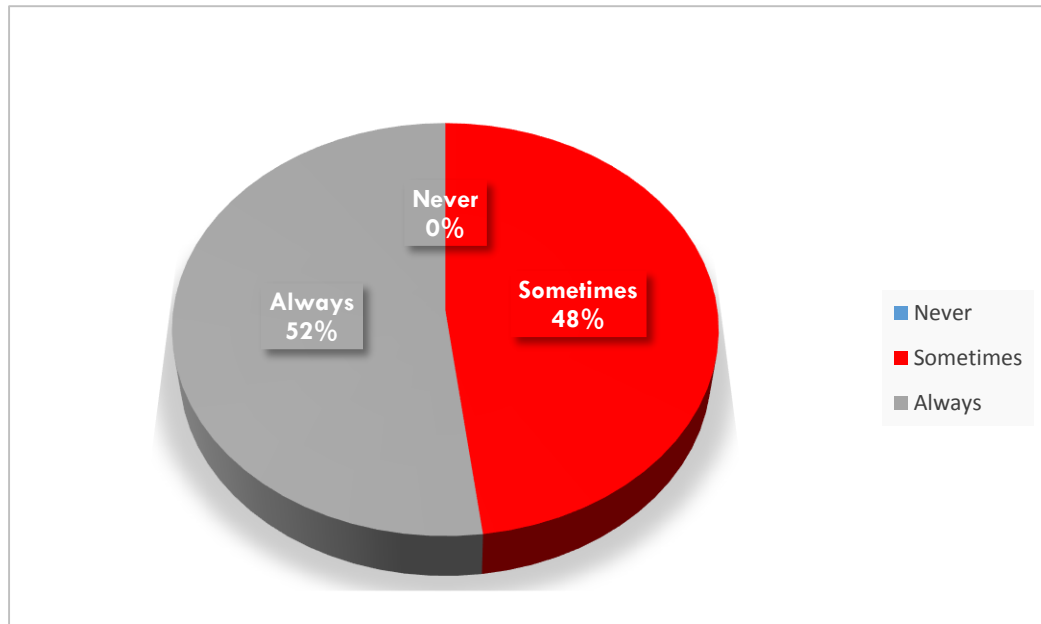
Question No. 4

Does your institution have an English laboratory?

All of the students confirm that the institution does not have English laboratory, a situation that makes the teaching of English in the development of listening and speaking.

Question No. 5

GRAPHIC 4.-ARE THE TEACHER’S MATERIALS AND RESOURCES USED IN THE CLASSROOM?

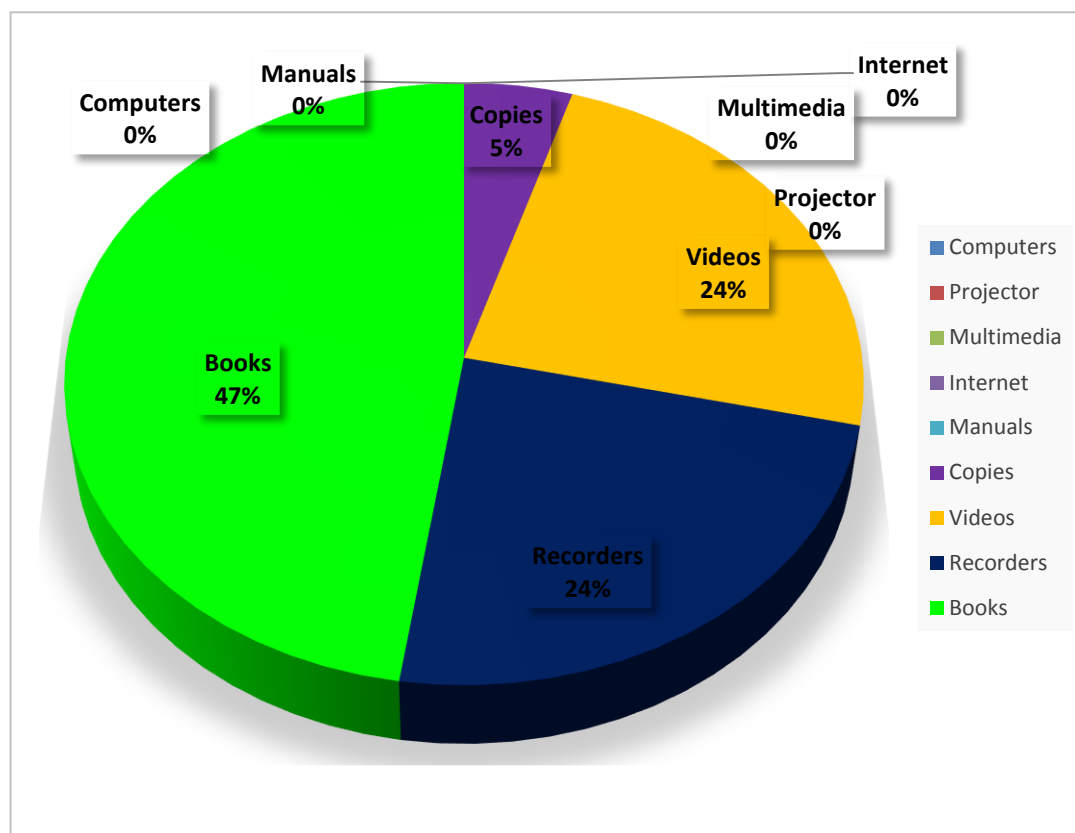


52% of students indicated that teacher always uses teaching materials, compared to 48% saying sometimes.

The teaching materials and resources are paramount and those simplify the process of learning and allow students to learn according to their learning style and direct them to motivate easily.

Question No. 6

GRAPHIC 5.-WHAT MATERIALS AND RESOURCES ARE USED IN TEACHING IN THE CLASSROOM?



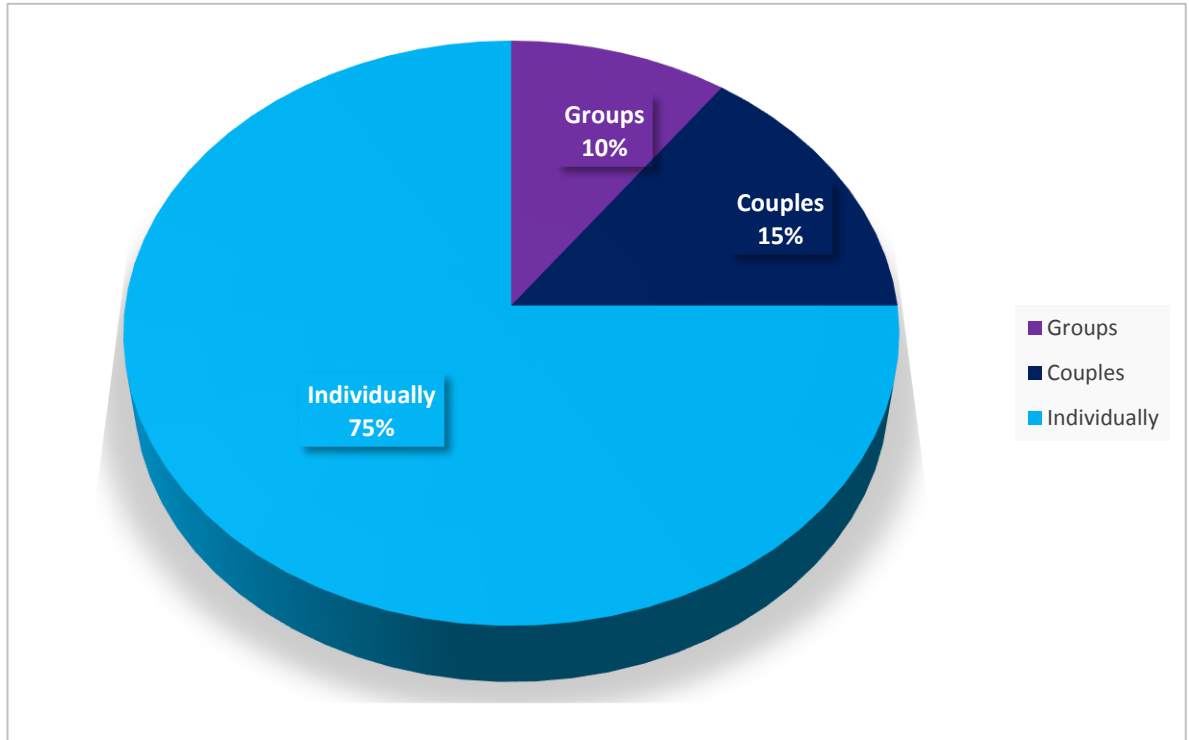
47% of the students stated that the teacher uses books as teaching materials in English, 27% use the recorder in her classes.

