

PREFACE

The Constitution of the Republic of Ecuador (2010), on its **Article 26** states that:

“Education is a people’s right throughout their lifetime. It is an inescapable and inexcusable duty of the State” (p.4)

According to the **LOES¹ in its Article 5** (2010), one of the Students’ rights is:

“Paragraph b) To have access to a quality and relevant Higher Education that will allow starting a professional and/or academic program in equality of opportunities.” (p. 6)

In our country, Higher Education has experienced many changes; there have emerged many new paradigms educational patterns and learning organizations have emerged to respond to present necessities, emphasizing the constant learning to improve professional performance.

From its beginning, the Pontifical Catholic University of Ecuador in Esmeraldas has been working to accomplish the previous Higher Education Laws. Today, it is trying to carry out the new Higher Education Law reviewed in 2010. It is important to emphasize that its objective or mission is: “Forming human beings, personalized with entirely social sense, entrepreneur, ethical, critical and self-critical” (Pontifical Catholic University [PUCESE], 2013a, para.2).

According to the necessities, and in order to bring aid to the people in Esmeraldas, the university founded the Applied Linguistics School in 2007, responsible to prepare integral professionals to give an efficient service to citizens concerning English as a Foreign Language.

The Applied Linguistics School, being a fresh program has fought to accomplish the goals mentioned before, but students must require more than that, they need an Educational Quality in the school to help with their knowledge, skills and experiences in Esmeraldas.

¹ LOES: Acronym in Spanish for Organic High Education Law in Ecuador

The bibliographic material, national or international exchanges will be a great aid for students to receive a holistic training.

It is verified that there are strivings to offer an Educational Quality but it is evidenced some shortcomings. The main reason is because there is a lack of additions and achievement of some proposed goals; those ones will permit to linguists in embryo to develop and strengthen essential skills to be successful as professionals and while they are enrolled in the program. This becomes significant because they will feel valued and concerned by the authorities of the university.

The resources implementation and execution of plans will allocate the enlargement of Educational Quality; it will be an anchor for those students who start in this Applied Linguistics School and it will keep a firm and changeless to the end those who are already involved in it, in this way, granting prestige to the School and the University that has been considered from its beginning as the best University of this city.

This investigative work is focused on the descriptive and explanatory analysis about how the Educational System is working in order to:

- Train future teachers properly and give an Educational Quality.
- Give students support to offer an exceptional service as teachers in their community.
- Help students to enhance their Linguistics Skills.

This research tells us that it is not enough to train students that face challenges in being part of this school, but also to acknowledge that to reach excellence it is indispensable to have all the adequate resources to satisfy students' and teachers' needs. Also, how to count with a good education will grant to acquire aptitudes to work enthusiastically and efficiently in the educational field.

CHAPTER I

PROBLEM

STATEMENT OF PROBLEM

According to the records, from 2007 to 2013 there have been six academic periods in the *Applied Linguistics School: Teaching of English*; that has increased considerably in number. Therefore, as it is a new program, it needs a lot of attention and plenty devotion in order to give an excellent education; to reach this goal it is vital that students have all the necessary and essential tools, but unfortunately, today, it has not been totally evident. This school from its beginning has not been strengthened with all fundamental things to help its students. It is indispensable to do something else that limit teaching and learning into four walls.

Students are concerned about the way information is collected and is related to each subject they take in this degree, because it will help them to improve their knowledge in different fields. They surf through the Internet to do their assignments and sometimes there is not an easy access to the required information; in other cases, this information is not specific, it is not 100% directed to what they have to get because for some subjects there is only information in Spanish and somewhat in English and, as a result, there are students that get confused. It does not indicate that this information is unhelpful but it is necessary to optimize its quality.

According to the University Annual Report (2009-2010), The Applied Linguistics School from its beginning was provided with important bibliographic materials, but actually, there are few teachers who have a specific book to dictate their classes, they give to students some copies to work in class and during the semester teachers have to work hard to get information and share it, so, there are not ways to help them to amplify and renew constantly their awareness.

The School has a Linguistics lab, used even though for students from English proficiency, so, this means, it is a lab to learn English not for Applied Linguistics. Also learners are provided of projector, laptop (previous the permission) in the classroom.

Even though, there is a library in the university, the lack of technical books that will help to students' academic formation and teachers' reinforcement is evident. There is just a not updated book for the TOEFL² test and some basic books that could be used by students from others English levels (Proficiency in English).

Since the School was founded until 2013 there was no evidence of any opportunity for students such as national and international exchange programs that were advertised and promised to the students by the university authorities; students had simply done jobs as translators, through this, they acquired experiences, despite this, there was a shortage of such opportunities and this prevents a full development for students.

Being aware of these problems is essential to all people who form part of this school and university in order to provide them (teachers and students) an excellent academic service and training by using all the tools for the future linguists of this city, Esmeraldas.

² TOEFL: Acronym for Test Of English as a Foreign Language

RESEARCH QUESTIONS

- How does the Educational System in the Applied Linguistics School work in order to determine its effectiveness in the Teaching-Learning process?
- What resources are available to the future linguists to receive a holistic education?
- What factors influence the Teaching-Learning process in students of the Applied Linguistics School: Teaching of English?
- What materials are available to teachers at the school to teach the stipulated subjects?

SIGNIFICANCE OF THE STUDY

For the Ecuadorian society, the university is the institution that preserves, extends and conveys scientific and cultural knowledge. Our intercultural and cultural lives depends on how students are formed, also our society's economical and social development.

This work is significant because it is focused on establishing aspects that will help to understand that to be a successful professional it is necessary to have a High-Quality academic training, especially in our town because not everyone who knows English can be a teacher or has a good English level.

Also, it is necessary plenty tools to improve, renovate and expand knowledge methodologically. That will allow students to get and live a real professional academic training, in the same way; these tools contribute to teachers with essential information to impart updated knowledge.

The present research emphasizes that academic opportunities such as exchanges are useful to strength skills especially listening and speaking skills and also linguistics competences. This will serve to motivate students to be unchanged until they get their undergraduate certificate to be qualified as professionals.

Guidelines to optimize the educational service in the Applied Linguistics School will be mold through a proposal dedicated to the university and the School, in the same way; it is focused on the improvement of the Teaching-Learning process.

PURPOSES OF THE STUDY

General

- To evaluate the Educational System in the Applied Linguistics School: Teaching of English in order to improve the Teaching-Learning process to be effective, motivating and evidenced in the Pontifical Catholic University of Ecuador in Esmeraldas

Specific

- To assess students' educational level in the Applied Linguistics School concerning to the education they have received in the university.
- To determine Applied Linguistics School and university resources and opportunities in order to help students to get an efficient education.
- To establish what Methodological Strategies are used by teachers and/ their students.
- To design a real proposal to the Applied Linguistics School in order to enrich and update students and teachers' knowledge.

CHAPTER II

LITERATURE REVIEW

1. PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

- **Brief History**

On April 14th in 1980, thanks to Mgr. Batolucci's management and collaborators, the High Council approved the Pontifical Catholic University in Esmeralda's foundation. The University began its educational labor on May 1981, with the first program, the Faculty of Education Science. During the years 1981-1983, it was written and signed the covenant among the Vicariate Apostolic of Esmeraldas and the Catholic University where it was certified the opening of some programs for the next years (PUCESE, 2013b). According to the last University Annual Report (2011-2012), nowadays, there are twelve degrees in order to help in the people's development.

- **Mission**

From its beginning authorities identified the university mission, but after the last updating, it was stated the following:

Continuously forming human beings, personalized with entirely social sense, entrepreneur, ethical, critical and self-critical to the light of the gospel, able to lead and generate transformations to a solidary peaceful province that respects the biodiversity, developing scientific proposals, innovative and sustainable. (PUCESE, 2013c para. 2)

Authorities are not only focused on helping students to get knowledge about the program they will choose, but also, they are interested in bringing them opportunities to develop attributes and enduring values to obtain far-reaching effect in the community

of Esmeraldas, for this reason, students have to complete hours of service linked to the community.

- **Vision**

According to the last revision, it was confirmed the following:

PUCESE³ will be an educational institution searching permanently an excellence academic, with accredited programs, supported by the structure of areas of knowledge, closely linked to organizations of educational sectors, production, health, and environmental of Esmeraldas. As a coastal province participate in the research, in exchanging and training students and teachers with higher educational institutions, national or international. (PUCESE, 2013d, para. 4).

Authorities visualized students in programs accredited by the CEAACES⁴ during their time in the university. The last technicians visit from CEAACES was done in July 11th, 2014; the purpose of this visit was to monitoring University activities to improve its Quality in Higher Education to be accredited.

2. APPLIED LINGUISTICS SCHOOL

2.1. Brief history

According to the Applied Linguistics Reports (2012), In the first half semester in 1983, it was created the English program that depended on the School of Education; there were generated the degree on Educational Science and Second Teaching teacher focused on English, this program was closed.

