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ANALYSIS OF THE CURRENT ENGLISH LANGUAGE TEACHING METHODS AND
TECHNIQUES USED BY BASIC EDUCATION TEACHERS OF THE N° 4 AREA
SCHOOLS IN ESMERALDAS CITY, 2018

REPORTE DE TESIS

ANÁLISIS DE LOS MÉTODOS Y TÉCNICAS ACTUALES DE ENSEÑANZA DEL
IDIOMA INGLÉS USADOS POR LOS DOCENTES DE EDUCACIÓN BÁSICA DE LAS
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And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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STATEMENT BY THE AUTHOR

I, Adriana Patricia Ibarra Quiroz, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE.”

Adriana Patricia Ibarra Quiroz

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ABSTRACT

English language teaching methods and techniques are very important for carrying out the teaching learning process adequately. With the purpose to analyze the English Language Teaching current methods and techniques used by Basic Education English teachers of N°4 Area schools in Esmeraldas city, a descriptive-quantitative investigation was done with the methods of analysis, synthesis, hermeneutics and the technique of survey that was applied to 15 English teachers of the referred schools. The results revealed that although teachers show interest in the use of methods, there is not a systematic use of them in the English lesson; being the most used Communicative Language Teaching and the Total Physical Response; the techniques more frequently used were giving instructions to reinforce students' interests and oral work, with the students organized in pairs and groups. In conclusion, the general results of this investigation coincided with the results of previous studies related to the importance of using correct methods and techniques for English language teaching.

Key Words: Teachers, students, schools, techniques, teaching, methods

RESUMEN

Los métodos y técnicas de enseñanza del idioma inglés son muy importantes para desarrollar un proceso de enseñanza aprendizaje adecuado. Con el propósito de analizar los métodos y técnicas actuales de enseñanza del idioma inglés utilizados por los maestros de este idioma en la educación básica de las escuelas del área N°4 en la ciudad de Esmeraldas, se realizó una investigación descriptiva-cuantitativa con los métodos de análisis, síntesis, hermenéutica y la técnica de encuesta que se aplicó a 15 profesores de inglés de las escuelas referidas. Los resultados revelaron que, aunque los profesores muestran interés en el uso de los métodos, no hay un uso sistemático de ellos en la lección de inglés, siendo los más utilizados la enseñanza comunicativa del idioma y el método de respuesta física total; las técnicas más frecuentemente utilizadas son provisión de instrucciones para reforzar los intereses de los estudiantes y el trabajo oral, con los estudiantes organizados en parejas y grupos. En conclusión, los resultados de esta investigación coincidieron con los de estudios anteriores relacionados con la importancia de usar métodos y técnicas correctas para la enseñanza del idioma inglés.

Palabras Clave: profesores, alumnos, escuelas, técnicas, enseñanza, métodos.

INTRODUCTION

Theme Presentation

English is currently considered the most important language worldwide since it is basically an indispensable tool for communication. It is the way through which people can share their ideas and thoughts with others. Although learning English can be challenging and time consuming, it is also very important to learn it because it creates many opportunities in Education, job, business and personal relationship.

The teaching of English has had problems in the Ecuadorian contexts, mainly in the city of Esmeraldas, where it is very difficult to obtain positive results in this issue, there are some factors that disturb the correct development of each lesson, for example the methodologies teachers apply, which are sometimes not appropriated or maybe they use the same strategies to teach all students without taking into account their levels and motivation. However, they should look for a solution to this problem that affects students, especially in the public schools of this city.

In the 21st century most Internet sites, magazines, catalogues are in English, Ecuador demands highly trained and accredited teachers to teach young people. All this makes it necessary for these professionals to increase their training in the English language, which has generated new demands on education, which lead to raising the parameters of quality in the training processes.

The English language is a medium of communication that is used to indicate much of the world's knowledge, especially in areas such as science and technology, education is responsible for providing access to knowledge. In recent years many nations have raised English to the level of official language or have chosen it as their main foreign language for learning in schools. You have to speak English to make a business between different countries that use English as an intermediary, as well as for intercultural and school exchanges, for this reason and many more the English language is necessary as a means of communication. Crystal (2012)

The needs and demands that currently the Ministry of Education of Ecuador requires from teachers, such as B2 level to teach this language in educational institutions in our country, the lack of qualified professionals, motivated the use of good methods and learning strategies for learners.

For decades English language teaching in Ecuador has been done by some traditional methods, such as the Grammar Translation Method, the Direct Method, also the Audio – Lingual Method. The Communicative Language Teaching or Communicative Approach was introduced into Ecuador. Learners should not only be equipped with language knowledge, but also be capable of appropriately use the foreign language in various situations. Nevertheless, it has been gradually assumed among the scholars and teacher in Ecuador – Esmeraldas, that communicative competence makes the ultimate objective of English language teaching, and the Communicative Approach, if it is complete and well applied, you do not necessarily have to use each method, you just need to complement all the methods.

Problem Statement

In the present investigation, the aim is to analyze the problem that exists in the teaching-learning process taking into account that teaching to children is more challenging for teachers because they need to be actively involved in the learning process and if the teacher applies correctly different strategies for each class and tries to catch the attention of all students. Takin into account that the English hours are very few, depending on the school obviously, usually in 3 hours at the week of 35 or 40 minutes each, there is little that can be done with the children, because they need to have a very active class and therefore also a factor against it is the number of students they work with, mainly in public schools. Thus, it will be beneficial to determine the current methods that English teachers use in order to improve the different level of Basic Education students' learning of the language and help teachers to improve the objective that is to apply the correct strategies and methodologies.

The main problem of this investigation is:

Which are the current English language teaching methods and techniques used by basic Education teachers of the N°4 Area Schools in Esmeraldas city, 2018?

Justification

The need that today's learners have to learn a universal language such as English is a theme that is heard daily in all the cities of our country, even more when it is taught almost 40 minutes, three times a week during their school life, and at the end of school they cannot demonstrate a simple dialogue in English, it can happen for many reasons, one of them is that it does not take place in a natural environment, there are not adequate material in the educational centers and something very delicate that many teachers have degrees, but they do not have a B2 level of English that is allowed to teach this foreign language. For these reasons, it is necessary that teachers know and change their methodological style of teaching English, and in other cases apply the appropriate methods according to their level of teaching. This research work aims to improve the teaching-learning process of our students, and thus raise the academic level through the correct application of methods by teachers so that student learning is meaningful, in addition to this, prepare students to face the globalized society in which we currently live. Lessons should be taught dynamically, therefore, the importance of media, strategies and teaching strategies for students should be taken into account for better communication skills and the progress of their motivation and interest.