The English teacher follows the English book instructions most of the time, she needs to motivate students to develop their skills, only focus on the English book may not they develop them totally.

The use of material and technological resources in the teaching – learning process enables the development of skills for the type of intelligence they possess.

Question No. 7

GRAPHIC 6.-HOW ARE THE TEACHING AND INSTRUCTIONAL RESOURCES MATERIALS USED IN THE CLASSROOM?



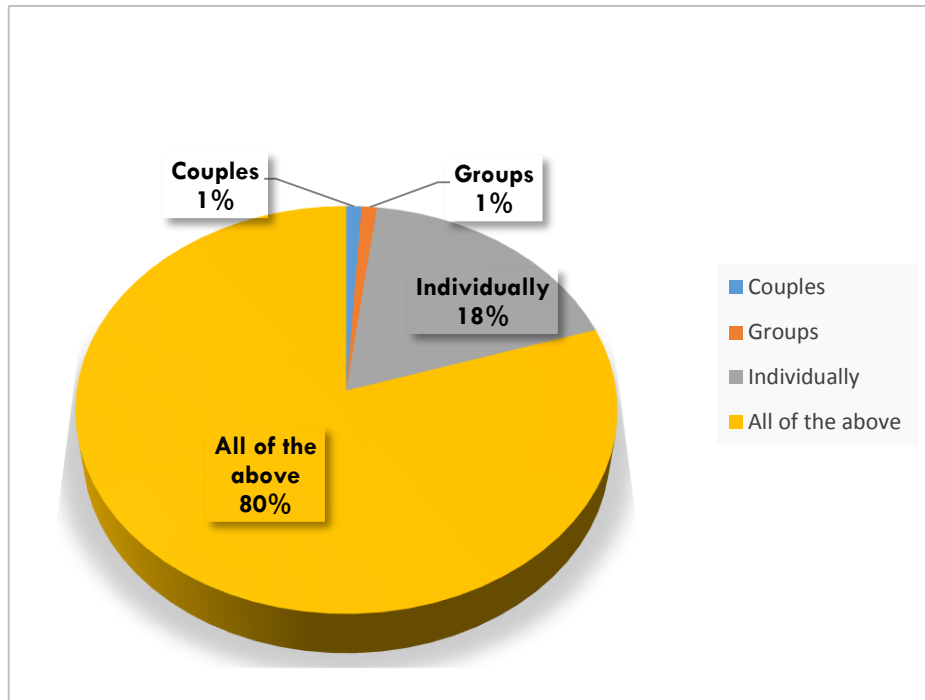
75% of students answered that the teacher uses teaching materials individually, in pairs 15% and 10% in groups.

The way that teaching materials and resources are used will depends on the strategies and activities that teachers plan for the class.

It is important that teacher vary the method she uses in class; it will allow students improve the teaching-learning process and how they assimilate the second language.

Question No. 8

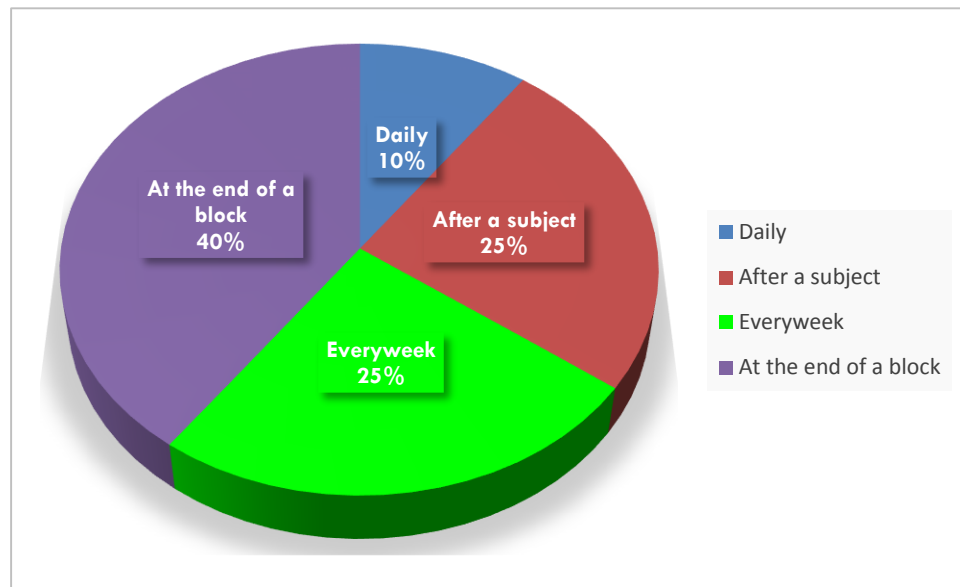
GRAPHIC 7.-HOW DO YOU WORK IN CLASSROOM?



The plan activities in the classroom developed by the teacher must be varied and not always use the same way, that enriches the process, it becomes interesting and lively for students. She has to propose new experiences achieved, catching the attention of students and make the class more interesting.

Question No. 9

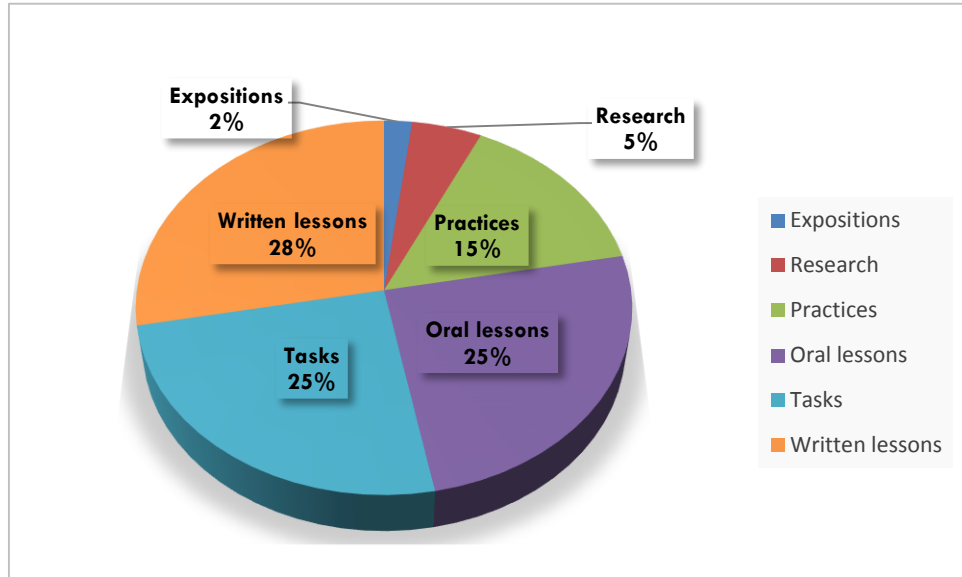
GRAPHIC 8.-HOW OFTEN DOES THE TEACHER EVALUATE YOU?



