

## 1.1. INTRODUCTION

Internationally, selecting qualified teachers is a problem due primarily to the low status of teaching and the lack of appeal found in the profession. According to Álvarez (2013a), the Ministry of Education in Madrid (Spain) created a decree to improve the policies and processes in the selection of teacher candidates to enter teaching profession. This decree refers to change the system of public examinations. It means to prioritize the final score of this test, reducing the antiquity of teacher service and experience (merits) in contrast, to the other process. This new aforementioned decree applies to the English teacher aspirant too. The Ministry of Education in Ecuador carried out the public examinations to the teacher aspirants and the results were unsuccessful. 14,110 teacher candidates were convened to the public examination, just 14% proved (1.913), because they could not response to easy questions related to primary students. (Álvarez, 2013b).

Particularly, in Ecuador there was a law of education that did not apply an appropriate way to select English teachers. Consequently, many unqualified teachers went into the teaching profession.

Cordero (2010) stated the following:

Since, August 16th 1990 date in which was published the official record N° 501, the Law N° 94: La Ley de Carrera Docente y Escalafón del Magisterio Nacional-that replaced the old Ley de Escalafón y Sueldos del Magisterio Nacional-this became a professional defense law for teachers. (p. 3)

This law comprised that the candidate teachers to enter teaching profession had to own a teaching degree, participate, and win the merits and public examinations. Also, the in-service teachers had to approve a basic course of professionalization certificated by the Ministry of Education and Culture of Ecuador in order to keep their quality of teachers, including others requirements. Similarly, this law was applied for the English teacher aspirants (Ley de Carrera Docente y Escalafon del Magisterio Nacional, Título III de la Carrera Docente, 1993, p. 3).

At that time, the political administrators of the educational system made that the aforesaid law did not rightly applied truly. Including the Provincial Education Directorates that did not accomplish the rules in the process of selection to the English teacher candidates to enter teaching profession, taking appropriate decisions that had as results unqualified teachers in English training. It has affected the educational community (Cordero, 2010, p. 3).

Currently, the Ministry of Education reformed the law in such way that allows qualified teachers enter the English teaching profession. This law of Education has a system of selection based on a contest of merits and public examinations on line. The Education Ministry web page evaluates and certifies the ability and knowledge of the teacher. It presents transparency and quality in the selection to enter the teaching profession in order to eliminate the former traditional selection and consequently improve the quality of education.

Considering the aforementioned antecedents, it was decided to do a documentary study which is expected to diagnose applied policies and processes in the selection of the English teacher in order to achieve valid conclusions directed to the appropriate nomination. This research is intended to answer the following question: How effective is the selection process of prospective teachers of English applied by the Ministry of Education?

In this study: "Selection of the English teacher to enter the teaching profession in Esmeraldas city" it was carried out an investigation of the current conditions established by the Ministry of Education.

This research work was developed in three chapters. The first chapter refers to the staff selection that it is carried out in the teaching profession through the web page of the Ministry of Education. The second chapter deals with the Human Talent of the Ministry of Education that has the mission to strengthen the quality and comprehensiveness of the educational system through the contests of merits and public examinations. The third chapter comprises the English language teaching and its important purpose of English as a foreign language in communication that is based on the English Language Learning Standards. Finally, the most important outlines that were gotten in the research

process are presented in a brief statement. This issue should be highlighted and considered as the essence of this research process. This represents the reality of the selection process of the English teacher candidate to enter the teaching profession.

## **1.2. PROBLEM STATEMENT**

An inappropriate process of the selection of English teachers is the main cause of a deficient English Teaching in Ecuadorian education. It began by the Admission Committee of the Provincial Directorate of Education in Esmeraldas, as it was named, which only used to ask the aspirants for a résumé and did not take appropriate decisions, like following an evaluation process of selection. Then, an improper selection of the prospective English teacher causes, a deficient teaching and learning process, since the selected teachers used to lack of classroom management, monitoring, and other important teaching skills. Therefore, according to the results of public examinations of the English teachers that was done by the Ministry of Education in the 2011 year, the President of the Ecuador, Rafael Correa, said that the majority of the English teachers did not speak English. Thence, the standards of quality are generated to measure the teacher professional performance through the new selection system of contest of merits and public examinations. (Edcamp Santiago, 2012).

The new English teacher selection system established by the Ministry of Education still presents a problem for selecting teacher candidates of EFL (English as a Foreign Language). This new selection system demands that all the English teacher aspirants pass an international English test in order to be eligible to participate in the nomination contest of teachers of EFL. According to the Provincial English coordinator, this requirement does not allow all aspirants to participate. Since this requirement was included, no teacher has been selected in the province of Esmeraldas. Consequently, candidates are disappointed and disagree with this new selection system because they cannot enter the English teaching profession although they own a university degree to

teach English. It is critical to formulate the question below in order to search the policies and process in the selection of teachers of EFL.