³ PUCESE: Acronym in Spanish for Pontifical Catholic University of Ecuador in Esmeraldas.

⁴ CEAACES: Acronym in Spanish for Council for Evaluation, certification and assurance of Higher Education Quality; an organization established for Evaluating Higher Education Institutions.

In 2005, the Language School was created in order to strengthen the English teaching in different levels of other faculties and being conscious of requirements of professional English teachers. The Applied Linguistics School: Teaching of English started as a project approved in 2007 (PUCESE, 2013e).

- **Mission**

The School mission is linked to the Pontifical Catholic University in Esmeraldas' mission, for this reason, it was determined the following:

Forming professionals with academic excellence, whose will use social conscience to act with their own criteria to develop innovative projects in the field of teaching of English in the whole City of Esmeraldas, following the light of the Gospel to contribute in an intellectual and moral way to the training of professional people. (PUCESE, 2013f, para.1)

People in Esmeraldas from different levels of Education require good teachers, not only with knowledge in English or experiences as teachers; they need people capable to create new alternatives to enhance English quality. The Applied Linguistics School authorities and teachers have the mission of giving excellence to trainees, in this way, they can offer excellence to the community.

- **Vision**

In order to help people to understand what the Applied Linguistics School authorities want to get, it was defined as vision the following:

The Applied Linguistics School will be a fundamental support to get the PUCESE's vision that consists of helping its teachers' academic excellence throughout the graduates' comprehensive training to contribute in the social, cultural, economic, tourist development and to be committed with the solution of environmental problems that are affecting the humankind. (PUCESE, 2013g, para.2)

It is expected that, students after finishing the program can participate actively in projects linked to the community not only in the Teaching field, also, in all fields where English Language is applied.

2.2. Purposes of the School

Applied Linguistics Authorities established as purposes of the school the following:

To put on offer an undergraduate degree in languages to satisfy the educational requests in our province in order to improve the region's cultural, socio-educational and economical development throughout the scientific and pedagogical teaching of English Language. (PUCESE, 2013h, para.1)

Even though, it is offered “an undergraduate degree in languages”, in the Applied Linguistics School is only taught English in all levels and French for the sixth levels, unfortunately, students do not have enough levels for French classes. While a person knows others languages he or she can become more competitive, so, it is necessary to review the program related to French classes in order to help students to get fluency in this language too.

Another purpose of the School is:

To train teachers according the required professional competences in this globalized world in the field of the Applied Linguistics: Teaching of English (PUCESE, 2013i, para.2).

Since 2006, President Rafael Correa's governmental term has invested in Education for students and teachers. There were made some training for teachers after knowing the results of some evaluations; they were trained to achieve a B2⁵ level according to the CEFR⁶ that is required. So, in order to avoid future complications and to accomplish Applied Linguistics School purpose, it is important to train students to qualify as eligible for a nomination in the National Education Training, take a TOEFL test that certifies they have a good level for being Teachers of English as a Foreign Language.

The third purpose is:

To uplift the exchange and collaboration process with other branches from the PUCE and others local, national and international universities. (PUCESE, 2013j, para. 3)

⁵ B2: refers to the independent user in English Language with vantage or upper intimate level.

⁶ CEFR: Acronym for Common European Framework of Reference for Languages: Learning, Teaching, and Assessment.

Exchanges can enrich students' academic experiences. For more details about the importance of national and international exchanges in Higher Education and how this can help students, see on chapter 6.

2.3. Undergraduate Candidate's Profile

Applied Linguistics School: Teaching of Languages from the PUCE requires prospect students with an Intermediate English Level and knowledge about the four skills in English and Spanish (Pontifical Catholic University of Ecuador [PUCE] Applied Linguistics, 2011)

The same requirements must be applied in the branch of Esmeraldas because future linguists sometimes think they are going to learn all at the School, which means, to develop the four skills, learn about grammar, without noticing, their partners can be delayed, even the curriculum.

This can cause troubles for the teachers because they will want to teach update topics, discuss them but if they do not know how to read, comprehend, listen and understand, it is difficult to express ideas and keep a long discussion in or out class. Also it can cause problems in their professional development.

2.4. Graduate's Professional Profile

Students that finish the syllabus must have the following aptitudes, skills or requirements:

- To have a communicative competence including: Linguistics, Sociolinguistics, Pragmatics, Psycholinguistics and sub-competences.
- To master theoretical –practical features of the English Language Teaching-Learning process.
- To apply methods, techniques and procedures for the development of researching projects.

- To communicate fluently in a spoken and written way in English. (PUCESE, 2013k, para.4)

A Teacher must have, at least, a strong mastering of the Linguistics Skill, knowing about how to write projects because in institutions they are going to develop PPA⁷, in order to improve their class and solve problems and also to work in projects related to the institution.

About the methodology and master of the linguistics skills, it is important because teachers are guides for students and what could happen if teachers have some limitations with their English? How can they help students to eliminate their doubts? Or what kind of service are they going to bring for the community? Students can get unmotivated to pay attention in class and learn English.

2.5. Professional Field

“Graduates in Applied Linguistics: Teaching of English will be able to work as teachers in all elementary school levels, secondary school and higher education from private and public institutions” (PUCESE, 2013l, para.5).

Applied Linguistics Students, today working as teachers, take turns every year in different levels in the institution where they are, and they have faced some challenges such as:

- The lack of experiences in teaching children, because methodology used for little children is different, especially when students are children from preschool level.
- The inexperience of planning using the actualized Curricular Reform about the levels that students from High Schools and Elementary school have to achieve.
- Even they did some practices in classes with their partners as students, it did not have the same effect (talking about getting experience teaching to university students),

⁷ PPA: Acronym in Spanish for Pedagogical Classroom project

because in classes, they were teaching to people that knew English and in the real life, not all students from different programs know English.

So, for avoiding the problematic previously explained, students need more teaching practices and being trained according to the different levels, in order to realize what authorities from the Applied Linguistics School want to give to the community.

2.6. Why to study Applied Linguistics?

“Applied Linguistics is concerned with the practical issues of language: acquisition of second or Foreign Languages, language teaching, language policy, multilingualism and cross-cultural communication, maintenance of languages, and assessment and treatment of language difficulties” (Flinders University, n.d, para. 1).

Studying Applied Linguistics is about knowing the process about what a person has to experience to acquire any new language, also about difficulties presented in that process, how to go from the theoretical to the practical, and, it is about creating solutions to solve learning complications.

People from Esmeraldas demand professional English teachers, which means, it is necessary to be qualified to give an efficient service in the community. Teachers are not just focused on instructing, also, they think critically in order to solve learning problems that could be presented in adults, teenagers and children.

2.7. Applied Linguistics School Development

As a new program, the Applied Linguistics School had undergone some complications, for example, students from semester (October 2008 –January 2009) quit from the School for the following reasons:

- No money for the registration.
- Not good rapport with a teacher who did not work in the School for the next semester.

- Some students could not understand English (found it hard).

According to the Annual University Reports (2008-2014), the activities developed in the School were:

Table 1

Students' distribution by periods

PERIOD	ENROLLED STUDENTS
May 2008-September 2008	19
October 2008 – January 2009	17
2009- 2010	27
2010-2011	38
2011-2012	53
2012-2013	41
2013-2014	48

Note: It indicates how many students have studied in the Applied Linguistics School from its beginning till the period 2013-2014. The information for the first period was found in two sections, the other periods were found as whole years. Period (2012 -2013) had fewer students because the first Applied Linguistics class finished the curriculum and others changed to another university.

Authorities of the Applied Linguistics School also executed some activities for students. Unfortunately, those one were not focused on students' academic needs, neither thinking about the professional profile they had to develop. Also, there were training activities for lectures that did not fulfill expectations, needs and they have not been trained in subjects of specialization.

According to the Annual University Reports (2008-2013), those were the accomplished activities:

Table 2

Academic activities developed for Applied Linguistics School Students and lectures

PERIOD	ACTIVITIES FOR STUDENTS	ACTIVITIES FOR LECTURES
May 2008-September 2008	English leveling courses	No activities
October 2008 – January 2009	No activities	No activities
2009- 2010	English leveling classes	Seminar: Planning by competences
2010-2011	English leveling classes for semester (September 2010). Translation works for Ecuadent ⁸ Students from 5th level trained to students from “20 de Noviembre” High Schools.	Seminar: English didactic.
2011-2012 2012-2013	No activities	No activities
2013-2014	Spelling bee contest. English Speech.	No activities

Note: It indicates what kind of activities were done in the Applied Linguistics School since the first administration until administration for the period 2013-2014.