The evaluation process is at the end of the block most of the time. Evaluation process should be formative and summative, and for each of those moments there are activities and works that all teachers must evaluate.

Question No. 10

GRAPHIC 9.-HOW DOES THE TEACHER EVALUATE YOU IN CLASSES?

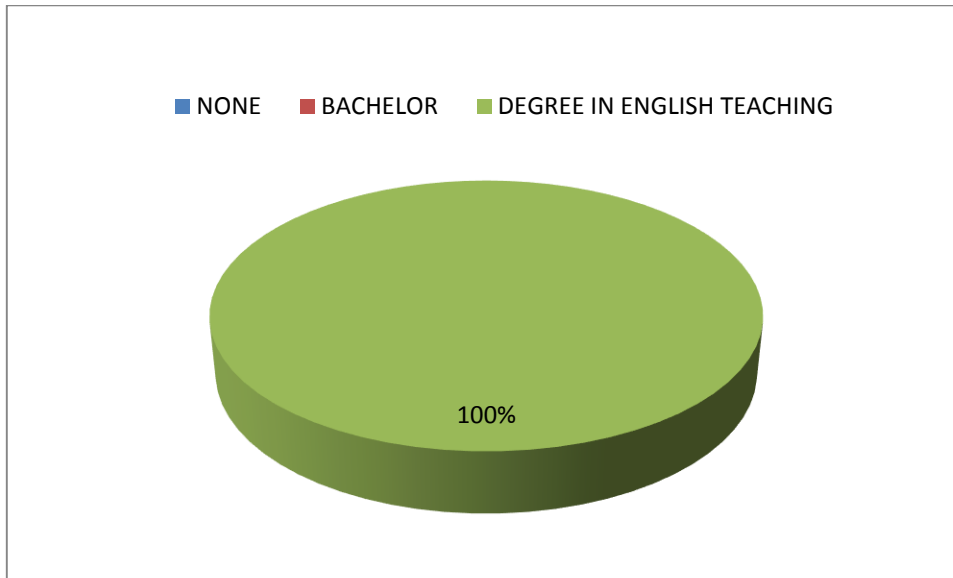


Data indicate that to evaluate the teaching-learning process she uses some teaching methods as are oral lessons, tasks and written lesson which are more traditional than others.

4.4.2. SURVEY TO THE TEACHER

Question No. 1

GRAPHIC 10. DEGREE THAT YOU HAVE AND YEARS OF SERVICE AS A TEACHER

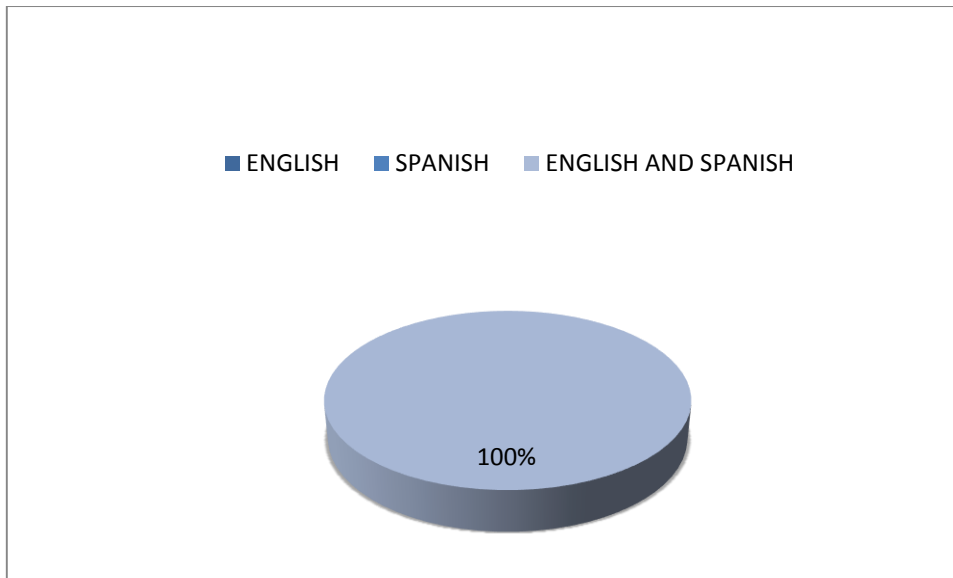


The surveyed teacher has a degree in English teaching.

This indicates that she has received the knowledge of pedagogy and how to conduct the teaching-learning process in the classroom.

Question No. 2

GRAPHIC 11. IN WHAT LANGUAGE DO YOU TEACH THE CLASS?

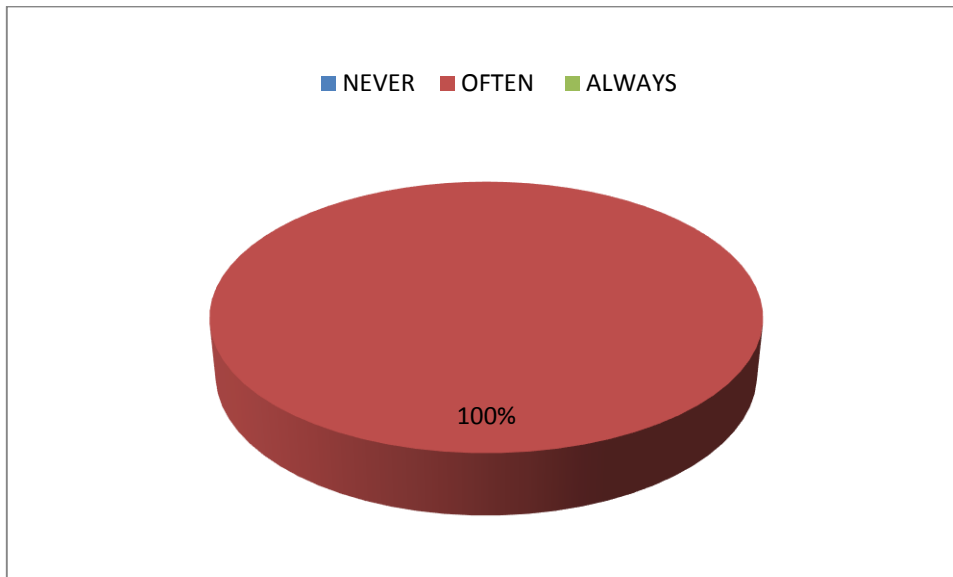


The teacher performs lessons in English and Spanish, it is to make students understand the instructions to perform the task.

Knowing that the level of students' understanding is not the best, teacher try to use both languages in order to student comprehend instructions but she forgets that the best way to learn English is to teach the class in English, she can look for ways to gestures or other codes that students understand what they are stating, only then she will be ensure that they work harder and get the skill development.

Question No. 3

GRAPHIC 12. DO YOU THINK THAT STUDENTS UNDERSTAND YOU WHEN YOU SPEAK ENGLISH?

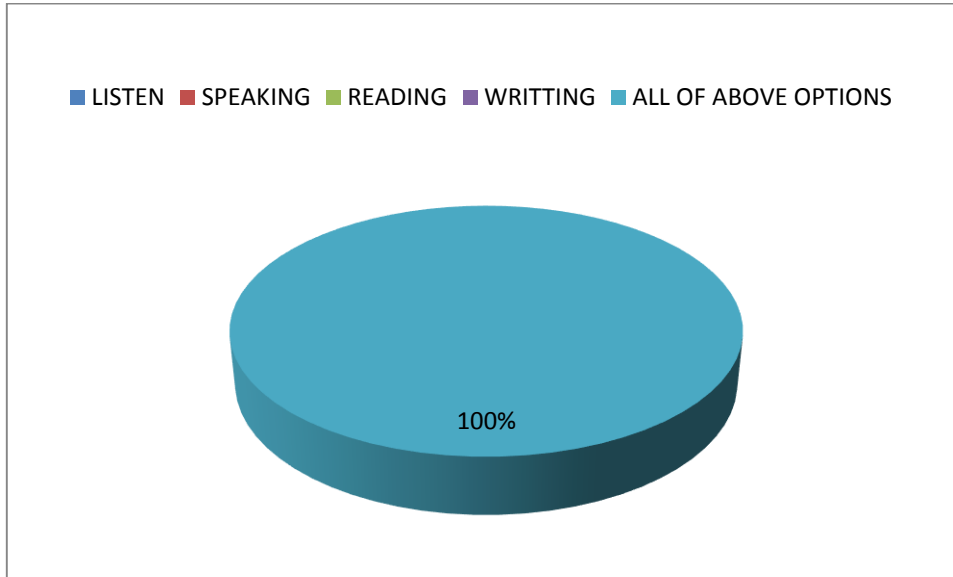


The teacher says that her students often understand her when she speaks and gives instructions in class.