What are the main difficulties that prospective English teachers in the city of Esmeraldas find in the selection process to enter the teaching profession?

The purpose of the current thesis is to achieve valid conclusions to the appropriate selection process of English teachers in the city of Esmeraldas.

### **1.3. JUSTIFICATION**

The carrying out of this research work is relevant because, nowadays the appropriate selection of the English teacher is essential. It provides qualified teachers that speak English and know and apply teaching. If an appropriate selection of the teacher is performed, there will be quality of teaching. For this reason, the selection process of EFL teacher is indeed being evaluated by the components of the Ministry of Education and the Intercultural Education Distrital Directorate. The quality and warmth of education will improve whether there is suitable guideline in the process of selection.

Hence, the present study has the purpose to analyze guidelines of the applied policies and process of the selection of EFL teachers by the Ministry of Education in order to obtain valid conclusions. It allows determining the appropriate process of the teacher selection to enter the teaching profession, so that, if teachers of EFL are evaluated properly during the process of the teacher selection to enter the teaching profession, the quality of English teaching in the public schools of the city of Esmeraldas will improve. Besides, a good quality of teaching will strengthen and enhance the EFL, and teaching knowledge levels in local, regional, and national communities. (Ministerio de Educación, 2013a).

## **1.4. OBJECTIVES**

### **1.4.1. GENERAL OBJECTIVE**

- To diagnose policies and process in the selection of English teacher to enter the teaching profession in order to achieve valid conclusions directed to the appropriate appointment.

### **1.4.2. SPECIFIC OBJECTIVES**

- To analyze the former and present English teachers' selection process to enter the teaching profession to compare their characteristics.
- To verify the guidelines used in the former and present English teacher selection process to enter the teaching profession.
- To determine the appropriate level of the former and present English teacher selection process to enter the teaching profession.

## 2.1. STAFF SELECTION

### 2.1.1. Teacher Profile

A process of staff selection is carried out through the web page of Ministry of Education to evaluate the profile of the teachers. This process is based on the Ley Orgánica de Educación Intercultural - Título V de la Carrera Educativa, Capítulo Uno del Ámbito de la Carrera Educativa (2011), which deals with the admission to the public educational area. It is obligatory having the follow basic requirements that English teacher aspirant must know:

**Art. 93.-** The educational career includes professionals of education in any of its functions. In addition, teachers that have appointment (*nombramiento*) and those that work in any form and modality in public and fiscomisional schools will be part of the educational career. Teachers of the private sector will be protected by the labor code. (p. 37)

**Art. 94.-** Requirements.- To enter the public educational career is required:

- a. Be Ecuadorian citizen or foreign legally resident in the Republic of Ecuador and be in possession of the rights of citizenship;
- b. Own one of the degree indicated in this Law;

- c. Have completed the year of obligatory rural teacher service, in cases that were pertinent;
  - d. Appear in the register of eligible candidates;
  - e. Participate and win in the corresponding to contests of merits and opposition to fill vacancies of the public system and;
  - f. Teachers must accredit the proficiency in an ancestral language, in case of the bilingual intercultural education.
- (p. 37, 38)

**Art. 96.-** Recognized degree.- To enter the public educational career will be recognized degrees of:

- a. Professional teacher in its different typologies and specialties;
- b. Educational or child psychologist;
- c. Professional or technologist of the special education area;
- d. Professional with knowledge in an area of interest to the educational sector, preferably when the aspirant has a postgraduate degree related to teaching. This knowledge will be accredited through the respective tests; and,
- e. Professional of other disciplines whenever were accompanied certificates issued by legally constituted institutions attesting the respective expertise to areas where there is not the sufficient number of teachers to cover the needs of the national system of education.

The Regulations of the present Law, will determine the ascending scale of rating of the degrees corresponding to the level and specialty of the vacancy.

Professionals related to the literal “e” of this article that enter the public educative career shall approve training programs in pedagogy, didactics and teacher professionalization according to the Regulations of the present Law. (p. 38)

According to the aforementioned articles, it is important to know that the teachers who work in public and private schools have to be professionals of education. Hence, the prospective public teachers who enter this career have to follow obligatory and strict requirements such as to win the contest of merits and public examinations. Also, the Ministry of Education approves degrees

recognized by the Law of public educational career in any functions. This is to certify and guarantee the knowledge and training of the teacher aspirants to enter the teaching profession.

### **2.1.2. Teacher's Qualities**

Teacher's Qualities are relevant and are also evaluated in the English teacher selection process. They are presented in the training of their students. It means these teachers provide the opportunity of learning to all the students through their training and contribute for building the society that we aspire for our country. For this reason, the Government of Ecuador has prioritized on the teaching quality of the teachers and has done a state agreement with the organization "Educational Testing Service" (ETS) to evaluate all the public English teachers in the country through the TOEFL iBT test. This test is recognized internationally to enhance the English level and linguistics skills. Besides, the teachers who did not get needed scores in the aforementioned test, will receive the intensive and continue training to strengthen and achieve the B2 level. This training is a process of evaluation included at mentioned agreement. Also, the government grants intensive scholarships in universities of the United States, Canada and Australia (Prensa Latina, 2012).