The reasons that led the author of this research to investigate the methodologies teachers use in classes at N°4 Area of Education are the low performance in their student's communication in the English language. However, there are several factors which may lead teachers not to have positive results in the teaching learning process. For instance, teachers only use the student book, and teachers do not use cooperative learning strategies and so on. Consequently, in this investigation, the author will find the strategies, techniques and methodologies which teachers use in their lessons, for improving students' in their communicative competence.

Indirectly, the Educational Institutions will be benefited since they will have a clear vision of how to improve their academic level; this will undoubtedly be recognized by the educative community generating institutional prestige. A very positive level of impact will be generated because teachers prepared with good goals and techniques will generate greater confidence in the educational field.

OBJECTIVES

General Objectives

To analyze the current English Language Teaching methods and techniques used by Basic Education English teachers of the N° 4 Area schools in Esmeraldas city, 2018.

Specific Objectives

1. To identify the Basic Education English teachers' knowledge of teaching methods in the N°4 Area schools in Esmeraldas city, 2018.
2. To determine the current teaching methods that the referred teachers use in their classroom.
3. To describe the most frequent teaching techniques the English teachers of N°4 Area schools use in their lessons.
4. To distinguish the teaching methods that best contributed to the students English Language learning in the mentioned Area of Education.

CHAPTER I:

THEORETICAL FRAMEWORK

1.1 Definition of Method

Method is defined as “The notion of a systematic set of teaching practices based on a particular theory of language and language learning” (Richards & Rodgers, 2014, p.3).

Methods are plans of practices and techniques used by teachers in their classes. It is based on the idea about the nature of language students have and how to learn the foreign language correctly. The methodology that the teacher will apply in his/her class will depend on some factors such as the age of the students, the level of knowledge about the new language, the objectives that the teacher has proposed to achieve with those students, the didactic materials he/she presents in his/her class and the appropriate use often to catch learners’ attention.

One of the most important jobs that correspond both to teachers and students in the teaching of a foreign language in a methodology, it is the correct use of the appropriate activities when teaching the language is logical and useful. However, an important part that corresponds to the teacher must not care out, focused on the teaching learning-process for example, the organization in the classroom, if it is the tasks are clearly explained, the students brings positive results in their task, also is convenient to work individually because guarantees the learning of a foreign language in the students.

1.1.1 The Grammar Translation Method

According to Richards & Rodgers (2001) the Grammar Translation Method refers to the “(...) way of studying a language that approaches the language first through detailed of its grammar rules, followed by application of this knowledge to the task of translating sentence and text into and out of the target language”. (p.5-6)

This method is based on translating sentences and texts through grammatical rules using morphology and syntax so that the texts make sense, however, the language skills cannot be ignored, mainly writing and reading.

It is considered the first method of teaching a foreign language. This method dominated Europe and the teaching of the foreign language between 1840 and 1940, even today is still used. It is based on the fact that all European languages have their Latin origin. Therefore they have the same linguistic structure and learning any foreign language means applying Latin grammar to that language.

According to Richards & Rodgers (2014) the most important features of the Grammar Translation Method are:

- This method focuses on written comprehension and expression, leaving aside oral comprehension and expression.
- The vocabulary is based on the reading texts, and the words are taught by a list of bilingual words, dictionary study and memorization.
- The sentence is the basic unit of teaching and language teaching.

Referring to the appointment, this method is one of the most traditional used by teachers, which in some cases gave its results, but at present it has been discovered that there are other very important methods for meaningful learning of the English Language.

1.1.2 Communicative Approach to- Language Teaching

In contrast to the Method of grammatical translation, there is the "revolutionary" Communicative Approach, which modifies the attention of linguistic competence to communicative competence. Communicative Language Teaching (CLT) originated in Europe, with the growing interrelationship of the European partner countries in the 1960s. CLT was extended to Taiwan at the end of the 1970s and adapted to both advanced education and in the tradition up to the present date. American and British advocates now see it as an approach that aims to (a) make communicative competence the goal of language teaching and (b) relevant procedures for teaching the four language skills. "The Communicative Language Teaching stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching" (Howatt, 1984, p.19).

The concept of communicative competence involves knowledge of the language and the ability to use the knowledge in context. Communicative competence is a complex notion that involves linguistic as well as sociocultural sectors.

Littlewood, (1981) mentions in his publication that “the foreign language needs more than a fixed repertoire of linguistic form corresponding to communicative functions” (p.18), it helps students to use a foreign language in any type of circumstances, and besides this it gives importance to the learning of the functions of the language. This communicative approach is not so modern but it was the one that led the European countries to learn a new language where the most important thing was to be able to communicate with other people in any space of the society.

1.1.3 The Direct Method

Souvenir and Berlitz cited by Richards & Rodgers (2014) refer that this method is characterized by a Natural Method, in which the translation is not considered part of the activities of the class, only it is working with the target language, which in this case is English, because of its emphasis on correct grammar and pronunciation. It is focused precisely on teaching a foreign language that be never learned as the mother tongue and for this, the teacher practices with his students doing reading exercises aloud, also, exercises of questions and answers, dictations, complete exercises fill in the blank, among others.

The Direct Method was introduced in France and Germany in the late nineteenth and early twentieth century and was dedicated in the United States by the authors mentioned above, in private language schools. It marks the end of the teaching of foreign languages based on grammar and translation.

Souvenir and other creators cited by Richards & Rodgers (2014) believe that language is better taught using it actively in the sessions, rather than using analytical procedures that focus on explaining the grammar rules.

Richards & Rodgers (2014) in their third edition consider that the following characteristics presented below are the most important:

- The classes are taught in the foreign language. The students must learn to think and communicate in that language.
- Oral skills are built gradually, through exercises of questions and answers between the teacher and the student in small groups and in places where this can be done.
- The concrete vocabulary is taught through demonstrations, objects and images; the abstract vocabulary through the association of ideas.