3. EDUCATIONAL SYSTEM

The Educational System is:

The system of formalized transmission of knowledge and values operating within a given society, in this system include the process by which society deliberately transmits its accumulated knowledge, skills, customs and values from one generation to another. (Soji Oni, 2013, p. 853)

⁸ Ecuadent : It is a foundation that give needed medical and dental care to children

To make sure that an Educational system works, people involved in that system must not be only focused on economy, because the purpose of all is to assist students, so, the following features must be present to obtain excellent results:

- Leadership and attention to students
- Expectations from teachers to students
- Emphasis of the work into the classroom and clear goals
- Recognition of students' progress
- Support from the institution to students
- Students' professional development

3.1. Higher Ecuadorian Educational System

It is in harmony with the LOES, in Ecuador, SENESCYT⁹ designated the regulatory body for Higher Education by the CES¹⁰, this system compound two academic calendars and it is divided in three levels:

- **Technical or technological**

It lengths two years of higher education / equivalent to Associate degree

- **3rd level Education or undergraduate and engineering**

Its duration is about four to six years / equivalent to Bachelor' degree, it is offered for free in public institutions.

- **4th level Education / Master's degree and PhD**

Its timing can vary; it depends on the University or program

3.2. Pontifical Catholic University in Esmeraldas Educational System

The system in the university is divided in two academic periods. According to PUCESE (2013), university levels of Education are:

⁹ SENESCYT: Acronym in Spanish for National Secretary of Higher Education, Science, Technology and Innovation

¹⁰ CES: Acronym in Spanish for Higher Education Council

a) 3rd level Education or Undergraduate Education

Its duration is between eight and nine semesters. Today, this level counts with eleven degrees such as Audit and Accounting, Educational Sciences, Applied Linguistics, Nursing, International Trade, Tourism, Clinical Laboratory, System Engineering, Environmental Management.

b) 4th level Education / Master's degree

It is focused on Education and Administration, its timing is about four semesters.

The PUCESE is well structured to provide a good environment and service to the community. It is also affording Language classes sponsored by the Language Department and continuous training classes.

4. EVALUATION OF THE EDUCATIONAL SYSTEM

Even though there many definitions of evaluation there are two one useful to explain what an Evaluation of the Educational System is:

Evaluation is "the systematic process of gathering, analyzing, and using information from multiple sources to judge the merit or worth of a program, project or entity" (Rossi, Lipsey, & Freedman, 2004).Evaluation serves to facilitate a program's development, implementation, and improvement by examining a variety of outcomes. (Stanford University, n.d, para.9)

Evaluation is not about assessing teachers and what kind of work they do, evaluation refers to determine how effectively a program is working, its lacks, what to improve or what to add in a system in order to serve people in a community.

Evaluation in Education is a way of understanding the effects of our teaching on students' learning. It implies collecting information about our work, interpreting the information and making judgments about which actions we should take to improve practice. . . .Evaluation is an analytical process that is intrinsic to good teaching. (Ramsden, 1992, p. 209)

Authorities of a program need to have a plan for evaluating the Educational System, after that, use that information to start making the respective corrections according to

the results. It is important not only to evaluate the results also the objectives, conditions and pedagogical system.

4.1. Evaluation of the Educational System

According to Ortiz & Rubio (2009), evaluation in Educational institutions is necessary to determine how efficient the professional training and the service are. LOES (2010) specified that:

Evaluation of quality is the process to determine the conditions of institutions, degree or academic program, through the systematic collection of quantitative and qualitative data that will allow emitting a discernment or diagnosis, analyzing its parts, functions, processes, in order to use the results to reform and enhance the syllabus, degree or institution. (p. 17)

The evaluation process must be done frequently in order to recognize weakness, strengths, advantage and disadvantages. In an academic program or degree the evaluation is a keystone to raise, improve the Educational System management, quality and the achievement of goals previously established.

5. EDUCATIONAL QUALITY

5.1. What does Quality mean?

Quality has been a matter of importance in every situation, Fry, Ketteridge and Marshal (2009), indicated that, "Quality is a broader term used with variable meanings, referring, for example, to individual student performance, the outputs of an educational program, the student learning experience or the teaching provided". (p.187)

Based on Harvey *et al.* (1992), Fry, Ketteridge and Marshal (2009), indicated that quality is divided in categories, those related to HE¹¹ are:

¹¹ HE: Acronym for Higher Education

- *Quality as excellence* is the traditional (often implicit) academic view which aims to demonstrate high academic standards.
- *Quality as 'zero errors'* In HE this may apply to learning materials.
- *Quality as 'fitness for purpose'* focuses on students, employers, the academic community, government as representative of society at large.
- *Quality as enhancement* emphasises continuous improvement, centres on the idea that achieving quality is essential to HE and stresses the responsibility of HE to make the best use of institutional autonomy and teachers' academic freedom.
- *Quality as transformation* applies to students' behaviour and goals being changed as a result of their studies or to socio-political transformation achieved through HE. (p. 187)

Education is a right for everyone, so, academic standards, learning material, people involved in the system, having a vision of what is going to be reached, will permit a quality assurance to satisfy needs and achieve goals, in contrast, when quality is not evident trust will be lost. It is important the participation and collaboration of all elements and members of the determined institution.

5.2. Higher Educational Quality

People is always worried about the kind of education they receive, constantly, they request a good education and a good university. Sharma & Kamath (2006), stated that,

Education needs to be more dynamic, self-corrective and self-invigorating process where every student gets the right kind of experiences to perceive one's own role as a contributor to the expansion of ideas, goodwill and harmony in a world replete with conflicts and contradictions. Education must contribute on the one hand to cultivating the mind and the other to social change and development. (p. 18)

Educational quality is about the kind of service given by any educational institution, which involved professional teachers, updated equipments, quality literary works, good environment for studying, opportunities where students can exploit their potentialities to be qualified as competitive professionals.

5.3. Higher Education Quality required in Ecuador

Currently, Government is striving to help university students to receive Educational Quality; the LOES (Ecuadorian Law about Higher Education) 2010 reflects the importance of it. Law Articles with the paragraphs related to Education Quality are:

- **Article 5 Students' rights**

Paragraph b) To have access to a quality and relevant Higher Education that will allow starting a professional and/or academic program in equality of opportunities.” (p. 6)

- **Article 12 Principles of the System**

“The Higher Education System will be ruled by principles of responsible autonomy, co-government, equality of opportunities, quality, appropriateness, integrating and self-determining to the knowledge and thought production.” (p. 7)

- **Article 13 Function of the Higher Education System,**

Paragraph a) To guarantee the right to the Higher Education through the teaching, research and linking with society, and make sure increasing levels of quality, academic excellence and culture.” (p. 7)

Paragraph ñ) “To afford ideal levels of quality in the training and research.”(p.7)

“Educational quality is one of the key responsibilities of educational institutions and of those who work in them.” (Fry, Ketteridge and Marshal, 2009, p.186)

Indicating that, people must have equality of opportunities, does not matter place, race, social level or gender, all of them must receive Education Quality which is required to fulfill LOES demands and satisfy students' needs and to get the expected results, so, it is essential to have a quality academic syllabus. In Ecuador, the CEAACES (Council for evaluation, certification and assurance of Higher Education Quality) is responsible of “the evaluation, certification, assurance of Higher Education Institutions Quality, its programs and degrees.” (CEAACES, 2014, para. 1)

An unaccredited institution can establish goals for improving its quality and reach the accreditation as university or branch; those activities are verified by CEAACES technicians, as the PUCESE is doing because according to the news on the university website it is not still accredited as a branch of the PUCE.

6. STUDENTS' EXCHANGE PROGRAMS

Nowadays, many people take an exchange program for many reasons, but, what do those programs consist of?

They are programs where students from secondary school or university choose to study abroad in partner institutions it can be an opportunity for learning and increasing in knowledge. An exchange student normally acts as a cultural ambassador from his or her country who travel abroad to study, learn and interact. Most of the academic exchange programs are sponsored by individual schools or academic organizations in the country or overseas. Academic trips require coordination to guarantee that the entire gotten loan will be transferred and get validity to get a diploma. (Cacc, 2011, para. 1- 3)

In Esmeraldas, the EF¹² offers international exchanges with a length of one year maximum but it varies according to the time that students want to spend overseas or depends on the program they will choose, guaranteeing to students a unique experience, where they can be immersed and know other cultures, also learn the selected language and participate as university leaders. Even it is explained what Exchange programs are, it is essential to determine why people are focused on participating in those programs.