In addition, the English teacher candidates that achieved the appointment of public teaching profession will continue to enhance the level of sufficiency in the English language through the Implementation of the Training National System to English teachers with appointment to the public teaching profession in linguistics competences in order to guarantee their improvement of the teaching-learning process quality. This system has as an objective to increase the linguistic competences of the English language. It is a program of intensive training; both online and face to face classes to achieve the B2 level of sufficient in the English language, according to the Common European Framework of Reference for Languages (CEFR). Moreover, this program of training is obligatory in order to obtain the required scores in TOEFL iBT.

The aforementioned program comprises three modules. The first one is for English teachers who have a public appointment and a score between 0 to 30 points in the evaluation of teacher performance through the TOEFL iBT test that they took. It benefits the teachers to achieve the A2 level of linguistic sufficiency, according to the CEFR. This module is online mode and lasts two months. The second one is for teachers who have approved the first modules and have scored between 31 and 56 points in the evaluation of teacher performance through the TOEFL iBT test. This module trains teachers to achieve the B1 level of linguistic sufficiency. Besides, it is face to face class and lasts three months. The third one is for teachers who have approved the second modules and have scored between 57 and 86 points in the evaluation of teacher performance through the TOEFL iBT test. This module helps teachers to achieve the B2 level of linguistic sufficiency. It is face to face class and lasts three months. In addition, teachers are evaluated again through the TOEFL iBT at the end of the training modules until they obtain the required scores. They receive a certificate named "First Certificate in English" (FCE) that is equivalent the B2 level of sufficiency in the English language, according to *the Common European Framework of Reference for Languages (CEFR)*. It is in order to increase qualified English teachers and strength the teaching system of the English language in public schools of the country. (Ministro de Educación, 2013b).

### **2.1.3. Candidate professional curriculum**

The Candidate Professional Curriculum for prospective teachers of the city of Esmeraldas shows the awareness and professional development that an English teacher should have. This curriculum includes knowledge and training references (webinars, seminars, congresses and courses that have to be updated in the last 5 years of specialty) in the teaching career. Besides, it

comprises elements such as: Personal data, academic education, specialized career, teaching experience, professional profile and standards of educational quality of the English teachers.

The candidates should also demonstrate their professional knowledge in a contest of merits and public examinations. Due to the requirements they should have a professional curriculum that includes primordially the domains of *“Curriculum Development”* and *“Professionalism and Ethical Commitment”* related to the general curriculum of the English language which is based on Ecuadorian in-service English Teacher Standards. It was stated the following:

Ministerio de Educación (2013c), Domain 3rd-Curriculum Development says:

Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based English and content instruction. Teachers are knowledgeable about program models and skilled in teaching strategies for developing and integrating language skills. They integrate technology as well as choose and adapt classroom resources appropriate for their students. (p. 5)

The aforementioned cite is important to highlight the general standards that the teachers should manage in the before mentioned domain. First, the teachers have to be researchers and innovators, and apply their knowledge for planning standards-based English, learning experience and content instruction built on assessment of the students' English proficiency providing a supportive learning environment in classroom depending on the students' individual needs. Second, the teachers implement and manage teaching techniques and strategies. It means they apply activities and supply instruction based on standards for incorporating and improving English skills. And third, the use of the joint of resources and technology in an appropriated way allow that teachers teach the English language effectively.

Ministerio de Educación (2013c), Domain 5th-Professionalism and Ethical Commitment comprises:

Teachers keep current with new instructional techniques, research results, advances in the English as a Foreign Language (EFL) field, and education

policy issues and demonstrate knowledge of the history of EFL teaching. They use such information to reflect on and improve their instruction and assessment practices. Teachers work collaboratively with school staff and the community to improve the learning environment, provide support, and advocate for students and their families. (p. 7)

The domain 5th means the teachers have to be updated in the English as a Foreign Language field and teaching. They must have knowledge in the educational laws and likewise advocacy. This is a professional development that the teachers have to apply in their assessment to be prepared for the different issues that they face in classroom with their students and so help them. Also, the teachers have to work with school staff and to collaborate with the community on achieving a productive teaching and learning promoting the principles of active citizenship to protect and respect the rights of them as stated in The Ecuadorian Constitution.