1.1.4 Audio-lingual Method

This method is based on a reinforcement procedure that is emphasized in the teaching of skills to speak and listen before reading and writing, also called behavioral theory. Didactic resources are used as language laboratories, recordings and the great importance is attached to the pronunciation and exercises developed in class by the teachers. The goal of this method is to try to use less the mother tongue in the classroom and focus on the foreign language (Richards & Rodgers, 2014).

According to these authors, the characteristics that they establish for this method are:

- Drills are used to teach structural patterns.
- Set phrases are memorized with a focus on intonation.
- Grammatical explanations are kept to a minimum.
- Audiovisual aids are used.

1.1.5 Silent Way Method

Richards & Rodgers (2014) mention that this method was invented by Caleb Gattegno. It is based on the fact that the teacher should be as silent as possible; however, the student should be encouraged to use the language as much as possible. The most characteristic elements of the Silent Way are the use of color charts and Cuisenaire bars, which emerged from Gattegno's previous experience as an educational designer of reading and math programs.

Learning is facilitated if the student discovers or creates instead of remembering and repeating what must be learned. For example, if the student creates a dialogue of something

common or it is made daily, it will be easier to remember that if the teacher provides one where the student is not familiarized with the vocabulary.

The authors mentioned above, chose the most important features of this method, the same as below.

- The student's native language is not used.
- Sound, precision and intonation are reinforced.
- Learning occurs through posters, cards with sounds or color-coded morphemes because learning improves when objects that the student can manipulate intervene.
- The teacher remains silent most of the time, so that the students are the ones who speak and practice most of the time.

1.1.6 Total Physical Response (TPR)

According to Richards & Rodgers (2014) the Total Physical Response (TPR) is a method of teaching the language around the coordination of words and actions; it's about teaching the language through physical activity. This method was developed by James Asher, professor of psychology.

The author's theory proposes the acquisition of a foreign language follows a process parallel to that of the maternal in its infant stage. First, the children respond physically to the similar orders and instructions of their parents and, subsequently, they do it orally. Thus, a great emphasis is placed on comprehension skills as well as affective and emotional aspects, taken from humanistic psychology. Asher cited by Richards & Rodgers (2014) understands the learning of the first and second languages as a parallel process.

The authors of this theory report that there are three central processes for this method, the same as detailed below.

- The child develops the competence to listen before the development of the ability to speak. At very early ages in the acquisition of a language, Children can understand complex expressions that they cannot produce or imitate spontaneously.

- The ability of children in oral comprehension is acquired because children are prepared to respond physically to spoken language in the form of commands.
- Once the oral comprehension has occurred, the speech evolves in a natural way and without much effort.

1.1.7 Communicative Language Teaching Method (CLT)

The Communicative Language Teaching Method (CLT) aims to allow students to communicate in a safe and practical way in the multiple situations in which they find themselves. In other words, the CLT is aimed precisely to teach foreign or second languages that emphasize the communicative competence. The teacher must share their knowledge to any group of students to clarify with other students and they are able to develop the skills to understand and communicate properly with each other.

Communicative teaching is the methodology which is marked as the objective of the development of communicative competence. The essence of this approach is, therefore, in the enrichment of the learning objectives: it is not only that students acquire a certain linguistic system, but that they are able to use communication adequately and effectively (Encabo & Pastor, 1999).

1.1.8 The Suggestopedia Method

The Suggestopedia is a method that is focused on creating a relaxed, harmonious classroom that was used to learn a foreign language; it was developed by a Bulgarian named Georgi Lozanov. This concept is derived from the suggestion "A science devoted to the systematic study of non-rational and non-conscious influences" that human beings are constantly responding (Richards & Rodgers, 2014).

The three most relevant characteristics of this method are detailed below.

- The student not only learns from direct instruction, but from the environment in which it is developed. The luminous decoration of the class, the musical background, the shape and placement of the chairs and the personality of the teacher are considered as important in the instruction as the form of the didactic material itself.

- The variation of tone and rhythm towards the materials presented help prevent boredom caused by monotonous repetition.
- The intonation and rhythm are coordinated with a musical background.

1.1.9 Task Based Language Learning Method

This method is based on an activity where students can use the language and achieve a specific result. The objective is to create the need to learn and use language and it is based on three stages for its development. In the first one, the teacher gives the instructions to carry out the task, which allows awakening an interest in the student, because he will be able to ask questions regarding the task. The second part will be the development of the task where it will allow you to think and have many ideas about the task. The third part that is considered the most important because this is the result of the process of the task. The student will show his teacher and classmates his final work in the foreign language.

The following criterial features of a task can be identified (Ellis, 2004).

- A task is a work plan.
- A task involves a primary focus of meaning.
- A task involves real-world processes of language use.
- A task can involve any of the four language skills.
- A task engages cognitive processes.
- Has a clearly defined communicative outcome.

1.1.10 Content and Language Integrated Learning (CLIL)

The term "Integrated Learning of Curricular Knowledge and Language" Foreign (CLIL) refers to the teaching of any particular subject in which a foreign language is used as the transmitting language. This method projects equality between content and language learning. The implementation of CLIL, responsible for teaching and learning processes with a dual purpose: the development of competences of the subject and, at the same time, the development of language skills Suárez (2005).

According to Richards and Rodgers (2001) there are some principles:

- A language is best learnt by using it to communicate.
- Authentic and meaningful communication should be the goal of learning activities.
- Learning is a process of creative construction and involves trial and error.
- The language is used at the same time both to learn and to communicate.
- The subject that is studied is what determines the type of language that needs to be learned.
- Fluency is more important than accuracy in the use of the language.

1.1.11 Lexical Approach

Lewis (1994) affirms that this approach consists of the ability to understand and produce lexical phrases as a whole without analyzing what is being said. The presentation to these lexical segments allows the students to assimilate understood linguistic models that have been considered part of the grammar. The teaching focuses on very fixed expressions that occur with great continuity in spoken language.

There are some characteristics that Lewis propose (1994) and they are:

- In language teaching, it is essential to raise awareness among students and develop the ability to use the same language these pieces manufactured successfully.
- Language is recognized as a personal resource, not as an abstract idealization.
- Grammar as a structural system is subordinated to the lexis.
- The grammatical error is recognized as intrinsic to the learning process.
- Grammar is prioritized as a receptive skill that involves the perception of similarity and difference.
- The task and the process are prioritized more than the exercises and the result.
- Receptive skills, mainly hearing, acquire a higher status.