These data indicate that something is wrong in the communication process when teacher teaches the classes, since students do not interpret what she is trying to convey.

Question No. 4

GRAPHIC 13. WHAT SKILLS DO YOU TRY TO IMPROVE IN YOUR STUDENTS?



The teacher seeks to develop in her students the basic skills of listening, speaking, reading and writing.

It is according to the basic principles of teaching-learning process, because developing these four skills students are able to understand and communicate in English language.

Question No. 5

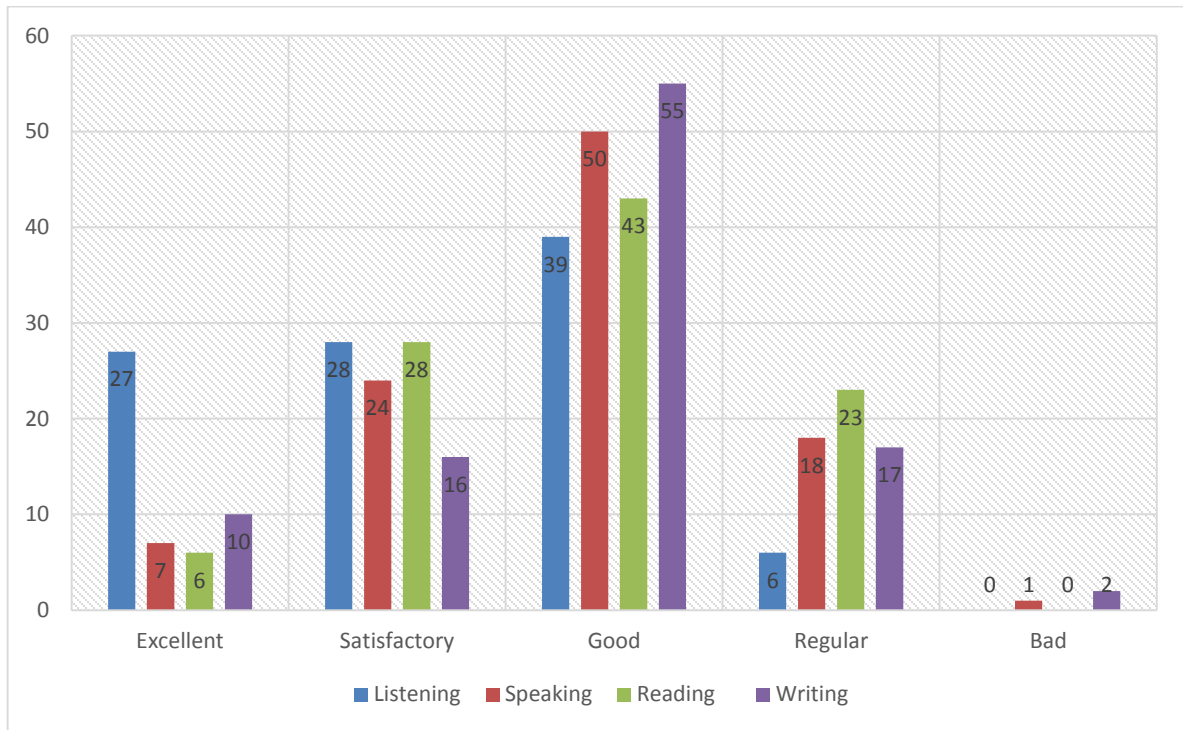
Which method do you use for teaching English?

The English teaching and educational methods used by the teacher is Grammar Translation method and Communicative language teaching method.

The methods used by the teacher are two, the first is the traditional method that seeks students to translate and the second is for students to communicate in English without translation.

Question No. 6

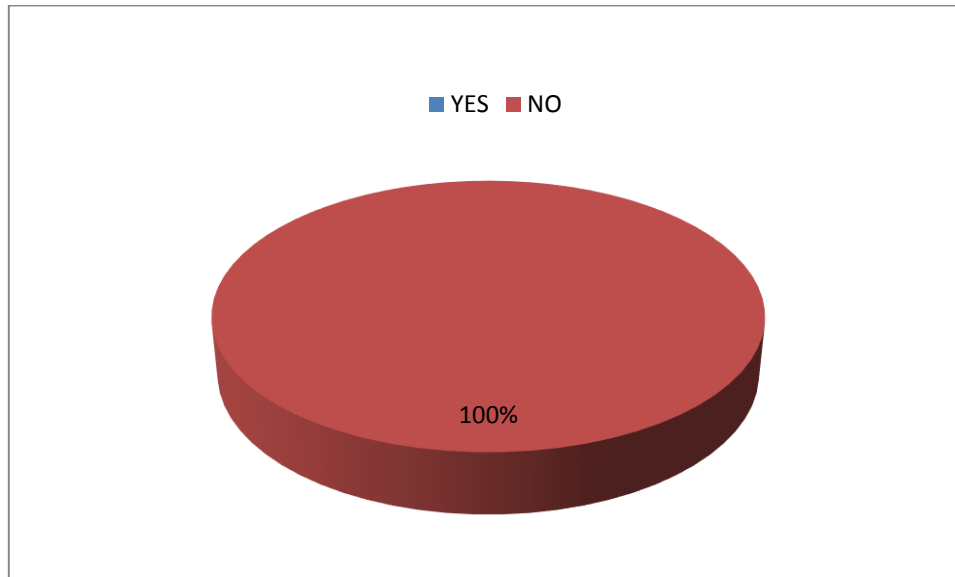
GRAPHIC 14. HOW DO YOU CONSIDER THE LEVEL OF THE STUDENTS IN EACH SKILL IS?



Based on the percentage of students, can be realizing that are among of regular level, they are not able to communicate in English, understand what they are hearing neither.

Question No. 7

GRAPHIC 15. DOES THE INSTITUTION HAVE ENGLISH LABORATORY?

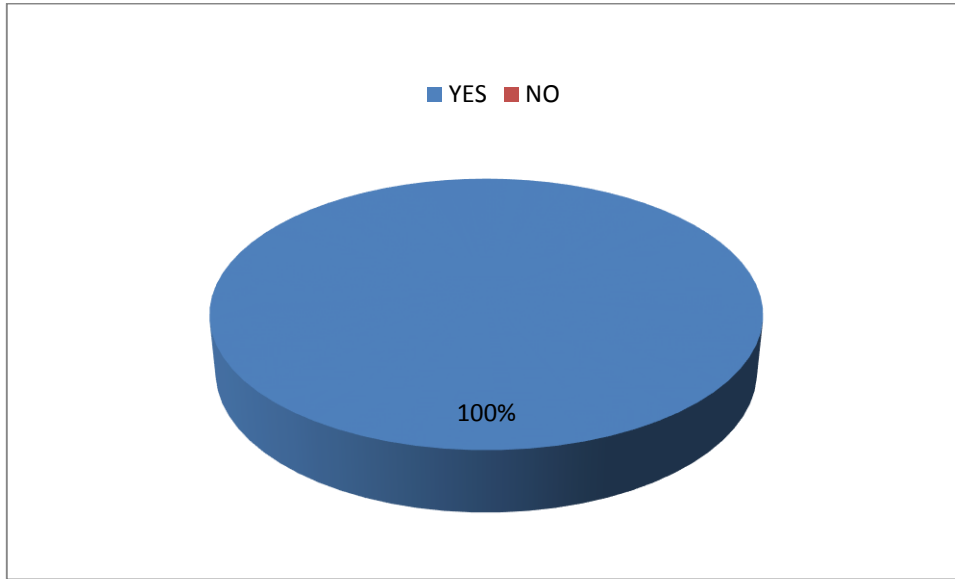


The teacher said that the educational institution does not have an English laboratory.