#### **2.1.4. Teacher challenges in the world of today Education**

Ecuador is changing due to the quality requirements, and teachers of EFL have as challenge demonstrate their competences in the face of the society through the contest of merits and public examinations for the purpose of improving the academic ability and professional in the teaching foreign language. Due to the aforementioned, today, the English teachers and the English teacher candidates in Ecuador have to pass through some requirements to be qualified teachers. One of those requirements is approving the TOEFL iBT (Test of English as a Foreign Language-internet based on test). This is a challenge for them whom want to enhance their level of English and develop their linguistics skills. Hence, the government and Ministry of Education requires to evaluate the English teacher candidates through the TOEFL iBT. It is one of the requirements to approve the public examinations during the process to acquire appointment in the profession teaching. Before, it did not take and for this reason, the teachers were not trained adequately. \_

Furthermore, the government designed a system of scholarship named “Go-Teacher”-program “Enseña Inglés” where the English teachers can study in prestigious universities of the foreign such as Canada, Australia and the United States. In addition, all of them can postulate for the scholarship due to the government gives it through the SENESCYT (National Secretariat of Higher Education, Science, Technology and Innovation). This program is based on a training related to TESL that lasts 7 months in face to face classes in any of the aforementioned universities (Programas de Becas-Senescyt, 2014).

Particularly, there were 4 awardees that were beneficiaries of this process “Go-Teacher” in the city of Esmeraldas. They are Fabiola Ortiz, Virginia Falcones and Gabriela Quiñonez who work in the 5 de Agosto High School, and Xiomara Medina who works in the Alfonso Quiñonez George school. According to their interviews they told that, at the beginning, they had to pass through a process where they had uploading their personal and professional documents and after they took a test that evaluate the English knowledge. The objective of this scholarship program is training teachers to enhance their English (English Language Program) and teaching strategies (TESL training) in order to improve the English Education in the Ecuadorian public schools. Moreover, once they come back to Ecuador they have the mandatory to teach English in a public high school for about two years and assigned a temporal nomination until the contest starts. The program of Go-Teacher scholarship-Enseña Inglés is focused on a continuous TESL training (Teaching English as a Second Language). First, it is a certificate TESOL/TESL and after it is a master TESOL/TESL.

At the end of the training program, the benefited English teachers took the mandatory TOEFL iBT exam and they received a certificate named K-State EPT (English Proficiency Test) that is equivalent the B2 level of sufficient in the English language, according to CEFR. For this reason, their experience in the United States, Kansas state university, was useful because they earned enough skills to pass the TOEFL iBT which eases the process to become an appointed teacher assigned a temporal nomination until the contest starts (F. Ortiz, V. Falcones, G. Quiñonez and X. Medina, personal communication, May 2, 2014).

## **2.2. HUMAN TALENT**

Human Talent is the capacity of the persons that understands intelligently how to resolve particular occupation, by assuming their abilities, skills, experiences and own aptitudes of the talented persons. Also, there are others factors that mobilize the human being, talents as: competences (abilities, knowledge and attitudes) experience, motivation, interest, vocation aptitudes, potentialities, health, and so on.

So, the Human Talent of the English teachers, it comprises the merits and public examinations that the English teacher candidates must do to enter teaching profession. So that, the candidate with the best accumulated score in the contests of merits and opposition, demonstration class and bonuses is declared the winner to take possession of the appointment as public teacher. Hence, the Human Talent and Ministry of Education seeks to align the system of entry to teaching profession with optimal profiles available in educational sciences (Presidencia de la República, 2011, p. 38).

### **2.2.1. Objectives**

According to the web page of Ministry of Education, Contests of merits and public examinations, (2013d), that has as main objective “Improve the quality of education in public institutions, and regulate the employment relationship with contract teachers”. It means the contests of merits and opposition offer a correct system for teacher candidate selection process and so to acquire teachers with optimal profiles available in educational science. Likewise, it will strengthen the quality and comprehensiveness of the educational system in order that the teacher candidates recognize the importance by being tested and so to obtain the public appointment that is a contract more secure and stable. Hence, it is necessary to say the following primary characteristics:

- Transparency: It is an automated process,
- Agile and dynamic: the results are published permanently.
- Relevance: vacancies declared by the educational institution are valid in field and approved by the decentralized bodies of the MINEDUC (Ministry of Education); and,
- Decentralized bodies: *the Under Secretaryship and Zonal Coordinations* are responsible by the call to ensure greater agility and relevance to the needs in the territory.

### **2.2.2. Human Talent Management**

Human Talent Management is the process that develops and incorporates new members to the workforce. Besides, it develops and retains an existing human resource. Human Talent Management seeks mainly highlighting those persons with high potential, defined as talent within their workplace. Also, it will be a priority to maintain and even attract, motivate, build loyalty those talented persons, and develop the most competent, efficient, committed professionals. It means committed professionals that put into practice their abilities to obtain superior results in a certain environment and organization (Talent Management. 2010).