1.1.12 Natural Approach

The natural method considers communication as the primary function of language and meaning; this has to be comprehensible and specific information, in this way students learn spontaneously, following a natural order of learning (Krashen & Terrel, 1995).

Students may use either the language being taught or their first language, errors in speech are not corrected; however, homework may include grammar exercises that will be corrected.

This learning system is based on the theories of the acquisition of a second language, which contains the following assumptions by (Krashen & Terrel, 1995):

- Acquisition versus learning.
- The monitoring function in conscious learning, which works under the conditions of time, focuses on the form, the knowledge of the rules of grammar.
- The natural order of acquisition of the second language, which is similar to the acquisition of the first language.
- The input: the relationship between the student's exposure to language (understandable input), and the acquisition itself.
- The affective filter or elements that interfere with the learning of the language.

1.1.13 Theories that have supported language teaching methods.

The sociocultural theory refers “Developmental analysis that returns to source and reconstruct all the points in the development of a given structure” Vygotsky (1999). This describe to the function of cultural development of the child appears in two phases, the first call interpsychological (between people) and the second called intrapsychological (occurs within the child). In this function the logical memory, voluntary attention and formation of concepts in logical form intervene.

The Universal Grammar which sees acquisition of language as a genetically endowed process Chomsky (2006) consists of a set of unconscious constraints that let us decide whether a sentence is correctly formed. This mental grammar is not necessarily the same for all languages. But according to Chomskyian theorists, the process by which, in any given in my language, certain sentences are perceived as correct while others are not, it is universal and independent of meaning and you could say that this theory supports the grammar translation method.

Behaviorism theory, are sets imitation and habit formation as the basis of language learning. Those activities that are carried out in a shared way allow children to internalize the thinking and behavioral structures of the society that surrounds them, appropriating them.

McLeod (2017) refers in his article that Behaviorism deals mainly with observable behavior, unlike internal events such as thought and emotion.

All behaviors, no matter how complex, can be reduced to a simple stimulus-response association). Watson cited by McLeod (2017), described the purpose of psychology as: “To predict, given the stimulus, what reaction will take place; or, given the reaction, indicate what is the situation or the stimulus that has caused the reaction”.

There have been many criticisms of Behaviorism, including the following:

- Behaviorism does not account for all kinds of learning, since it disregards the activities of the mind.
- Behaviorism does not explain some learning—such as the recognition of new language patterns by young children—for which there is no reinforcement mechanism.

Research has shown that animals adapt their reinforced patterns to new information. For instance, a rat can shift its behavior to respond to changes in the layout of a maze it had previously mastered through reinforcements.

1.1.14 Methods of Measuring Learning Outcomes and Value Added

The Methods of Measuring Learning Outcomes and Value Added contribute a way to characterize the limit of methodologies that can be used to answer the extensive question, what knowledge and abilities have students acquired from both their academic work and their co-curricular activities during their years in college?. Overall, the data obtained using these methodologies can help evaluated the value added by a university education. (Breslow, 2017)

Therefore, the Grid categorizes assessment methods along two as follow:

- Whether the methodology collects data that are indirect or direct measures of student learning.
- Whether the methodology is more easily designed and implemented, and the resulting data analyzed, by educational/institutional researchers, faculty, or both.

Breslow (2017) stated these two variables whether measures are direct or indirect and who collects and analyzes the data were chosen because they have strong political and resource implications that need to be taken into account in developing an assessment plan. A successful assessment policy is derived from choosing the best combination of methodologies that can be implemented using the available resources.

1.1.14.1 Who does Assessment?

During the last two decades, inclination has also increased in what is often described as "integrated evaluation in the course". This perspective comes from the verification that teachers evaluate student learning all the time and in different ways such as oral lessons, written, active participation, tasks among others and this is what they do as part of their role as educators and trainers of future professionals. This can involve the use of more precise methods of research by educators along with the usual forms of qualification taking into account the established parameters, which, in turn, may require the continuous training of teachers or the experience of an educational researcher. (Breslow, 2017)

To finish these methods for English language like foreign language it is possible to say that there is not a secret or some determined universal methods to learn this language, nevertheless all that student's needs is a little help to learn without much effort. For this students need to have vocation to learn that desire to discover the world to communicate with other people in the world.

1.2 Previous Studies

McKay (2003) contributed with a book in which the purpose is "Teaching English as an International Language: Rethinking Goals and Perspectives", the purposes of this book are to clarify these assumptions and defend why they are considered in the approach of teaching methods and materials of English as a foreign language. She argues that for a language to be international it means that the language has developed where "it is no longer linked to a single culture or nation, but serves global and local needs as a language of wider communication" (p. 24).

Bayyaurt (2007) proposed in his work "Non-native English language teachers' perspective on culture in English as Foreign Language classrooms", the author makes a study on the

importance of increasing the awareness of teachers of non-native languages of English about the different dimensions of culture in the teaching of English as an international language. This study was conducted to 15 teachers from public and private schools in Turkey. In addition, the results also reveal the belief of the teachers who participated, that being a non-native teacher who speaks English is an advantage when it comes to cultural and linguistic issues in the English classroom.

Ahmad & Rao (2013) in their work *Applying Communicative Approach in Teaching English as a Foreign Language: A Case Study of Pakistan* considered that it can be concluded from the data of the two empirical studies discussed above that the communicative approach is better than the traditional method (GTM) in teaching English at the higher secondary level in Pakistan. The experimental study included in this research proved the fact that, if provided with suitable conditions, Pakistani learners can increase their communicative ability. The use of the CLT approach has shown to increase motivation for learning. The survey study also signifies the possibility of implementing the CLT approach in Pakistan. The respondent teachers showed their willingness to incorporate communicative activities in classrooms.

According to Lišková (2017) in the development of his work entitled *Methods and Approaches in Teaching English at a Lower Secondary School Level*, she explained the methodology of teaching English is very complex and in constant development. The ELT methodology tries to explore and answer how the language works memory; besides looking for what is teaching and what is learning, what is taught and how it is taught in the classroom, check if the objectives of the teaching-learning process are met and how to achieve them effectively, and how to facilitate and improve learning. Several methods that have been developed over the years, up to now, are an attempt to answer these questions. The methods and means of theses in the teaching of English in the lower secondary school, this work tries to determine which methods and which are currently being used in English classes and if the language teachers are interested in the latest trends in the ELT methodology.