6.1. Importance of students' exchanges

Exchange program is a great opportunity for students in their professional training. Throughout this modality students can learn about different cultures, races and even they can share their history and their own ones. As part of an exchange students can be exposed to overseas cultures and have chances to interact with local families. (Universia Perú, 2007, para.1)

Students take those kind of programs to improve their linguistics skills, get ready for applying to a Master's or PhD degree and enrich the experience of travelling out of the country, no matter the reasons; "an academic exchange can help students to verify how a profession in which they are interested is being developed abroad. In a globalized

¹² EF: Acronym for Education First, an international company specialized in teach English as a Foreign Language and other languages.

society to have this kind of experiences in so useful for futures professionals in different fields”. (Universia Perú, 2007, para.1)

Today, Ecuadorian Government is given students the opportunity to travel abroad to learn English and have such kind of experiences in order to be back to Ecuador and apply all techniques and knowledge they have acquired to give an excellent service as teachers and enrich the educational system; that is the purpose of a student’s exchange.

7. TEACHING-LEARNING PROCESS

- **Introduction**

Trough time researchers have studied about Teaching and Learning process establishing some important definitions of it, so, it is understood that:

Teaching –learning is the heart of education. It is the most powerful instrument of education to bring about desired changes in the students. In teaching - learning process, the teacher, the learner, the curriculum and other variables are organized in a systematic way to attain some pre-determined goals.

The main goal of the Teaching - learning process is to produce a real change in the students and accomplish the standards of the educative institutions through the teachers and students work and the planned activities in the curriculum.

There are many factors that represent a big influence in this process such as the educator techniques, the students understanding, the curriculum organization and the context; all these factors have an impact in the knowledge system. (“Teaching-learning process: characteristic and limitation of behaviorist, cognitivist and humanistic approaches to learn, 2008”)

By heart is understood the main part of something, teaching-learning process is considered like that because when teachers apply it correctly in classes, it becomes in a powerful aid for students to strength their intellectual or physical abilities and knowledge, in order to form people that will provide with innovative ideas to change society where they live.

Parents have the mistaken impression that teachers are the only one responsible for educating their children at elementary school or high schools, and some teachers from universities have the wrong assumption that adult learners are responsible for their education because they are adults, forgetting that:

- In spite of teaching is a challenging work indeed, when teachers feel they are teaching effectively and succeeding in students, all difficulties make the efforts worth. So teachers as guides must have a good self-training about the subject, methodology, activities, linguistics and all that will help them to get successful results with students into the class and out of it as well.
- Parents have the responsibility of studying with their children, which means, checking homework or assignments, reviewing students' notes for the tests, showing they are really interested in what their children are learning and their progress.
- Students have to study hard, pay attention in class, not to be shy (in case of adults at university), self-educate, not only be “satisfied” with what is taught in class; self-education have been an important part in education to be successful in life.
- Authorities need to provide teachers with all updated materials to teach with effectiveness.

All this indicates that in the teaching and learning process all people involved in it play crucial roles, all of them are important.

7.1. Teaching-Learning Process at University

Andragogy¹³ indicates that adults must be taught different from teenagers; there are some principles that need to be present when teachers have adults and young adults as students:

¹³ Andragogy: refers to science of be focused on adults education

1. As people mature, they tend to become more self-directed and independent in their learning.
2. An adult's previous experiences may serve as an excellent resource for learning.
3. Adults are more oriented to learning when specific learning needs are created from real life situations and the material learned is immediately useful.
4. Resistance to learning may occur if the adult does not see the relevance in the material.
5. Intrinsic motivation produces more permanent learning.
6. Adults prefer learning activities to be problem centered and relevant to life.
7. Adults learn throughout their lifetime.
8. Positive reinforcement is effective.
9. Material to be learned should be presented in an organized manner.
10. Active participation by the learner improves retention of knowledge.
11. Learning is enhanced by repetition of material.
12. Adults learn at different rates because of individual differences.
13. Trust, support, and a climate of mutual respect are important to the adult learner.

(Banks, 2000, p.2)

“University teaching staff are often left to develop their understanding of teaching and learning on their own. Developing an understanding of Teaching and learning is not sufficient to become an effective teacher in higher education. (Fry, Ketteridge and Marshal, 2009, p. 215)

Adults and young adults need to be listened and respected; an understanding of adults' needs will enhance them to be interested in what is taught. Many adults have learned on their own, with those experience, they bring to class a rich resource to strength to others.

Learners want to take responsibility in the teaching -learning process, so, teachers can use teaching methods that will help them to do so. Adults want to find solutions to the challenges they are facing, so, topics they are going to try must be significant or be adapted according to their needs.

8. MOTIVATION OF UNIVERSITY STUDENTS

8.1. Introduction

Motivation is about encouraging people to realize any activity with enthusiasm in order to learn more about it during its development.

Brophy (2010) stated the following:

Motivation reflects the reasons behind our choices and actions (p.2). In the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in learning activities and their reasons for doing so. (p.3)

Motivating students at the university is different from those who are in other levels (Preschool, Elementary School or High school) but even at the Higher Education it is necessary to be aware about students' learning styles, students' capacities, needs, also about techniques, sources and methodology used in order to teach and how those are affecting the teaching-learning process.

8.2. Motivating University Students

Brophy (2010) found the following for encouraging students to learn:

“Find out what topics your students want to learn about and what activities they enjoy doing, then build these into your curriculum as much as possible” (p.14)

In the classroom, teachers must not use the same techniques every day, they need to vary and be presented according to the group age; techniques used for teaching to teenagers are not the same for students from university, generally, students at university are adults and they are motivated when they relate their own and real life experiences with what is taught, thereon all is significant.

For engaging students motivation teachers must keep in mind:

How can we avoid students becoming amotivated¹⁴? For some students this will be next to impossible, since they may have entered higher education with the sole aim of enjoying the social life. But there is also evidence that what we do to students at university can lead to their becoming amotivated. One way of avoiding amotivation is to make sure that students are given full and appropriate feedback. (Fry, Ketteridge, Marshall, 2009, p. 27)

Students' approaches to study and their motives are determined by a number of aspects of the higher education system, including their perception of the department and university they are in, and even of the university system in general Duff (2004, Fry, Ketteridge, Marshall, 2009) when they are not working it is time to make changes.

As it was explained on section 6, most of the university students are adults or young adults, so, even they are adults, they have felt the following:

- Discomfort when teachers embarrass them in class because they cannot easily understand a topic, speak fluently, or develop a skill as fast as the teacher wants.
- A lack of self-confidence when teachers use sarcasm and demeaning humor. For example, when the teacher says: What are you doing here? You are not good for this, your pronunciation is so bad, so, How can a student feel with those kind of mangle¹⁵ words?

Teachers are considered as professionals, and according to it, they need to act, when someone wants to learn or progress, that person accepts suggestions related to the issue for improving, but one thing is to express constructive critics and other is to offense to someone, teachers must say what is true, but by using the right words.

¹⁴ Amotivated: refers to the lack of motivation

¹⁵ Mangle: to injure severely or mutilate by cutting, tearing or crushing

CHAPTER III

RESEARCH METHODOLOGY

METHOD

An analytical and inductive method was used for the present research work. **Analytical** because it allowed to do a diagnosis of all involved in the Applied Linguistics School such as teachers, students, methodology, resources used to teach and academic opportunities for Applied Linguistics, through a data collection. **Inductive** because it permitted to determine the Teaching-Learning process used into the classroom in order to verify how effective the mentioned process is into the classroom, in addition, how holistic the teaching is for students.

RESEARCH DESIGN

The research designs for this study were descriptive and explanatory. **Descriptive**, because throughout this, it was exposed how the Applied Linguistics School Educational System is functioning, also, it facilitated to define advantage, disadvantage, challenges that participants have to face when they are looking for resources to enrich their knowledge, develop and strength their skills. Also this allowed itemizing how this affects their preparation. **Explanatory** because it is made possible to describe how students' professional schooling can improve in their knowledge and abilities to give a competitive and responsible service in Esmeraldas.

RESEARCH AREA

This work was framed in the Research Area of EVALUATION which was proposed by authorities of the School, therefore, this research and its proposal served to provide some ideas to enhance the technological Teaching-Learning process and reduce some deficiencies that could turn up.

POPULATION AND SAMPLE

In this work, teachers and students from the Applied Linguistics School were taken as population because the research was directly conducted to them. As sample, fifty-three students from first level to eighth one in the School collaborated to obtain the results.

INSTRUMENTATION

The instruments used for this study were the interviews and surveys. **Interviews were** conducted to teacher, which purpose was to establish a personal communication or face to face conversation to know about materials, methodological techniques they use to teach. Also, to collect information about what kind of support they receive from University and School authorities to update their knowledge to teach.

Surveys were conducted to all students in the school in order to determine what they think about the education received in this school, how they feel about their competences as future teachers, as well, what must be enhanced in the Applied Linguistics School according to their point of view and lived experiences.

ETHICAL STANDARDS

This investigative work is focused on helping the Applied Linguistics School, therefore, all the information collected is confidential and it must be used just for that purpose, and responsibility of the author.