### **2.2.3. Process for selecting the candidate**

The English teacher candidate has to pass through a process to fill a vacancy in the public teaching profession. It consists of two phases: The first phase is to approve the tests that allows to achieve the category of eligible which guarantees the candidates have the minimum requirements necessary both psychological profile as specific knowledge related the work they want to perform (the eligibility last two years from the date that it was obtained); The

second involves on the contest of merits and opposition. Likewise, it applies for the all teacher candidate that want to enter teaching profession. (Rodríguez, 2013)

To clarify the above, this will be done in the following way:

The process to obtain the eligibility for a vacancy of the public system will be convened periodically. The English teacher aspirants should register and sign up or update data in the Information System of Education Ministry (by its initials in Spanish, SIME). After that, the aspirants will select and postulate the subject of specialty. They have to approve the psychometric and specific knowledge standard tests to fill a vacancy and obtain eligibility. These English teacher aspirants that were “*suitable*” in the psychometric test will be convened to take the standardized test of specific knowledge in the specialty of the English language. This test comprises “the enabling test of English”. Besides, the standardized test of specific knowledge is necessary to pass it to give the B2 level according to the Common European Framework of Reference for Languages (CEFR). Therefore, the score of this test will be counted as part of the public examinations phase. The candidates who have certificated the B2 level of English language sufficiency, prior to the call of the respective contest will be exempted to take the aforementioned test. The English teacher aspirants that obtain the eligible quality they should register the contests of merits and public examinations. (see appendix, *table 1*, p. 49).

Furthermore, the merits and public examinations are qualified. The validation of the merits are degrees, training courses and performed updates, publishing and articles about researches, and teacher experience; and, the validation of public examinations are the standardized test of specific knowledge and practical assessment. (see appendix, *table 2*, p.49)

Besides, the aspirants that comply the requirements in this agree will receive additional bonuses for final qualification of the phases of merits and public examinations. After that the aspirants pass through all this process they can see publishing of the final results in the web page of the central level of the

Ministry of Education. Finally, the aspirants that have been declared winners of the contest in the process, they will obtain the appointment.

## **2.3. ENGLISH LANGUAGE TEACHING**

Nowadays, the most learned language around the world is English. People learn English because it is the language of technology, international communication, sports and it is the native language in powerful countries like England, United States and Australia.

### **2.3.1. English Language Teaching and its purpose**

The most important purpose of language acquisition is communication. For that, now, the Ministry of Education in Ecuador applies a new curriculum design that is the English Language Learning Standards (ELLS). Also, it is important to say there are Ecuadorian in-service English Teacher Standards that comprises the domains such as Language, Culture, curriculum Development, Assessment, and Professionalism and Ethical Commitment. They are related to specified curriculum and some of them to English language teaching and learning (Ministerio de Educación, 2013c, p. 2).

### **2.3.2. The curriculum design of English**

The English Language Learning Standards are built on Learning, Teaching and Assessment that comprise objectives, content and methods, according to the Common European Framework of Reference for Languages (CEFR). It has as

objective that students can understand and speak English fluently. Besides, the students will get at the end of a proficiency level during the study development. The proficiency levels are in accordance with the CEFR and set as the points of reference for Ecuador's ELLS are level A1 that is at the end of 9<sup>th</sup> year Educación Básica General; level A2 that is at the end of 1<sup>st</sup> year Bachillerato; and level B1 that is at the end of 3<sup>rd</sup> year Bachillerato (Ministerio de Educación, 2013e, pag.8).

### **2.3.3. English Language skills**

The ELLS are settled taking in consideration the communicative language components and the language skills such as Listening, Speaking Production, Speaking Interaction, Reading and Writing (Ministerio de Educación, 2013e, pag. 9, 10).

The Listening skill, in the A1 proficiency level is to recognize expressions, words, and sentences in simple spoken texts. It is very slow and carefully articulated to assimilate the meaning. In the A2 proficiency level, the students will perceive, memorize, and note down words and expressions encountered in their situational context. The B1 proficiency level is to understand the main points of clear standard speech and identify general messages and specific details (see in appendix, *table 3*, p.50).

The Reading skill, in the A1 proficiency level, the students will understand and identify simple informational, transactional, and expository texts. In the A2, they will understand and identify longer, more complex informational, transactional and expository texts. In the B1, they will use appropriate interpretation strategies to deal with the corresponding text types (see in appendix, *table 4*, p.50).

The Speaking production skill, in the A1 proficiency level, the students will produce slow, hesitant, planned dialogues. In the A2, they will use a series of phrases and sentences to communicate in simple, routines tasks. In the B1, they will sustain a straightforward description of a subject or a variety of matters (see in appendix, *table 5*, p.51).

The Speaking interaction skill, at the A1 proficiency level, the students will interact and participate in brief informal discussions in a simple way. At the A2, they will handle very short exchanges. At the B1, they will exchange, check and confirm information to deal with less routine situations and enter unprepared into conversations on topics (see in appendix, *table 6*, p.51).