Noting that 80 percent of English teachers around the world are bilingual users of the language, with the sole purpose of a wider communication, teaching English as a foreign language and to meet the pedagogical needs of such users, it is essential that the falsehood of the native speaker is questioned.

1.3 Legal Foundation

Based on the education laws of Ecuador, important points are presented such as:

The "Curricular Development", which is responsible for emphasizing very important aspects such as English planning based on standards, the implementation of resources for its development and the management that must be followed to develop these standards in addition to the effective use of the resources that the teacher possesses and the technology that must go hand in hand.

The Ministry of Education (2016) from Ecuador in article 343 states that: The national education system will be aimed at the development of individual and collective capabilities and potential of the population, enabling learning, and the generation and use of knowledge, techniques, arts and culture. The system will centre on the subject that learns, and it will work in a flexible and dynamic, inclusive and manner. The national education system will integrate an intercultural vision in accordance with the geographical, cultural and linguistic diversity of the country, and respect for the rights of communities, peoples and nationalities.

The Organic Law of Intercultural Education (LOEI), published in the Second Supplement of the Official Registry No. 417 of March 31, 2011, in Article 6 determines that among the obligations of the State are: To promote scientific research, technology and innovation, artistic creation, the practice of sport, the protection and conservation of cultural, natural and environmental heritage and cultural and linguistic diversity." (MINEDUC, 2015)

Article 3. - Flexibility in the Basic General Education Curriculum. - Each educational institution may increase or decrease the time load of the instrumental areas (Language and Literature, Mathematics and Foreign Language) according to the needs presented by their students, orienting it to meet the curricular objectives of each of these areas in each grade and level. The Ecuadorian government has encouraged the promotion of the teaching link with the productive and social development, delegating people so that they can make these demands in the benefit of their country in terms of education. (Ministry of Education of Ecuador 2012).

There are some general dispositions of the MINEDUC for Institutional Reglament English Language Teaching:

The fourth disposition authorize that educational institutions legally recognized as bilingual (foreign language), according to the provisions of Article 111 of the General Regulation to the LOEI, offer the curricular contents in both languages (maternal and foreign), provided that the compliance with national standards. (MINEDUC, 2015)

The fifth disposition authorizes that educational institutions not legally recognized as bilingual offer any of the subjects of the curriculum in a foreign language, provided that the workload of these subjects is less than 40% of the total, that the fulfilment of the national standards of learning and that the teaching team complies with the requirements required for bilingual educational institutions according to the provisions of the second paragraph of Article 111 of the General Regulations of the LOEI. (MINEDUC, 2015)

The sixth disposition states that the educational establishments of the Bilingual Intercultural Education System are governed by Ministerial Agreement 440-13 of December 5, 2013, where the Bilingual Intercultural Education System Model is strengthened and implemented.

CHAPTER II:

MATERIALS AND METHODS

2.1 Type of Investigation

This research was a descriptive-quantitative one. It was carried out at Inmaculada, La Providencia, Luis Vargas Torres, Ramon Bedoya Navia, Margarita Cortez, San Jose Obrero, and 5 de Agosto Schools, which belong to the N° 4 Educational Area in the city of Esmeraldas, in the year 2018.

2.2 Population and Sample

The population of this study was formed by 15 teachers of Basic Education and teachers Schools from the Education Area No 4 as referred above.

2.3 Operationalization of Variables (Appendix A)

As it is shown in Appendix A, there was one variable for this investigation: “Teaching methods and techniques”.

2.4. Methods of Investigations

Analysis, to review and support the bibliography as well as the results through the application of the different instruments.

Synthesis, to give the most important theories about the use of methods and techniques to activate students’ English language learning. It was also used to analyze the results and synthesize the most relevant information.

The hermeneutic method was also used for interpreting the most relevant information analysed in the theoretical framework. It also helped to interpret the results obtained with the application of the techniques. Finally, the descriptive statistics method was used to process the data obtained.

2.5 Technique

The technique used was a survey which was applied to the 15 Basic Education teachers of the N° 4 Area Schools in Esmeraldas city. The teachers responded according to their knowledge and they gave a little bit of free time to answer the survey.

The survey contained six questions related to the methods and techniques that the teachers use to teach English and to know if they apply them according to the necessity.

2.6. Instruments

The instrument used was a questionnaire which contained six open and close questions in relation to the indicators which were evaluated.

2.7. Analysis of Data

All information collected through the survey was processed by using the manual percentage method. To show the results obtained the Microsoft Excel program was used to make the figures.

CHAPTER III:

RESULTS

3.1 Results of the survey applied to teachers

In relation to the language teaching methods that the surveyed teachers know, as illustrated in figure 1, the results revealed that they are The Grammar Translation and the Communicative Language teaching, what represented a 93% respectively.