Table 3

Matrix Relationship

Diagnosis Purposes	Variable	Indicators	Techniques	Information Source	Items
To find out what techniques are used by teachers in class	Teaching techniques	-Common techniques used -Strength -Limitations -Preparation	Survey	Students	See annexes
			Interview	Teachers	
To determine students' English level	English levels	-Speaking fluency -Reading and listening comprehension -Composing essay	Survey	Students	
			Interview	Teachers	
To identify self-education techniques applied by students	Self-education	-Techniques to learn English -Getting ready for tests and presentations	Survey	Students	
To establish needs in the Applied Linguistics School	Applied Linguistics School	-Curricular network -Resources for students and teacher -Studies opportunities for students -Elaboration of projects	Survey	Students	
			Interview	Teachers	
To point out students' level of interests, satisfaction and motivation	Interest , satisfaction and motivation level	-Satisfaction about Educational System and quality -Applied Linguistics academic proposal --Behavior of teacher toward students - Techniques to motivate students to develop their skills	Survey	Students	
			Interview	Teachers	
To determine if there have taught updated contents	Subjects contents	-Relationship of the topics with the subject -Topics according to the students level	Survey	Students	
			Interview	Teachers	

Note: This table indicates the purposes and indicators that facilitated to formulate the questionnaires for the surveys and interviews.

DATA COLLECTION PROCEDURE

The data collection was made in the Applied Linguistics School: Teaching of English in the Pontifical Catholic University of Ecuador in Esmeraldas.

The collected information is used to demonstrate how all that is part in school is working and also to design a proposal detailing suggestions that can help participants in the School to get better results in the Educational System.

Questionnaires were written thinking about students to identify their needs, impressions, feelings and how they are progressing in the school, the number of questions varied according to the objective of each survey. Before asking permission to the teacher (because it was done in classes), those questionnaires were delivered to students, but before, it was explained the purpose of those surveys and how to fill them. Students started answering each question and gave back the papers.

Before doing the interviews, it was written some open questions focused on teachers' experiences and expectations, in order to collect important details about their labor in the school and determine their perspectives as teachers about how the school is functioning. After that, teachers were asked to have an appointment to proceed with the interview. Teachers were asked eleven questions; their answers were summarized without omitting important information.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

DATA ANALYSIS, INTERPRETATION AND FINDINGS

In this chapter are proved the survey's findings; the analysis was made throughout a quantification of the collected information by using the instruments previously established and conducted among students from the Applied Linguistics School; these results were processed in the Microsoft Excel program and reflected on statistics diagrams.

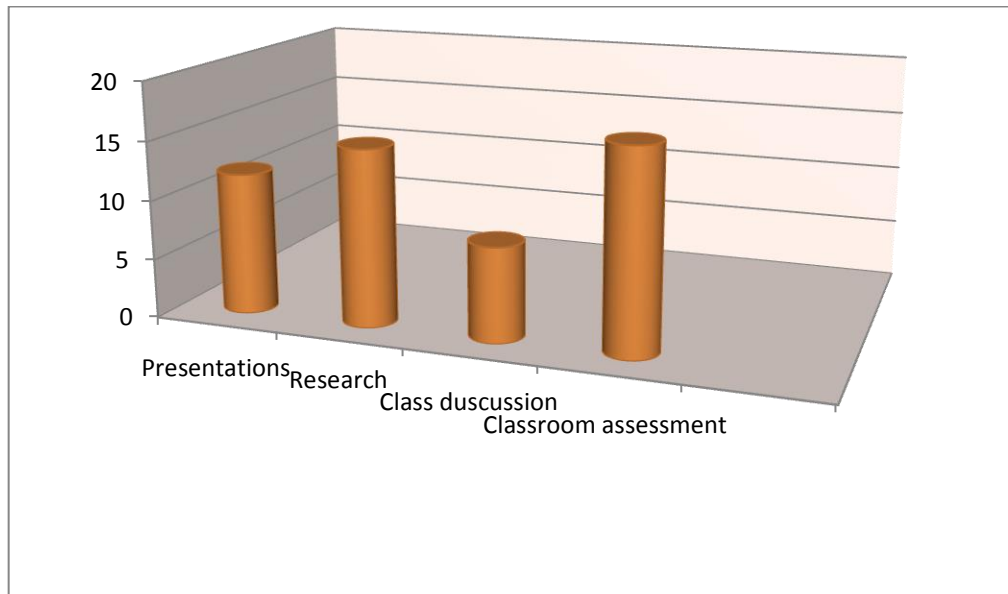


Figure 1. Common techniques used by teachers in the classroom.

Teachers use different techniques in classes, but the most used is the Classroom assessment, where students' knowledge is evaluated in order to verify how they are assimilating what is taught.

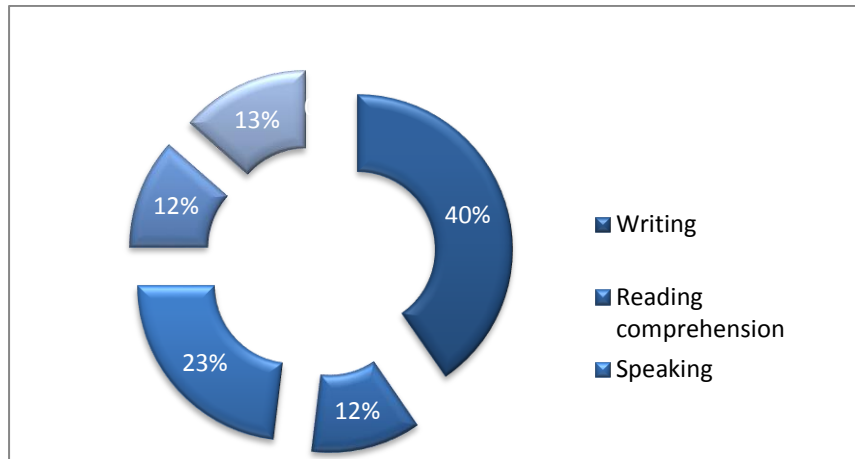


Figure 2. Linguistics skills that students have developed better

Writing skills are the most developed one, which occurs when students are not accustomed to speak enough inside or outside of classes. It can create problems during classes especially when they need to express their ideas, not only by using short statements or sentences but using long ones.

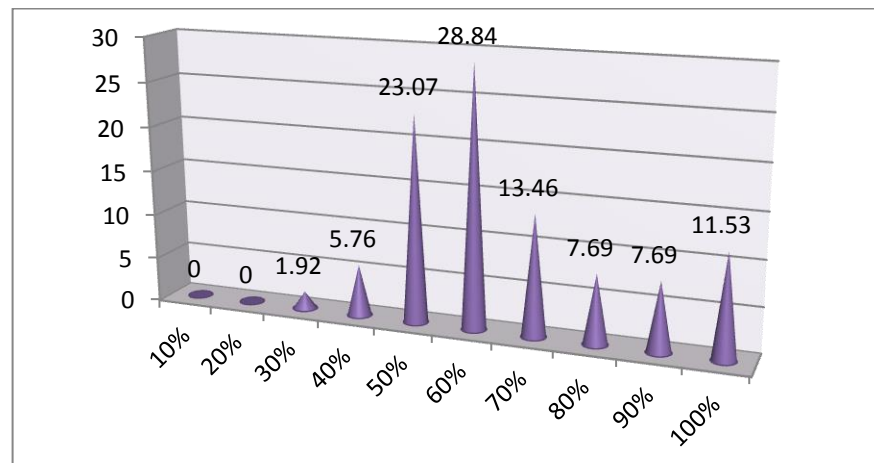


Figure3. Students' Listening understanding level

Most of the students cannot understand what others are saying, that occurs especially when people native speakers speak so fast. There are problems when on movies people speak fast and listeners cannot understand, showing that the listening skill needs to be improved as soon as possible, because if they can understand between 70% and 100% some important things can be missed, and also, how can they interact with foreign people effectively?

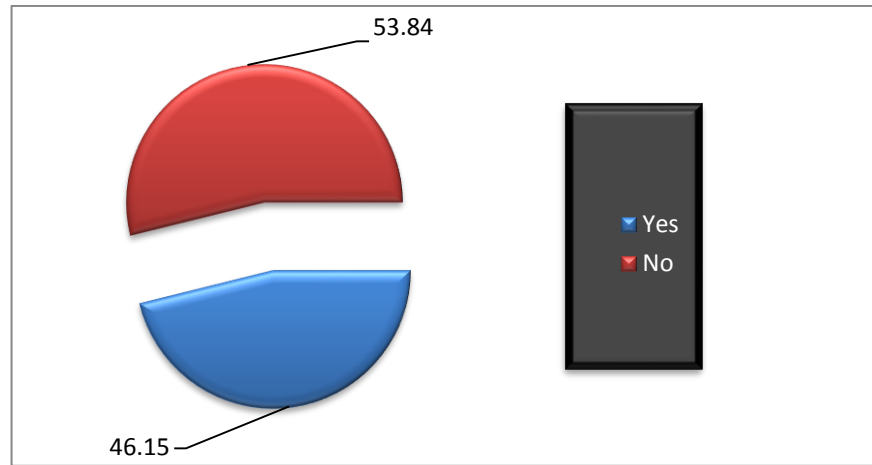


Figure 4. Students' ability to duplicate all the received information

When it is described duplicate, it refers to produce again all the received information without omitting important details. This is a challenge for students from Applied Linguistics because most of them cannot do that work, which means, they have problems with speaking and listening skills.