The Writing skill at the A1 proficiency level, the students will produce informational, transactional, and expository texts in simple sentences. At the A2, they will produce simple procedural and narrative texts with variety in sentence structure. At the B1, they will check information and ask about or explain problems with reasonable precision (see in appendix, *table 7*, p.52).

### **3. METHODOLOGY**

#### **3.1. METHODS**

The present work applied the Analytic Method, because it allowed to review the various aspects that conform a totality, and study them separately knowing and getting the true and verifiable processes of the former and present selection of the English teacher to enter the teaching profession.

Moreover, an inductive-deductive method was used, because it allowed complying the proposed objectives starting from concrete to abstract, from easy to difficult, from the unknown to the known. It means, starting from a process of observation, comparison, differentiation to obtain the respective conclusions pursuant to the subject and the presented problem.

#### **3.2. TECHNIQUES**

- Interviews

This technique was applied in the present research to deduce and understand the answers formulated to:

Head of the Human Talent Department of the Intercultural Education Distrital Directorate 1 of Esmeraldas in order to know the systematic process for the selection of the English teacher.

In-service teachers selected with former process, to know what process of selection they did to enter teaching profession.

The head of curriculum ex-president of the Admission Commission of the Provincial Directorate of Esmeraldas city to know the process of selection and requirements that the English teacher did to enter the teaching profession.

The English teacher candidate with present process to know the procedure and requirements to enter the teaching profession.

- Survey:

This technique was applied in this work to do a statistical report in the interpretations of the survey results. It was applied a group of graduated in the specialty of Applied Linguistics in the Faculty of Education at the Vargas Torres Technical University in Esmeraldas city in order to know the academic standard of the aspirants as well as the vocation to teach the English language.

- Observation:

The observation was used to the in-service teachers selected with the former process using an observation sheet in order to detect teaching and learning processes that they apply.\_

### **3.3. RESEARCH DESIGN**

- Analytical

Because it allowed make a deep analysis of policies and processes that influence the selection of the English teacher to enter the teaching profession and to get valuable results to deepen the thesis work.

- Descriptive

Because it allowed to describe the phenomenon in the procedure of selection of the English teacher to enter the teaching profession to know exactly how is the former and present procedure of selection.

- Bibliographical

This type of research was used essentially to substantiate the categories of this thesis, resorting from books, pamphlets, documents, internet information, concepts and definitions and explain the former and present process of selection of the English teacher to enter the teaching profession.

### **3.4. POPULATION AND SAMPLES**

In order to apply the techniques and instruments in the investigation was taken the following population:

- The population of this research were 70 students of the Faculty of Education at the Vargas Torres Technical University in Esmeraldas from where a sample of 7 students, English teacher aspirants to enter the teaching profession were taken.

- The other sample was the head of Human Talent Department of the Intercultural Education Distrital Directorate 1 of Esmeraldas that involves the requirements to enter the teaching profession.
  
- In addition, the in-service English teachers selected with former process were used as population in the three educational institutions that teach the English language in the north and south of the city of Esmeraldas, being a total of 26 teachers located in the following schools:
  - Colegio Margarita Cortés
  - Colegio Eloy Alfaro
  - Colegio 5 de Agosto
  
- The English teacher candidates with the present process selection were taken as population in the Esmeraldas canton being a total of 20 teachers.
  
- An interview was directed to the head of curriculum, ex-president of the Admission Commission of the Provincial Directorate of Esmeraldas city that comprises the requirements of the former selection process of the English teacher to enter the teaching profession.

### 3.5. RELATIONSHIP MATRIX

DIAGNOSTIC PURPOSES	VARIABLES	INDICATORS	TECHNIQUES	SOURCES OF INFORMATION	ITEMS
Know the professional training of the English teacher aspirant	Professional training	<ul style="list-style-type: none"> <li>-Academic training</li> <li>-Attitudinal aspect</li> <li>-Expectations of the English teacher aspirant</li> <li>-Weaknesses as English teacher aspirants</li> <li>-Strengths as English teacher</li> <li>-Knowledge of teacher profile to enter the teaching profession</li> <li>-Appropriate process of the English teacher selection to enter the teaching profession.</li> </ul>	Survey	English teacher aspirants	(see in annexes)
Analyze the process and requirements to enter the teaching profession as English teacher	Process and requirements to enter the teaching profession	<ul style="list-style-type: none"> <li>-Requirements for the English teacher profile</li> <li>-Process of selection of the English teacher</li> <li>-Compliance of the parameters in the process of English teacher selection</li> <li>-Appropriated process of the English teacher selection to enter the teaching profession.</li> </ul>	Interview	Head of the Human Talent Department of the Intercultural Education Distrital Directorate 1 of Esmeraldas	