This situation affects the teaching and learning of English. Students have not educational experiences to develop skills.

Question No. 8

GRAPHIC 16. DO YOU USE TEACHING MATERIALS AND RESOURCES IN CLASS?



The teacher uses teaching materials and resources provided in class.

This indicates that she knows the importance that this kind of resources has in the construction of knowledge by students.

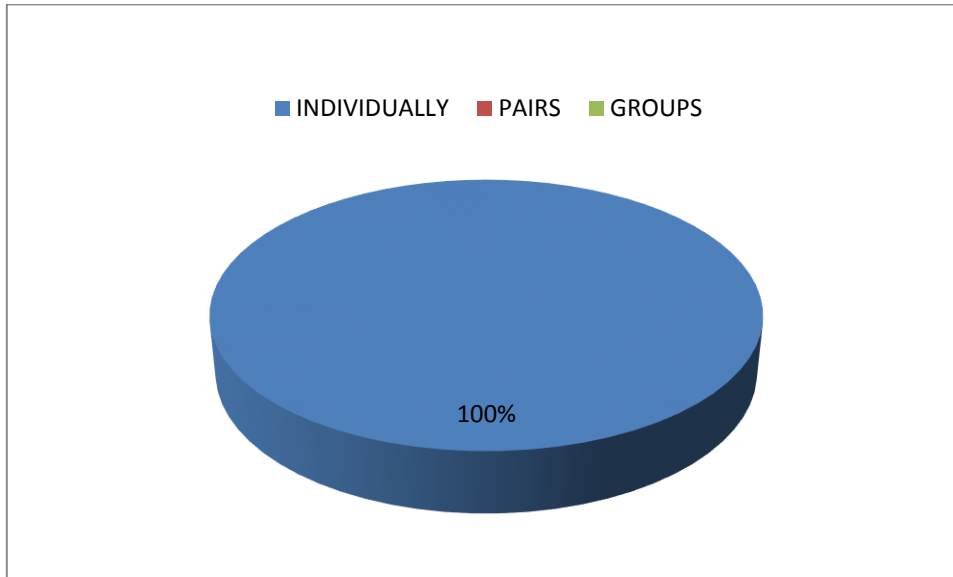
Question No. 9

What materials and resources do you use in class?

The teaching materials and resources that the teacher uses include books for students and teachers, recorders, videos, computer and projector. The use of materials and resources are varied and should be used according to the planned activities in order to make students' experiences are enriching and help them to build their own knowledge significantly.

Question No. 10

GRAPHIC 17. HOW DO YOU USE THE MATERIALS AND RESOURCES IN THE CLASSROOM?

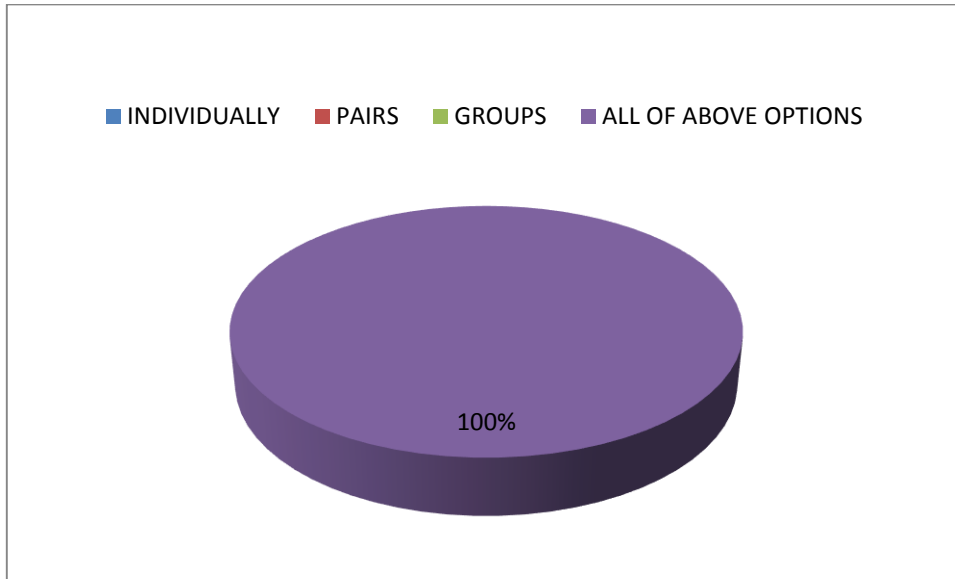


The teacher answered that teaching materials as the book uses individually in the classroom.

This indicates that the teacher does not know the ways of working in the classroom with the material.

Question No. 11

GRAPHIC 18. HOW DOES WORK IS DONE IN THE CLASSROOM?



According to this research, teacher indicated that students work individually and in pairs. Working in groups is another way that teachers have to implement activities in the classroom for students learning; it must be planned and guided by the teacher to the expected results.

Question No. 12

How often do you evaluate students?

The teacher assesses her students daily and at the end of the knowledge block.

It is important to remember that the evaluation is a systematic process that occurs all times of the educational process and the instruments is developed according to the way the class is development to avoid confusion in students.

Question No. 13

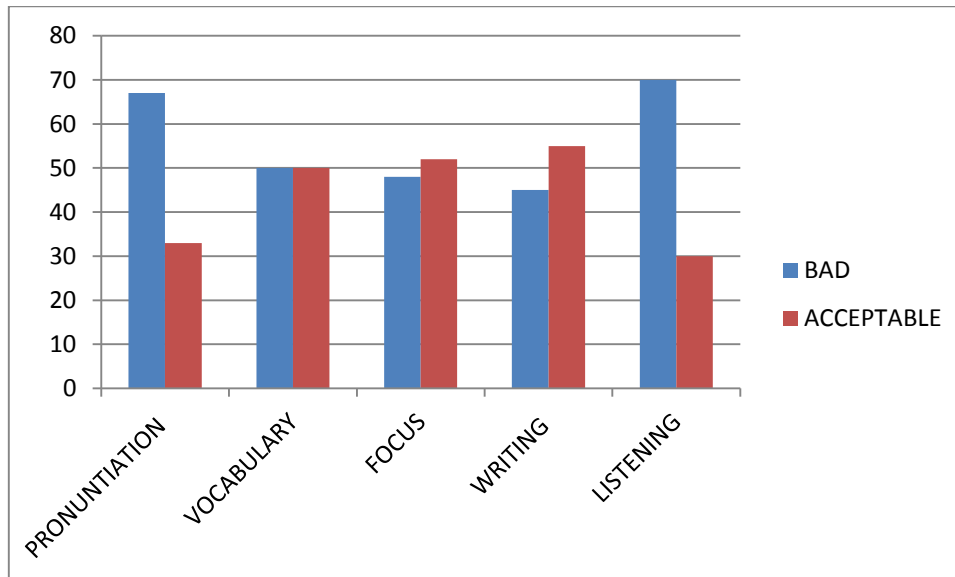
What do you use to evaluate the class?

As teacher to evaluate students are used oral lessons, written lessons, tasks and individual activities.

Teacher must increase her evaluation methods, it means, to try to evaluate through dynamic activities, during the lessons, not only with traditional methods.