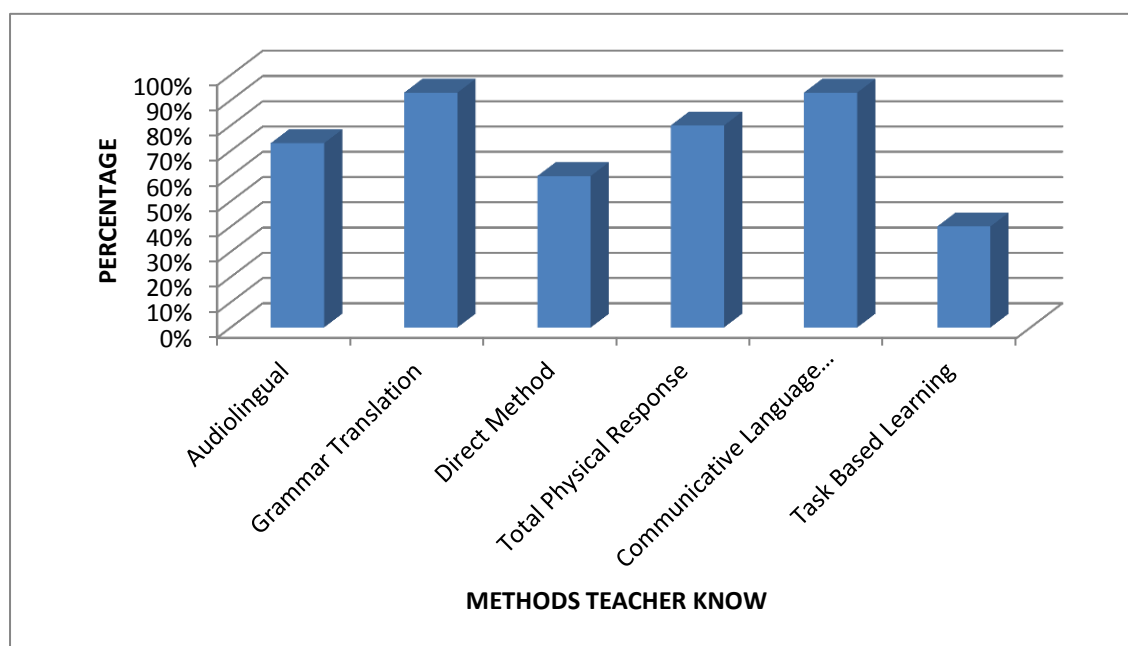


Figure 1: Language Teaching methods teachers know.

Source: Survey Applied to the teachers.

Regarding the methods teachers use, as shown in figure 2, all methods are important for them, but they find easier to use the Communicative Language Teaching and Total Physical Response, with 86 % because their students can respond in a positive way using these methods.

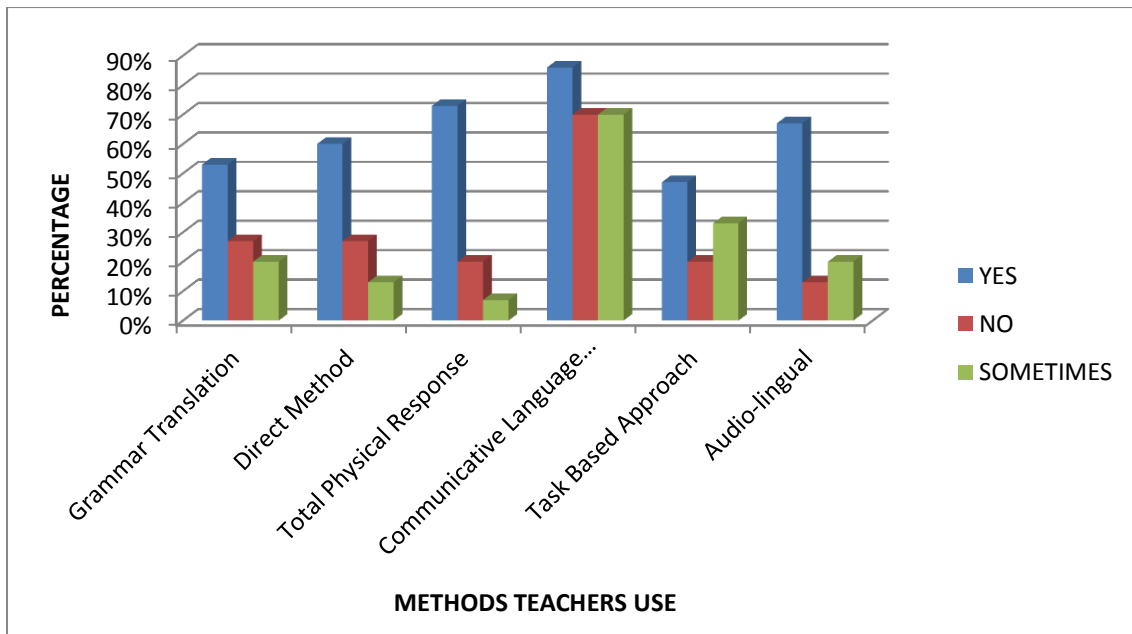


Figure 2: English Language Teaching Methods teachers use.

Source: Survey Applied to the teacher

According to the teaching techniques teachers use in figure 3, the results revealed that they use different techniques to teach in the classroom for a better performance of their students and complete their classes in a meaningful way. The techniques most used are the group work and pair work.

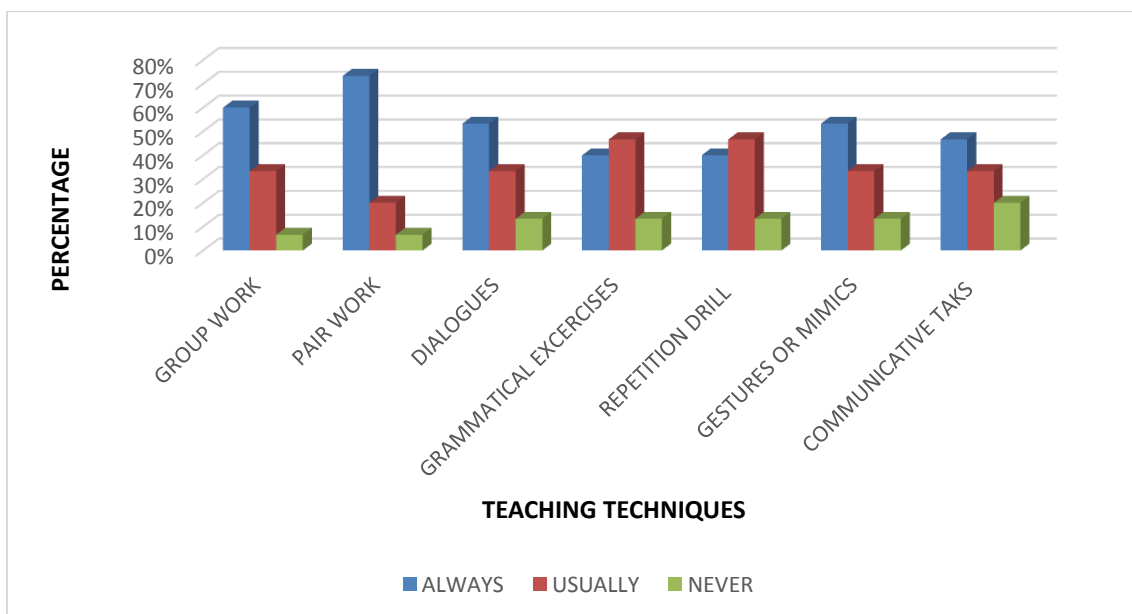


Figure 3: Teaching Techniques teachers use.