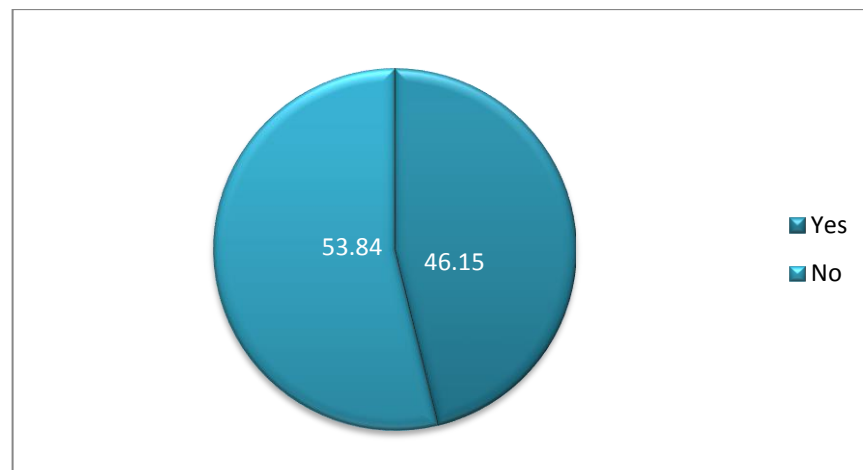


Figure 5. Students' understanding level of instructions given by their teachers

Although students from Applied Linguistics have challenges with their speaking and listening skills, most of them understand when their teachers give some instructions. Those instructions can include orders to accomplish a task in class or assignment. Even they can understand those commands that do not mean their listen skills fill the expected requirements.

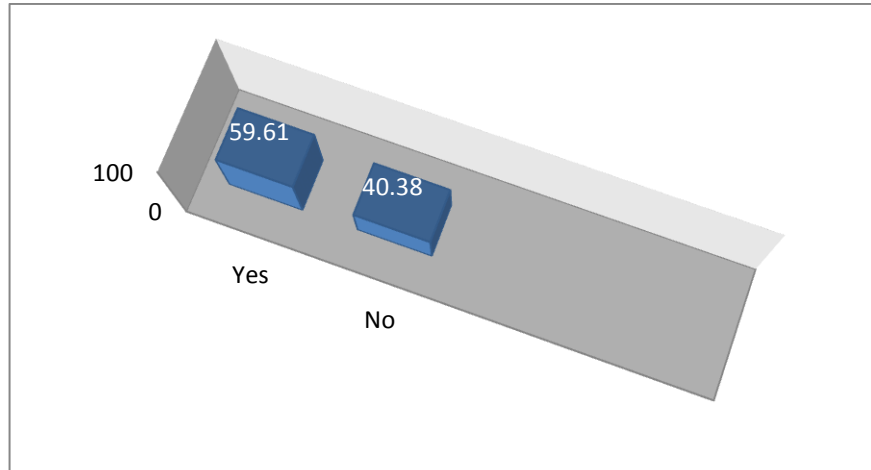


Figure 6. Students' reading comprehension skill development

Reading Comprehension is a skill considered one of the most difficult to develop. Some students understand complete sentences from a reading and others are facing problems with this skill. It could be because in our city we lack reading habits or they are not taught to read and understand, they just read.

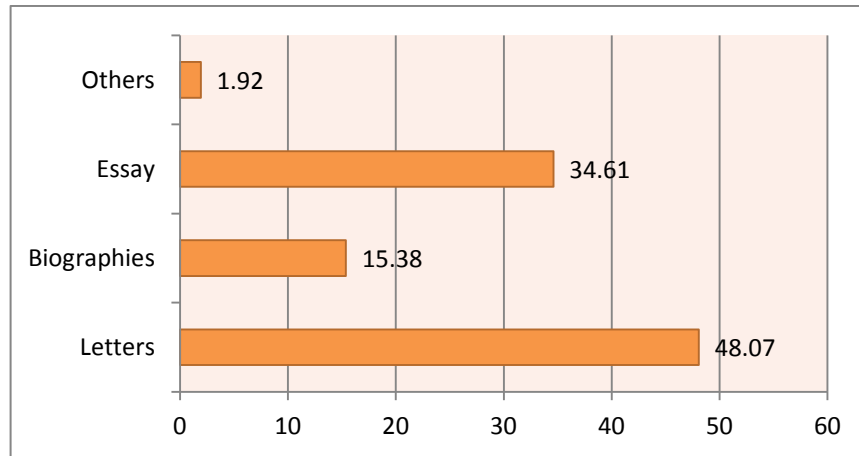


Figure 7. Types of writings that students can produce

Students from Applied Linguistic are good to produce or write letter and a few of them can produce essays. It is preferable if they could produce essays and biographies by using rule and academic writings to do a great job as professionals in the field of Linguistic, and also to write an excellent thesis report.

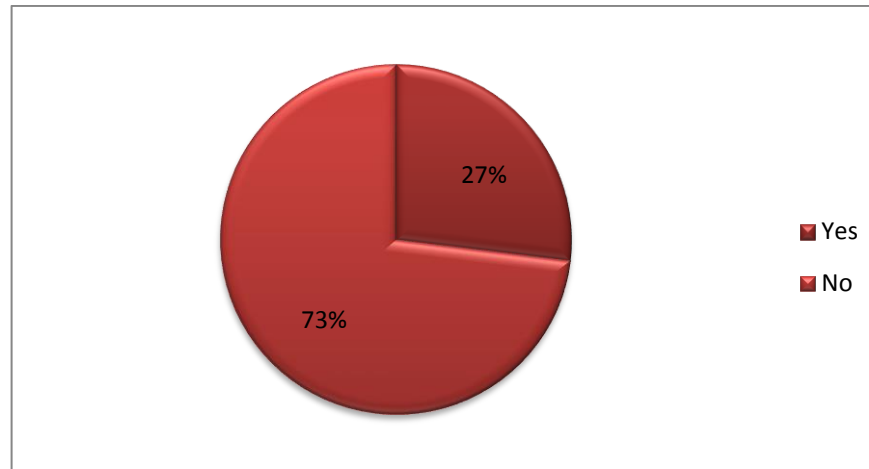


Figure 8. Students that find difficult writing skill

Students were asked about their writing skills, even according to the *figure 7*, 34,61 % can write essays, 48,07% letters and 15,38 % biographies, it is essential to verify the sentence structures and also be focused on those students that have not develop the writing skill. Those students think it is difficult to write because of grammar, which occurs when rules are unknown or when students have a lack of useful vocabulary to express what they feel, think or want. Security is important and although they know the right words to convey their messages, distrust in them can be a barrier.

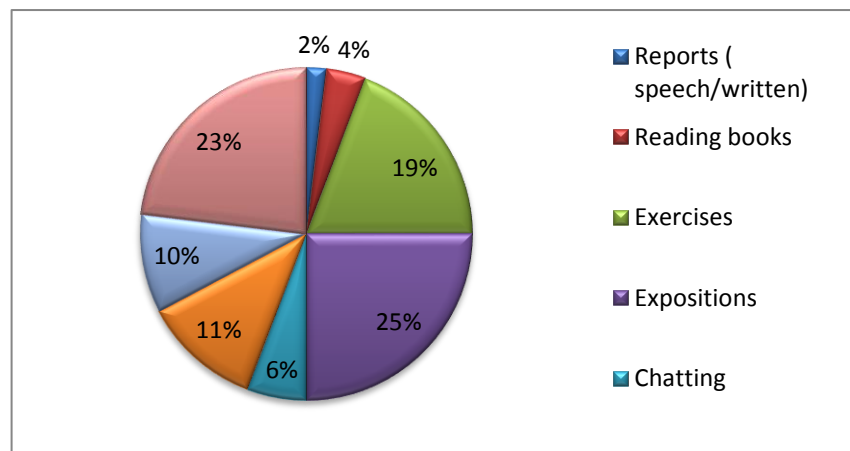


Figure 9. Activities that students do in order to enhance their linguistic skills

There are a lot of activities to practice and improve speaking skill but mostly students have experienced presentations, where a specific topic in any subject is given and students have to prepare that to show it to all their partners from the class. They have experienced other useful activities such as listening to music or exercises (spoken or written) talking about the skills in general, but they are not enough.