Know the former process of selection of the English teacher to enter the teaching profession	Process of selection of the English teacher	-Admission process to the teaching profession -Test of the teacher profile -Assignment process in the school -Duration time of the Assignment process to be appointed	Interview	In-service English teachers selected with former process
Know the present process and Requirements to enter the teaching profession	Process and Requirements to enter the teaching profession	-The process and the requirements to enter the Teaching Profession -Difficulty to enter the Teaching Profession - Appropriated process of the English teacher selection to enter the teaching profession.	Interview	The English teacher candidate with the present process selection
Know the former process of selection and Requirements that the English teacher did to enter the teaching profession.	Process of Selection and Requirements	-Former process of selection -The requirements to enter the English teaching profession	Interview	The head of curriculum ex-president of the Admission Commission of the Education Provincial Directorate of Esmeraldas
Check the process of teaching and learning applied to students by English teachers selected with former process	Process of teaching-learning	-The lesson process steps -Disposition of the teacher in the class -Innovation in the lesson activities -Lesson evaluation	Observation	In-service English teachers selected with former process

Table 8. Relationship Matrix

### **3.6. DATA COLLECTION PROCEDURES**

Among the valid and reliable instruments to collect the research data are:

#### **Survey:**

This technique allowed knowing the information about the professional preparation of the aspirants to enter the teaching profession as teachers of English, whose obtained data was analyzed and interpreted in conceptual, statistic and graphical form.

#### **Interview:**

This technique enabled to investigate the admission process and requirements of the English teacher profile, whose obtained data was verified in conceptual and analytical form.

#### **Observation:**

This technique let to know the quality of teaching of the in-service teachers selected with former process, whose obtained data was verified in conceptual and analytical form.

### **3.7. INSTRUMENTS**

The instruments used for this research work was the questionnaire. It was applied on the techniques of the structured survey and interviews.

An instrument used was the observation sheet. It was used on the observation technique.

#### **4. ANALYSIS AND INTERPRETATION OF RESULTS PER RESEARCH QUESTION**

##### **4.1. RESULTS OF THE SURVEY**

###### *Figure 1. Aspirant's training to teach English*

The figure shows that the majority of the English teacher aspirants affirmed they are trained to teach English, and few of the rest interviewees declared they are not trained to teach English.

###### *Figure 2. Aspirant's attitudinal aspect to teach English.*

The above figure shows the majority of aspirants does not like to teach English, and by contrast, some of others said they like to teach English.

###### *Figure 3. Expectations of the English teacher aspirant to face the challenges*

As the figure was interpreted, many of the interviewees affirmed they are predisposed to face the challenges required by the education system. And there are several of the rest that they are not predisposed about the before mentioned.

**Figure 4. The requirements of the teacher profile to enter teaching profession**

The figure shows that most of the aspirants do not have idea of the requirements of the English teacher profile to enter teaching profession. And in contrast, some of the rest said they know the requirements of the teacher profile to enter teaching profession. But, it should be also emphasized the data showed that all the aspirants do not know the actual requirements of the teacher profile that the Ministry of Education inquires.

**Figure5. The Ministry of Education applies an appropriated process of selection**

The data shows that almost all the aspirants affirmed that the Ministry of Education does have an appropriate process to enter the teaching profession and so to improve the quality of English teaching. Only very few of the rest declared that the new process of the selection is not adequate and so to improve the quality of English Teaching. It is because they do not know the present process of selection of the English teachers to enter the teaching profession.

## **4.2. RESULTS OF THE OBSERVATION**

**Observation addressed to the in-service English teachers selected with the former process about the teaching and learning processes that they apply.**

**Interpretation of the results, product of which was obtained the following perception**

According to the results of the observation addressed to the English teachers from the Margarita Cortes, 5 de Agosto and Eloy Alfaro schools of the city of Esmeraldas, it was analyzed the quality of education provided to students during an hour of class (40 minutes). During this process of teaching and learning, the teachers had to apply three parts to follow in the class. The first part is instruction presentation, instruction checking and example. The second part is task development. And the third part is task checking.

So, it was determined that only the half of 26 teachers applied methods, techniques and strategies of teaching and learning in the presentation of lesson. These teachers presented a good variety of interaction to students such as ratio

talking of teacher vs. students in the task instructions, error correction of the activities and feedback of the lesson taught. Likewise, these teachers had time management of each task of the activities, giving coverage of the lesson in the organization of class. Then, these teachers were able to manage the integration of learning. Also, they made use of the textbook and of the blackboard in a timely and profitable way according to the activity so that is a right assessment. And, in regard to the content of lesson plan was appropriated and good in accordance to the class level. For this reason, the students were very good for working the activities in the classroom. Therefore, those teachers motivated and kept students interest to learn English. This group of teachers got a very good assessment in the observation. It means that these teachers even though were selected with the former process they had the disposition of time and own will to be trained, updated in the teaching of the English as a foreign language by courses, congresses, seminars, so on. This helped them to enhance their knowledge in the teaching and be a better teacher for which they showed it in this observation.