Source: Survey Applied to the teacher.

In relation to how teachers evaluate their students, figure 4, the results showed that teachers mainly use questions and answers.

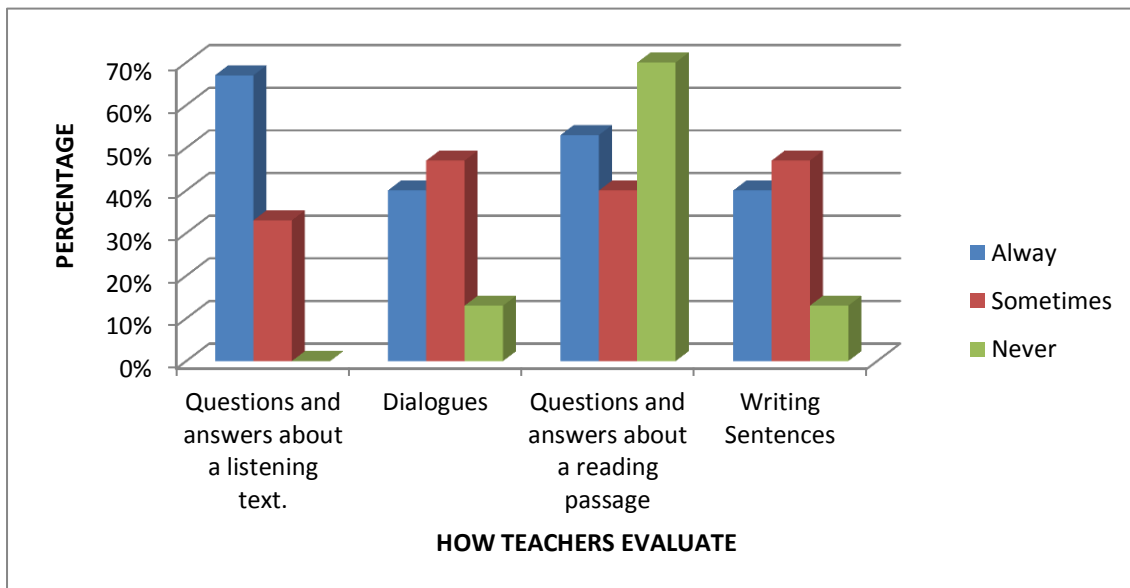


Figure 4: How teachers evaluate their students.

Source: Survey Applied to the teachers.

Regarding the ways to teach lessons, figure 5, the results revealed that teachers use interesting techniques for learning this universal language are highlighted with 60%, such as instruction to reinforce the students, and oral practice.

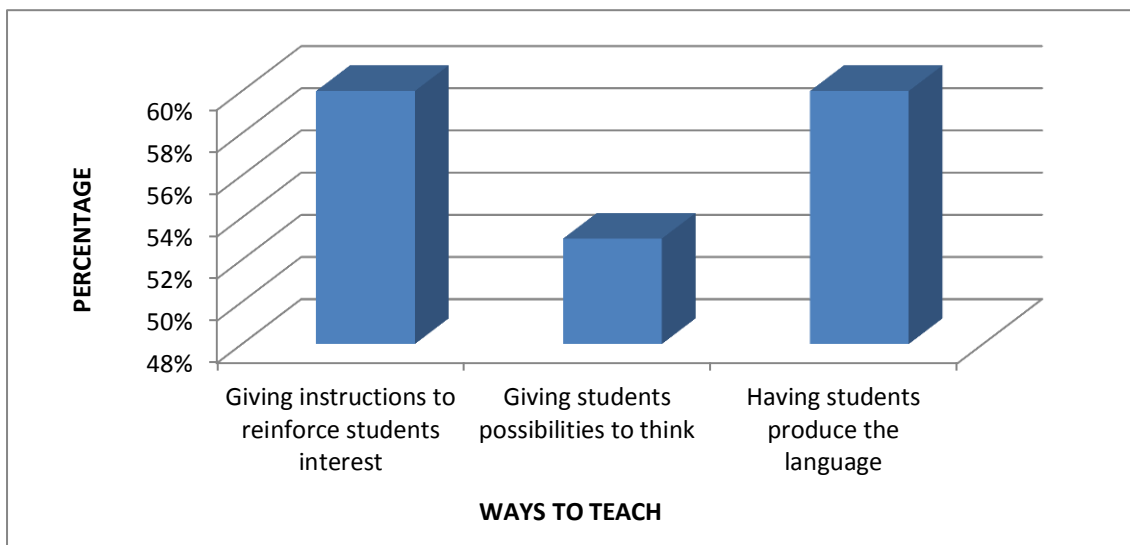


Figure 5: Ways to teach lessons

Source: Survey Applied to the teachers.

In accordance with the influence of the methods used by teachers, figure 6, the Communicative Language Teaching with a 60 % is the most used by the teachers because the pupil needs to talk to communicate with other persons.