Question No. 14

GRAPHIC 19. WHAT ARE THE DIFFICULTIES THAT STUDENTS HAVE IN EDUCATION ANNUAL PROGRAM?



The teacher exposes that the difficulties that students have are: bad pronunciation have 67%, are discouraged easily and have lack of vocabulary by 50%, easily lose focus as 48%, cannot write in English 45% do not understand the listening 70%. It shows that there are problem with most of the students, at that level of education, they should be able to dominate

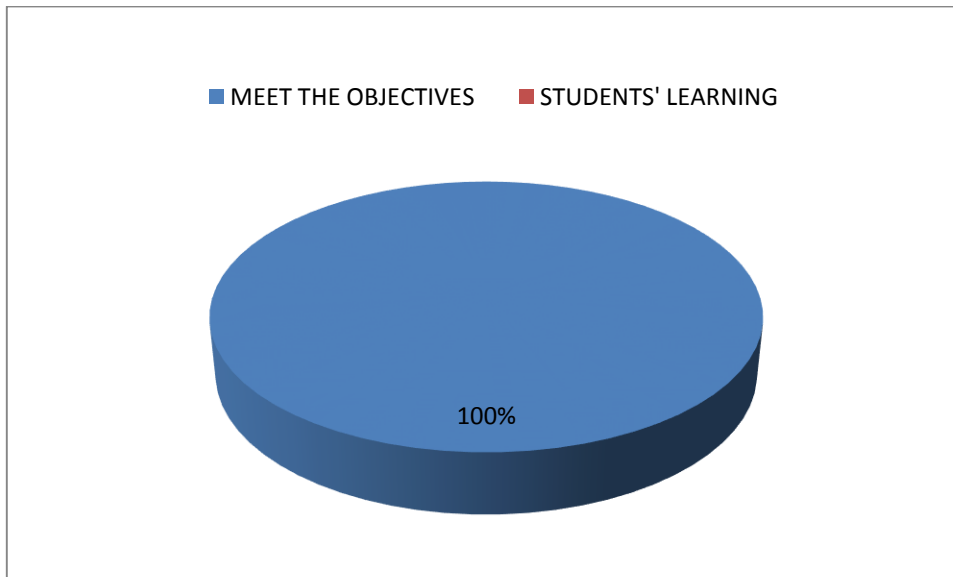
Question No. 15

What training events have you attended this year?

A pedagogy course about curriculum imparted by the Ministry of Education.

Question No. 16

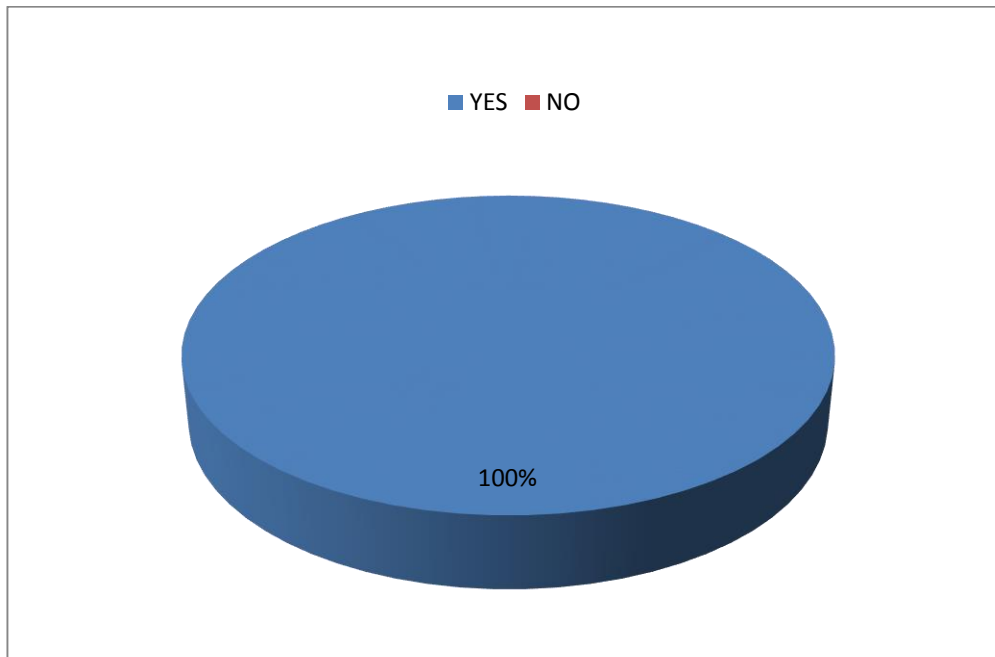
GRAPHIC 20. WHAT IS MOST IMPORTANT TO YOU WHEN WORKING WITH YOUR STUDENTS?



The teacher believes that it is important to meet the objectives. According to the latest curriculum reform basic education now must work skills by performance criteria, given that the Ecuadorian teachers have to do reviews, not only in planning but also in our involvement in the Educational Annual Program.

Question No. 17

GRAPHIC 21. WOULD YOU LIKE SEMINARS BASED ON THE IMPLEMENTATION OF EDUCATIONAL STRATEGIES FOR ACTIVE LEARNING WERE IMPART FREQUENTLY IN ESMERALDAS?



The teachers have the predisposition and she would like to receive seminars on the implementation of active methodological strategies to improve the teaching-learning process of English.

4.4.3. INTERVIEW TO THE RECTOR OF THE INSTITUTION

Question No. 1

Does the English teacher present their lesson plan before developing it?

Yes(X) NO ()

Question No. 2

Do you review the lesson plan before the teacher develops it?

Yes (X) NO ()

Question No. 3

Do you make suggestion and comments on the lesson plans for teachers?

Yes (X) NO ()

Question No. 4

Do you make the class observation?

Yes(X) NO ()

Question No. 5

Do you observe the application of appropriate strategies for the development of each skill?

Yes (X) NO ()

Question No. 6

Do you observe well defined step in the method that teacher uses when teaching their classes?

Yes (X) NO ()

Question No. 7

Are the classes motivating and interesting?

Yes () NO (X)

Question No. 8

Do you think the teacher has the ability to clearly communicate with your students?

Yes(X) NO ()

Question No. 9

Dou you think is important to consider the use of methodological strategies in the process of learning of students.

Yes (X) NO ()

Why: The use of appropriate methodological strategies help develop student to find this subject interesting.

Question No. 10

What is the percentage of students who have problems in the subject of English?

Answer: Around 40%

Question No. 11

What activities the teacher does to overcome the problems of students?

Answer:

Extracurricular educational support also observation of video and listening audio.

Question No. 13

Would you like English teachers from the educational institution to be trained in a program of methodological strategies to develop the basic skills of English?

Yes(X)

NO ()

Why: I would like teachers of English be capacitated to improve the learning of the students according to their ages.