In the other hand, the others 13 teachers did not totally apply these abovementioned learning processes as pedagogy requirements to students that are necessary in a class. The case of these teachers is the lack of knowledge and training in the English teaching career. It was analyzed that it is due to the inappropriate selection of the teacher that they had for different reasons by which the vocation of the EFL teaching became little important for them. Besides, they did not have the competence and will to follow training and innovating in their profession. Although, they did not have the requirement of professional and continuous training in the teaching profession, they should have had the aptitude to teach the language in an efficient way in order to enhance their English and teaching knowledge. So that, the observation obtained by the in-service English teachers selected with the former process was a 50% of average assessment of these teachers.

## **5. DISCUSSION**

### **5.1. DISCUSSION ABOUT ENGLISH TEACHER ASPIRANTS SURVEY'S RESULT**

The applied survey demonstrated that the minimum of the English teacher aspirants of the Faculty of Education at the Vargas Torres Technical University in Esmeraldas are prepared to teach English because of the professional preparation during their university training. In contrast, the majority of them do not feel prejudiced to perform the English teaching because they do not have vocation to teach. They only want to perform English in others professional fields. It can be one of the reasons for which there are deficient teachers of EFL and not to have aptitude nor will for training in the teaching profession.

### **5.1.1. DISCUSSION ABOUT FORMER PROCESS OF SELECTION OF THE ENGLISH TEACHER INTERVIEW AND OBSERVATION'S RESULT**

The research offered mixed results. Some results were that the former process of selection did not demonstrate the enough knowledge and competences to qualify English teacher and enter the teaching profession. Besides, the Provincial Directorate of Education in Esmeraldas did not apply adequately the rules of selection established by the Teaching Profession Law and Scales of the National Education Ministry (1991). It means the Admission Committee of the Provincial Directorate of Education in the city of Esmeraldas took own decisions making that the process is not going according to with the guidelines to select the best professional curriculum folder of English teacher. The professional curriculum was based on a basic knowledge of the language or a scholar degree of specialization in teaching English. In contrast, due to the Provincial Directorate of Education in Esmeraldas needed English teachers to cover vacancies in the schools or there were teachers that need to work anyway, without having English teacher profile.

Therefore, the in-service English teachers selected with former process had a lack in the teaching and learning process. The majority of those teachers did not have ability and nature to teach in class such as innovative activities, lesson evaluation, and so on. It caused a deficiency of EFL learning and damaged the quality of English teaching. Hence, there was not an appropriate process of selection that evaluated the knowledge and aptitude of the EFL teacher candidates.

### **5.1.2. DISCUSSION ABOUT PRESENT PROCESS OF SELECTION OF THE ENGLISH TEACHER INTERVIEW' RESULT**

The results demonstrated that current process of selection of the English teacher is demanding, transparent and quality. The constant changes that

currently occur in the teaching profession in order to have the quality of education; those are generating nonconformity in the English teachers of the city of Esmeraldas. It is the application of an international test (TOEFL) that certifies the B2 level of proficiency in the English language. It approves the standardized test of specific knowledge that is “the enabling test of English”. TOEFL test is not related to Ecuadorian English teachers’ academic level. Therefore, it allowed that the candidates do not get an acceptable score to be eligible and so win the appointment. The English teacher candidates are disappointed and affected by the aforementioned International test. It causes insecure teachers to take the test and finishing the process of selection. Also, it allows that there are more hired English teachers and the Ministry of Education do not to accomplish with the objectives that it is getting qualified teachers with public teacher appointment.

## **5.2. CONCLUSIONS**

- There was never an appropriate process of the English teachers’ selection that comply the rules established in the Law of Education, so that it generated deficient English teachers that lack aptitude to teach. This impaired the English teaching quality.
- The current process of the English teachers’ selection might guarantee transparency and effectiveness in the application of the public examinations – TOEFL, and achieve a quality teaching.

- The TOEFL test demanded by the new system of teacher selection of the Ministry of Education is the main impediment to pass the eligible candidate stage and become appointed public English teacher for what this test do not belong the Ecuadorian academic level in English language.

### **5.3. RECOMMENDATIONS**

- To raise awareness to the English teachers that the current selection process is relevant in order to enter the teaching profession and fill a vacancy in the public system for this reason, it gives opportunity of demonstrating the knowledge and ability of the professional career.
- To prolong the TOEFL test to two or three years in order to train effectively the English teacher candidates and so not to fail, because this test is an impediment to continue the process and be eligible candidate to win the contest of public examinations.
- To patronize the TOEFL training to the English teacher candidates by the Ministry of Education with the participation of native English teachers in order to facilitate the approval of this test.