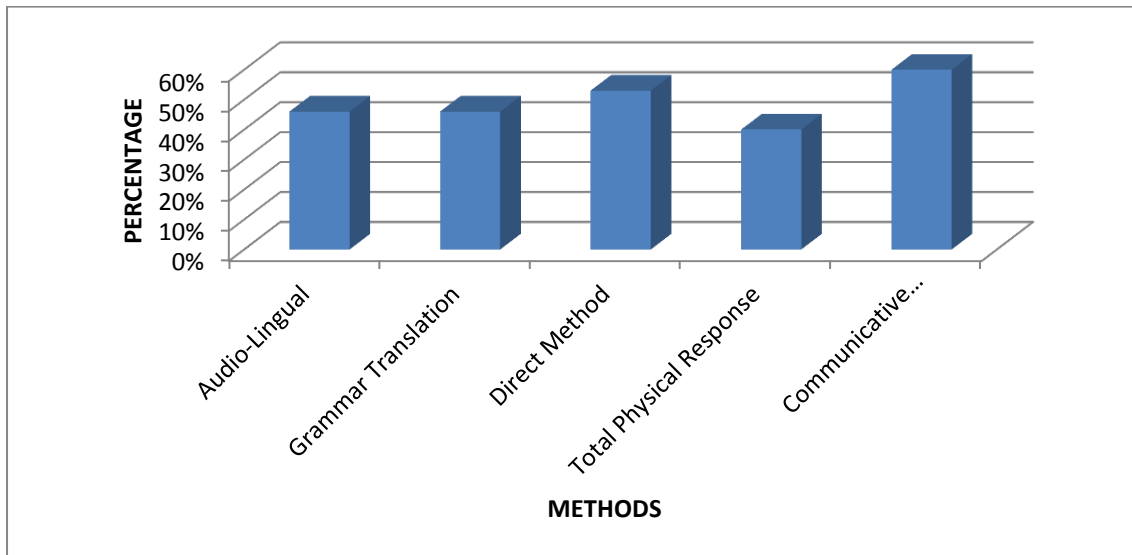


Figure 6: Influence of the methods used by teachers

Source: Survey Applied to the teachers.

CHAPTER IV:

DISCUSSION

In accordance with the previous studies carried out by McKay (2003), where reference is made to the importance of English as a means of global communication, it is worth noting that introducing a foreign language into a population, speaking of students, since it is a work of delivery and sacrifice for the teacher who will have to look for the best methods and techniques for student learning and on the other hand, the interest shown by each of them to learn and see progress in each class.

According to the previous studies, it is concluded that some results coincide with the results found by several authors such as Bayyaurt (2007), where the problem that exists is emphasized when a non-native teacher teaches English, if their methods, strategies and techniques are appropriate or not. This work was done in Turkey where the English teachers showed a low performance according to the applied surveys.

Taking into account the studies carried out by Ahmad & Rao (2013) where they emphasize that the Communicative Approach is better than The Grammar Translation method, because the learners have the opportunity to interact with others and gradually develop certain skills that are indispensable for the correct learning of the foreign language.

It is true that an update of teaching methods is searched; the author of this work Lišková (2017) investigated if they are being applied and how they are doing to improve the methods and look for positive strategies to achieve that English is learned as a foreign language in the classrooms. This depends a lot on the teacher's performance and how informed he is about current teaching methods, if he knows them and if he applies them as well.

In addition to this, it is known that at the national level, English teachers are not fully trained, firstly because there are teachers who are not teachers of this subject but they teach it and therefore they do not know about methods and strategies. There are also cases of teachers from private institutions who are hired but do not know methods and strategies to teach in a classroom.

From the results obtained in this research, it can be deduced that the most used method is the grammatical translation but this method is not used much nowadays because the grammar is immersed in the readings of the text.

On the other hand, from these data it can be concluded that the experiences of work in groups and couples are the most used by teachers, but these methods are a complex medium to apply them and it is the reason that teachers do not apply it well.

CHAPTER V:

CONCLUSIONS

Basic Education English Teachers of the N°4 Area Schools in Esmeraldas city just know three language teaching methods: Grammar Translation, Communicative Language Teaching and The Total Physical Response.

The current English Language Teaching Methods that the Basic Education teachers of N°4 Area schools in Esmeraldas city use are: Communicative Language Teaching and Total Physical Response.

The method that best contributes to the students' English language learning in the Basic Education schools studied is the Communicative Approach to Language Teaching.

The most frequent teaching techniques that Basic Education English Teachers of the N°4 Area Schools in Esmeraldas city use are giving instructions to reinforce students' interests, exercises that make students think and produce the language, organized in pairs and groups.

CHAPTER VI:

RECOMMENDATIONS

To the Ministry of Education, to invest a little more in training English teachers on these issues, they should train teachers on topics, prioritizing those related to the use and knowledge of teaching methods and techniques.

To reestablish the conditions in which the English language is taught in the city of Esmeraldas, specifically in public education institutions, for this reason, it is necessary to conduct a census and investigate how many English professors work in the city.

To English teachers, to update about teaching methods and techniques through investing time and practice.

To teachers and researchers, to continue this investigation with the design of an upgrading program about English Language Teaching Methodologies.

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APPENDICES

Appendix A: Operationalization of Variables

VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
Teaching methods and techniques	Teaching methods and techniques are plans of practices that the teachers use in his classes to teach.	Techniques used for English language teaching demonstrated through class practice and knowledge	Practice class	Group work Pair work Dialogues Grammatical exercises Gestures or mimics
			Knowledge	Audio-Lingual Grammar Translation Direct Method Total Physical Response Task Based Approach

Appendix B: Survey Applied to Teachers

ANALYSIS OF THE ENGLISH LANGUAGE TEACHING CURRENT METHODS AND TECHNIQUES USED BY BASIC EDUCATION TEACHERS OF THE N° 4 AREA SCHOOLS IN ESMERALDAS CITY, 2018

Objective: To know the current methods English teachers of N°4 Area of Education from Esmeraldas City, 2018 use to teach.

1. **Select which of the following English language teaching methods you Know**

- A. Audio-Lingual
- B. Grammar Translation
- C. Direct Method
- D. Total Physical Response
- E. Communicative Language Teaching
- F. Task Based Approach

2. **Which of the following English language teaching methods do you use to teach 5th level students?**

METHODOLOGIES	Yes	No	Sometimes
Grammar Translation			
Direct Method			
Total Physical Response			
Communicative Language Teaching			
Task Based Approach			
Audio-Lingual			

3. **Which of the following English language teaching techniques do you use to teach 5th level students?**

TECHNIQUES	ALWAYS	USUALLY	NEVER
Group work			
Pair work			
Dialogues			
Grammatical exercises			
Repetition drills			
Gestures or mimics			
Communicative tasks			

4. **How do you evaluate your students' level of English in the following activities?**

TECHNIQUES	ALWAYS	SOMETIMES	NEVER
Questions and answers about a listening text			
Dialogues			
Questions and answers about a reading passage			
Writing Sentences			

5. **Which way do you use to teach your lessons?**

- Giving instructions to reinforce students interest_____
- Giving students possibilities to think_____
- Having students produce the language_____

6. **Which methods do you use that influence upon your students language learning?**

- A. Audio-Lingual_____
- B. Grammar Translation_____
- C. Direct Method_____
- D. Total Physical Response_____
- E. Communicative Language Teaching.