4.4.4. CLASS OBSERVATION

Initial Activities

EVALUATION CRITERIA	Yes	No
1. Is the lesson plan on the table?	X	
1. Does she start promptly?	X	
2. Does she check homework?		X
3. Does she know the objectives of the class students		X
4. Does she introduce the subject to the students?		X
5. Does she perform diagnostic evaluation?	X	

Classroom environment

EVALUATION CRITERIA	Yes	No
6. Is she friendly with students?	X	
7. Does she treat with respect and kindness to students	X	
8. Does she evaluate student participation?	X	
9. Does she keep discipline in classroom?	X	
10. Does she motivate students to participate in class?	X	

Teaching-Learning Process

EVALUATION CRITERIA	Yes	No
11. Does she take the previous experiences of the students as a starting point for class?	X	
12. Does she present the subject using real examples, and experiences or demonstrations?		X
13. Does she relate the topic with the reality in students live?		X
14. Does she assign clear activities that students are able to perform successfully?	X	

15. Does she assign alternative activities for students to advance faster?		X
16. Does she make an explanation reinforce to students to determine difficult understanding about a concept or activity?	X	
17. Does she ask questions to see if students understand what was explained in class?		X
18. Is there evidence of security issue in the presentation?	X	
19. After the class, does she summarize the most important points?		X
20. Does she make an assessment to see if students understand the topic?		X
21. Are instructional materials used creatively to capture the students' attention and interest during class?		X
22. Is the class is given only in English?		X
23. Is the class given in English and Spanish?	X	
24. Do students understand the instructions given to perform some activity or task?	X	
25. Is the students' work in teams during the class?		X
26. Is the students' work individual during the class?	X	
27. Method used by teacher in class		
Grammar Translation	X	
Direct		X
Audio lingual		X
Communicative language teaching	X	
29.- Strategies used by teachers for teaching English		
Strategies for Reading	X	
Strategies for Listening		X
Speaking Strategies		X
Strategies for Writing	X	
Strategies for Warming or Warm up	X	
Strategies for Motivation		X

Working in teams	X
Integration projects	X
Strategies to Play and sing songs in English	X
Task based on instructions	X

4.5. RESULTS OF DATA

The statistical operations determine clearly that the 84% of the sample experience an extrinsic motivation. It means that a big amount of the sample experience an extrinsic motivation when they learn English as a second language. In other words, this sample feels motivated to acquire this language because of external reasons or factors. But it must be emphasized that a 75% of the sample already mentioned was intrinsically motivated, which determines there is not such large gap between both. There is only a 9% of difference between both which indicates that although the majority of the sample experience an extrinsic motivation a high 75% of the same sample likes or enjoy English itself and for that reason they feel willingness and predisposition to learn it.

5. DISCUSSION

5.1. Survey applied to students

According to students, the teacher develops English language basic skills, but the level is unsatisfactory. Data shows that teacher is not using appropriate methodologies in teaching-learning process. Teaching materials are the student workbooks, sometimes videos, recorder and copies. It is important to remember that the institution has no laboratory.

Work in the classroom is done individually as well as the use of teaching materials, teacher has forgotten that the evaluation process is systematic and ongoing daily and throughout the educational process and not just at the end of the knowledge block as it is doing and always with oral lessons, written and practical does not change and there is not innovation.

All this means that student may have problems such as shortage of vocabulary, cannot write, slurred speech, lose focus easily, and they do not understand what they hear.

Also can be attached that students are unmotivated about English classes, it is because teaches does not apply the correct strategies, dynamic activities and also she does not demonstrate them why English language is important nowadays.

5.2. Survey applied to teacher

The investigated teaching degree in English education science specialty, it says that teacher has to teach the classes in English and Spanish because her students do not understand her when she speaks only English. The goal is to develop all the basic skills of language proposed by the Ministry of Education curriculum, information that concerns us when we see that the students have a very satisfactory level of all.

It can already assume that the methodology used is not varied, always uses the same methods and strategies, their work in the classroom is done individually as well as the use of teaching materials. The evaluation was performed daily, unfortunately does not use the results to make the changes required to improve educational processes.

As indicated above we see that the following difficulties ascend: the students have slurred speech, they are distracted easily, they have shortage of vocabulary, they cannot write in English, and they do not understand the listening and performance is not adequate.

According to the latest update of the general curriculum basic education conducted by the Ministry of Education in 2010, teachers must prioritize the development of skills and not the fulfillment of the objectives as was a previous proposal, so the teacher must to review and update their knowledge to check the new model of educational management.

5.3. Interview to the Rector of the institution.

The Rector of the educational institution accomplishes the functions that give the Education Act and its regulations so it performs the control and monitoring of teacher investigated in terms of planning, classroom observations, review and approval of assessment instruments.

The authority considers the use of appropriate methodological strategies help develop student interest in the subject so they are necessary to comply with the PEA. There are no statistics on how many students have problems in English subject in the ninth year. When students do not outweigh the difficulties are given educational support and directed tasks and extra activities.

They would like teachers of English from their educational institution to be trained in a program of methodological strategies to develop the basic skills of English curriculum, as this would help to improve the level of student learning and students would turn motivated by subject.

5.4. Class observation form

As for the observation of teaching lessons we observed that in the initial activities will not be checking homework sent home, forgot to introduce the theme and objectives to students. As for the atmosphere prior to the start of the class did not motivating young people in order to be ready for work in the classroom.

In the teaching-learning process the teacher did not take the previous experiences of the students as a starting point for the class, so that did not use real examples, and experiences or demonstrations to relate the topic with reality. It was noted that planned experiences according to the type of intelligences of students, or for special educational needs had not, consider all the boys equally.

As there was no clear and meaningful activities that promote meaningful learning in students evaluation was not so reinforcing the subject matter was not given. The teaching method used

was the translation strategies were observed for reading, writing and tasks based on instructions.

All observed is part of the traditional model of teaching, so that does not apply various strategies or teaching materials that draw students attention and allow interaction of them in the construction of their own knowledge.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. CONCLUSIONS

- The teaching methodology being used in the teaching of English language is the traditional, there is not use appropriate methods and instructional strategies for the process, she does not use varied teaching materials and resources, the teacher is the only one that assesses and she always does in the same mode.
- Students from ninth year have deficiencies in the development of basic skills ranking on the scale between little satisfactory and unsatisfactory.
- Deficiencies in the development of basic skills cause difficulties in the process of learning, students listen and they do not understand, they cannot hold a basic conversation in English, they have a low level of speech; students cannot write properly, they are unfocused about English classes, they have limited vocabularies, and this makes them easily unmotivated and have a not well performance.
- The teacher has the predisposition to be trained in active methodological strategies to improve the education of their students.

6.2. RECOMMENDATIONS

- Teacher should use in her class an active educational work, the methodologies that motivate students to learn and develop the language.
- Teacher must include the use of varied teaching materials and resources to enable the student interacted with the object and learn from direct experience.
- The teaching of English in the curriculum should include micro planning activities to develop reading comprehension that will allow students to improve their vocabulary, understand what they read, think more quickly, improve their self-esteem, overcome the problems in their academic performance and develop their own logic to solve problems.
- The authorities should conduct research on this topic to be accurate and based on these results develop institutional projects to solve the problem.
- Apply the workshop developed in this investigation to enhance the skills of students in the teaching-learning process.

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8. ANNEXES

8.1. ANNEXES 1

PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR
CAREER
APPLIED LINGUISTICS IN ENGLISH LANGUAGE TEACHING

SURVEY TO STUDENTS

Objective: To analyze the methodology used by the English teachers of the ninth year of basic education in the San Jose Obrero High School, in the city of Esmeraldas during 2014-2015.

Instructions: Read the questions carefully and then answer each of them in an honest and forthright manner. Mark an X on the site sees fit.

Question No. 1

In what language does the teacher develop the class?

Chart N°. 1

Options	
Only in English	
Spanish	
English and Spanish	

Question No. 2

Do you understand your teacher when she speaks English?

Chart N°. 2

Options	
Never	
Rarely	
Always	
Frequently	

Question No. 3

What skills are developed in her classes?

Chart N°. 3

Options	
Listening	
Writing	
Speaking	
Reading	

Question No. 4

Does your institution have an English laboratory?

Table N°. 4

Options	
Yes	
No	

Question No. 5

Are the teacher's materials and resources used in the classroom?

Chart N°. 5

Options	
Never	
Sometimes	
Always	

Question No. 6

What materials and resources are used in teaching in the classroom?

Chart N°. 6

Options	
Computers	
Projector	
Multimedia	
Internet	
Manuals	
Copies	
Videos	
Recorders	
Books	

Question No. 7

How are the teaching and instructional resources materials used in the classroom?

Chart N°. 7

Options	
Groups	
Couples	
Individually	

Question No. 8

How do you work in classroom?