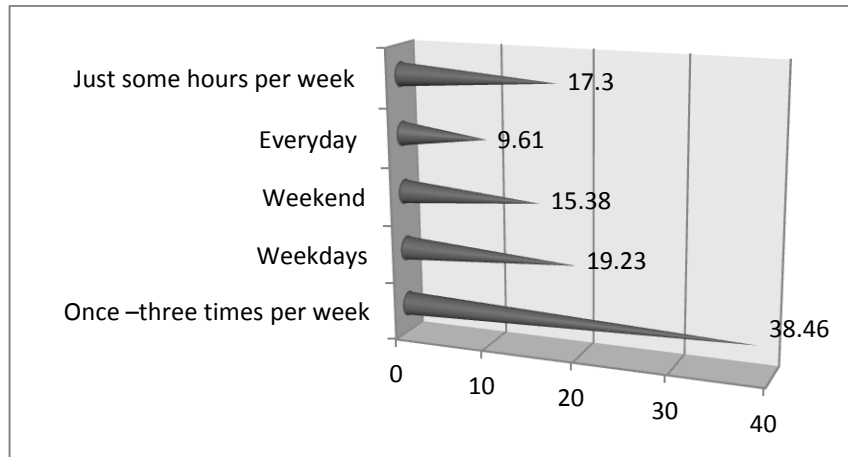


Figure 10. Frequency that students do activities to expand their linguistic skills

Self-education plays an important role when someone wants to learn another language. Students from Applied Linguistic School study at home once and three times per week, although this is excellent, it is not enough if they as students can get the best results in their professional training.

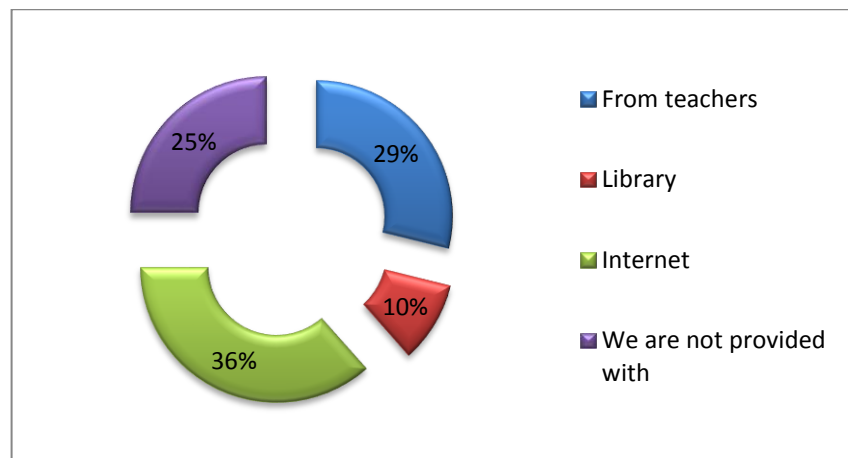


Figure 11. Where students get materials to update knowledge

We can determine that students' sources of information are: the internet and teachers' copies from some books. Unfortunately, in the library there are not books for Applied Linguistics and at the School there are few books just for teachers, in addition, students do not work with a specific one for each subject. They are provided just with books for French (student's book and work book and downloaded by the teacher).

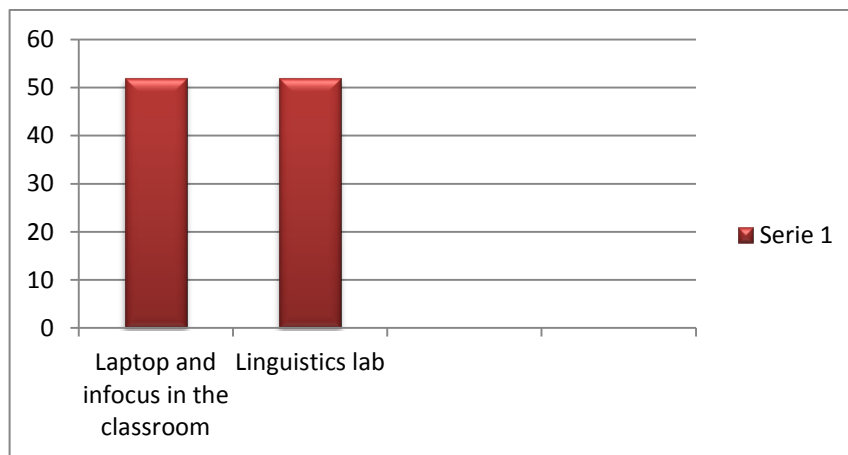


Figure 12. Equipments used in the school to dictate the classes

For teaching any subjects, teachers use in the Lab: computers and infocus. That is used for presentations of materials for the class (contents) or expositions. Laptop and beamer are used for teaching in the classroom, for the reasons previous said. The results on the row indicators are the same because students are affirming those are the resources for teaching.

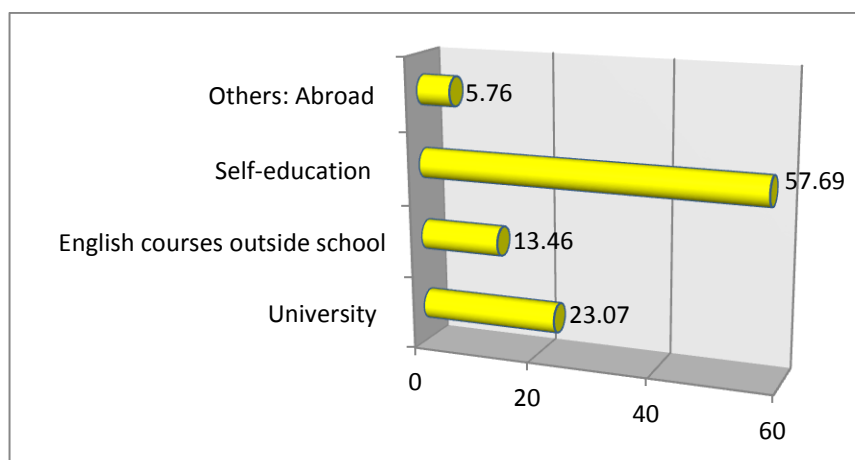


Figure 13. Places where students have developed their communicative skills

Most of the students' preparation depends on their own efforts to be ready for degrees as language teachers. The university has played an important part in this education but, according to the results, in the Applied Linguistics School there is a lack of necessary materials to cover all the needs and help students become successful learners.

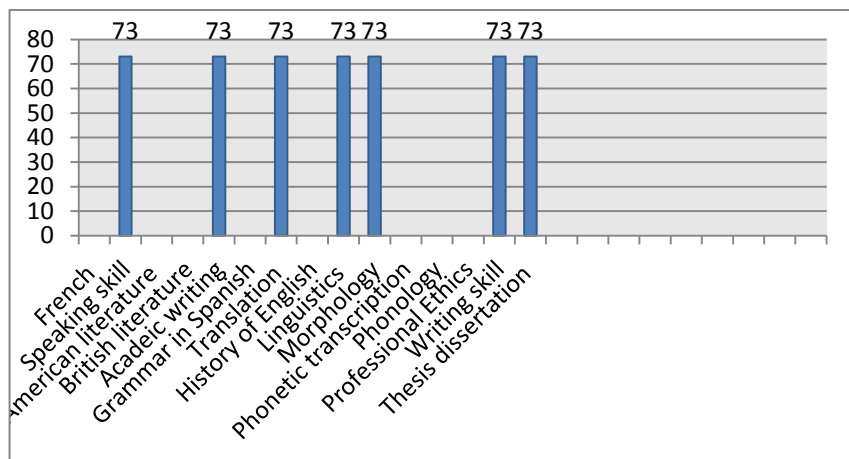


Figure 14. Professional teachers that students needs at the school

As we can see 73% of students would like to have professional teachers. They need a specialist for each subject someone who can clarify doubts correctly because teachers know that subject. A 27% of students think that their teachers are professionals and they do not need others teachers.