Chart N°. 8

Options	
Couples	
Groups	
Individually	
All of the above	

Question No. 9

How often does the teacher evaluate you?

Chart N°. 9

Options	
Daily	
After a subject	
Everyweek	
At the end of a block	

Question No. 10

How does the teacher evaluate you in classes?

Chart N°. 10

Options	
Expositions	
Research	
Practices	
Oral lessons	
Tasks	
Written lessons	

THANK YOU FOR YOUR COOPERATION

8.2. ANNEXES 2

PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR

CAREER

APPLIED LINGUISTICS IN ENGLISH LANGUAGE TEACHING

SURVEY TO TEACHER

Objective: To analyze the methodology used by the English teachers of the ninth year of basic education in the San Jose Obrero High School, in the city of Esmeraldas during 2011-2012.

Instructions: Read the questions carefully and then answer each of them in an honest and forthright manner. Mark an X on the site sees fit.

Question No. 1

Degree that you have and years of service as a teacher

Question No. 2

In what language do you teach the class?

Question No. 3

Do you think that students understand you when you speak English?

Question No. 4

What skills do you try to improve in your students?

Question No. 5

Which method do you use for teaching English?

Question No. 6

How do you consider the level of the students in each skill is?

Question No. 7

Does the institution have English laboratory?

Question No. 8

Do you use teaching materials and resources in class?

Question No. 9

What materials and resources do you use in class?

Question No. 10

How do you use the materials and resources in the classroom?

Question No. 11

How does work is done in the classroom?

Question No. 12

How often do you evaluate students?

Question No. 13

What do you use to evaluate the class?

Question No. 14

What are the difficulties that students have in Education Annual Program?

Question No. 15

What training events have you attended this year?

Question No. 16

What is most important to you when working with your students?

Question No. 17

Would you like seminars based on the implementation of educational strategies for active learning were impart frequently in Esmeraldas?

THANK YOU FOR YOUR COOPERATION

8.3. ANNEXES 3

PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR

CAREER:

APPLIED LINGUISTICS IN ENGLISH LANGUAGE

INTERVIEW TORECTOR OF THE INSTITUTION

Objective: To analyze the methodology used by the English teachers of the ninth year of basic education in the San Jose Obrero Educational Unit, in the city of Esmeraldas during 2011-2012.

Instructions: Read the questions carefully and then answer each of them in an honest and forthright manner. Mark an X on the site sees fit.

Question No. 1

Does the English teacher present their lesson plan before developing it?

Yes ()

NO ()

Question No. 2

Do you review the lesson plan before the teacher develops it?

Yes ()

NO ()

Question No. 3

Do you make suggestion and comments on the lesson plans for teachers?

Yes ()

NO ()

Question No. 4

Do you make the class observation?

Yes ()

NO ()

Question No. 5

Do you observe the application of appropriate strategies for the development of each skill?

Yes ()

NO ()

Question No. 6

Do you observe well defined step in the method that teacher uses when teaching their classes?

Yes ()

NO ()

Question No. 7

Are the classes motivating and interesting?

Yes ()

NO ()

Question No. 8

Do you think the teacher has the ability to clearly communicate with your students?

Yes ()

NO ()

Question No. 9

Dou you think is important to consider the use of methodological strategies in the process of learning of students.

Yes ()

NO ()

Why: _____

Question No. 10

What is the percentage of students who have problems in the subject of English?

Question No. 11

What activities the teacher does to overcome the problems of students?

Question No. 12

Would you like English teachers from the educational institution to be trained in a program of methodological strategies to develop the basic skills of English?

Yes ()

NO ()

Why:

8.4. ANNEXES 4

PONTIFICIAL CATHOLIC UNIVERSITY OF ECUADOR

CAREER

APPLIED LINGUISTICS IN ENGLISH LANGUAGE TEACHING

CLASSROOM OBSERVATION FORM

Objective: To analyze the methodology used by the English teachers of the ninth year of basic education in the San Jose Obrero Educational Unit, in the city of Esmeraldas during 2011-2012.

Initial Activities

EVALUATION CRITERIA	Yes	No
2. Is the lesson plan on the table?	x	
28. Does she start promptly?	x	
29. Does she check homework?		x
30. Does she know the objectives of the class students		x
31. Does she introduce the subject to the students?		x
32. Does she perform diagnostic evaluation?	x	

Classroom environment

EVALUATION CRITERIA	Yes	No
33. Is she friendly with students?	x	
34. Does she treat with respect and kindness to students	x	
35. Does she evaluate student participation?	x	
36. Does she keep discipline in classroom?	x	
37. Does she motivates students to participate in class?	x	

Teaching-Learning Process

EVALUATION CRITERIA	Yes	No
38. Does she take the previous experiences of the students as a starting point for class?	x	
39. Does she present the subject using real examples, and experiences or demonstrations?		x
40. Does she relate the topic with the reality in students' lives?		x
41. Does she assign clear activities that students are able to perform successfully?	x	
42. Does she assign alternative activities for students to advance faster?		x
43. Does she make an explanation reinforce to students to determine difficult understanding about a concept or activity?	x	
44. Does she ask questions to see if students understand what was explained in class?		x
45. Is there evidence of security issue in the presentation?		x
46. After the class, does she summarize the most important points?	x	
47. Does she make an assessment to see if students understand the topic?	x	
48. Are instructional materials used creatively to capture the students' attention and interest during class?		x
49. Is the class given only in English?		
50. Is the class given in English and Spanish?	x	
51. Do students understand the instructions given to perform some activity or task?		x
52. Do the students' work in teams during the class?		x
53. Is the students' work individual during the class?	x	
54. Methods		
Grammar Translation	x	
		x

Audio lingual	X
Communicative language teaching	X
55.Strategies	
Strategies for Reading	X
Strategies for Listening	X
Speaking Strategies	X
Strategies for Writing	X
Strategies for Warming or Warm up	X
Strategies for Motivation	X
Working in teams	X
Integration projects	X
Strategies to Play and sing songs in English	X
Task based on instructions	X

8.5. ANNEXES 5

WORKSHOP

Name: _____

CREATE A BULLY STOPPER

- **Make up a super hero who would stop bully. Use the questions below to help you think about what this superhero would be like. Use complete sentences.**

1. What is your superhero's name? _____
2. What makes your superhero special? _____

3. What does your superhero look like? _____

4. Where does your superhero live? _____

5. Why did your superhero decide to help people who are being bullied? _____

6. How does your superhero stop bullies? _____

- **Listen "The Bully Free song" and fill in the blanks with verbs in simple present.**

Complete song

Call me names, put me down, try to say you are not my friend
I am like rubber-words just bounce - got no weight-not one ounce
Knocked to the ground, pushed around-trying to make yourself look strong
Not gonna take it. Going to say, "**STOP**", me and my friends stick together to the top

Chorus: I am Bully-Free - don't bully me
Cause I've been planning for you - I know the right things to do
I am Bully-Free - don't bully me
I've got new courage today - to stand up and say, "**NO MORE BULLYING!**"

Fill in the blanks

____ me names, ____ me down, try to say you ____ not my friend
I ____ like rubber-words just bounce - got no weight-not one ounce
Knocked to the ground, pushed around-tryin to ____ yourself ____ strong
Not gonna ____ it. Gonna ____, "**STOP**", me and my friends stick together to the top

Chorus: I ____ Bully-Free - don't bully me

Cause I've been planning for you - I ____ the right things to do
I ____ Bully-Free - don't bully me
I've got new courage today - to stand up and say, "**NO MORE BULLYING!**"

- **Name a list of activities that you propose to stop bully in your Institution.**

- **Share an experience about bully with the class.**
- **Choose one of the activities you list before and prepare a play about a bullying situation and how this activity could stop it.**

8.6. ANNEXES 6

PICTURES OF STUDENTS OF “SAN JOSÉ OBRERO” HIGH SCHOOL