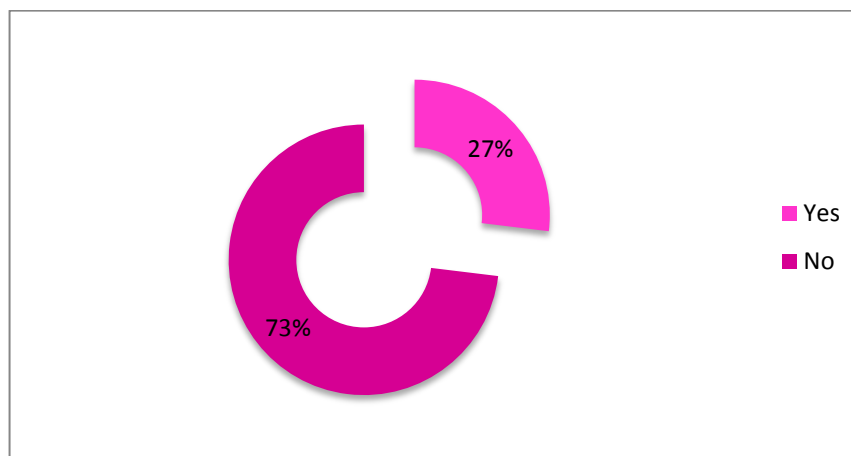


Figure 15. Students' training to face the challenges as future professionals

In spite of being self-educated and having the training in the Applied Linguistic School, something is missing because they do not feel confident to face the challenges as professionals. What are authorities doing to help them to gain self-confidence and enriching experiences to deal with difficulties in the professional field?

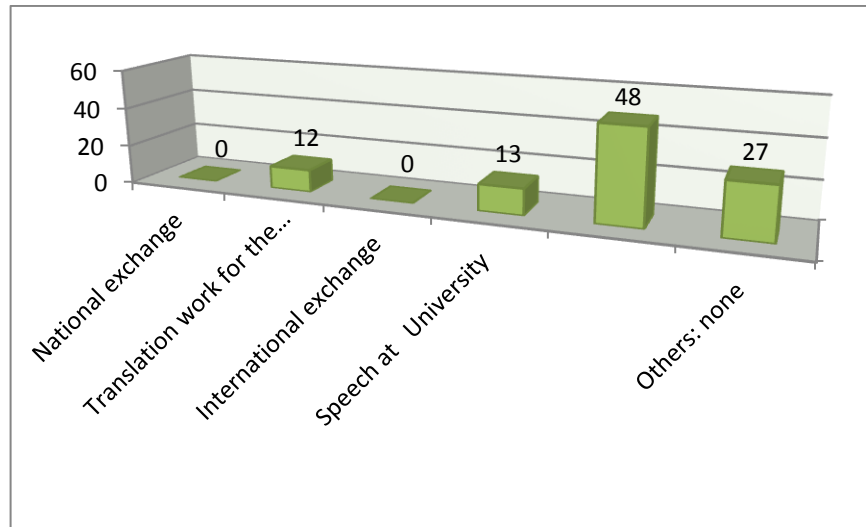


Figure 16. Educational opportunities that students have experienced as part of the University and the Applied Linguistics School in order to improve their linguistics skills

When we talk about opportunities, we refer to chances that students have to practice English they know. As part of the Applied Linguistics School, students have worked as translators and practice with native speakers because some teachers have lived abroad.

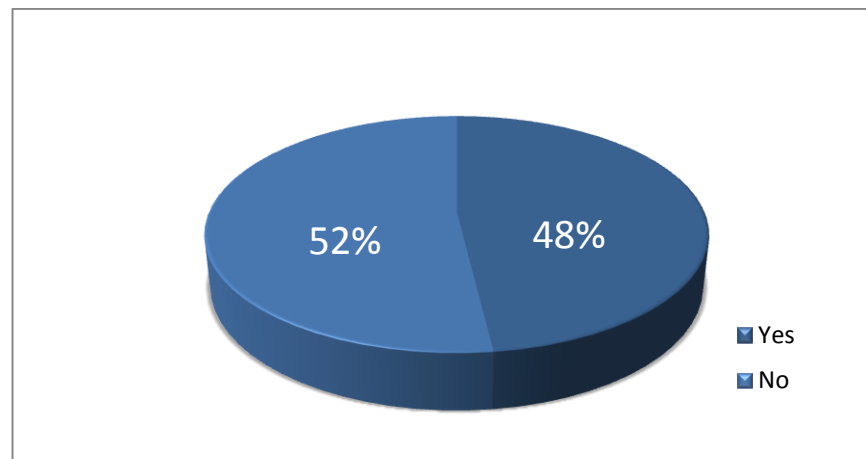


Figure 17. Guide students receive by teachers in order to write projects

Even some teachers know English and can guide students with their projects; the difference between those that are not trained is manifested. It is not enough to know English or syntax; teachers must know how to assist their future fellow workers to present professional written projects.

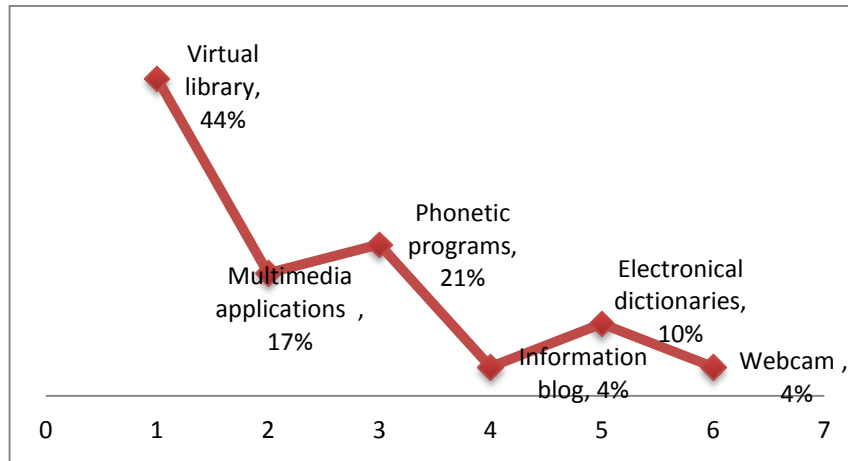


Figure 18. Sources needed at the Applied Linguistics Lab

Since it was founded, Applied Linguistics School has had not important resources. Students think it is meaning to add a virtual library because there is no a library for linguists and also it is necessary to add a phonetic programs and multimedia applications related to the subjects taught. That can increase students' level.

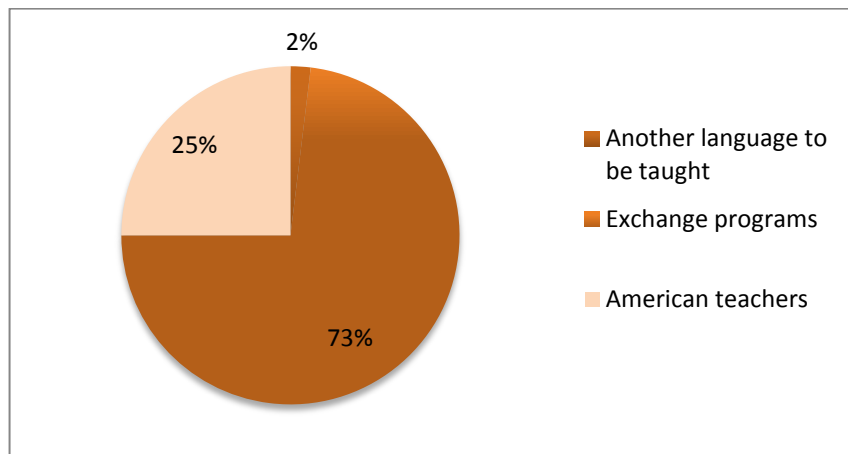


Figure 19. Sources that must be incorporated at the Applied Linguistics School, according to student's perspective

This program has gotten acceptance for future linguistics because of authorities offer on overseas students' exchanges. Students from different classes have had not that enrichment experience, so, they demand to execute the abroad exchanges because they know it can help them to train them professionally.

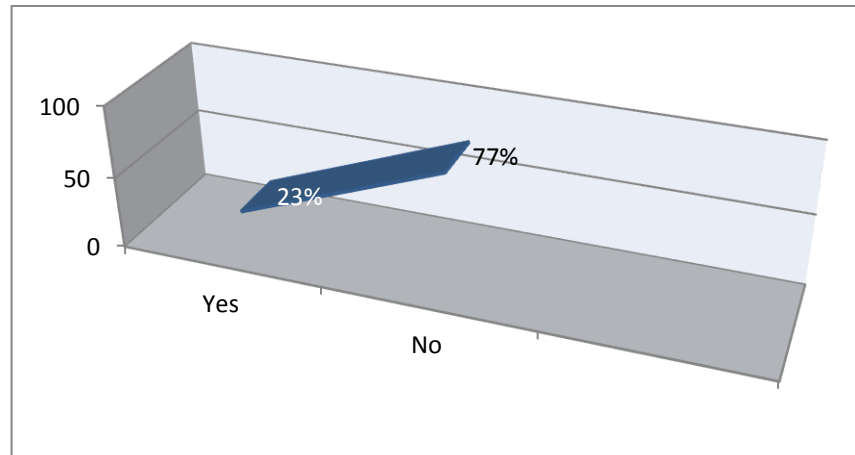


Figure 20. Students that practice English after classes, also, in and outside the classroom

Practice English in and outside class make rich in knowledge and experience to students. They can practice in class when they are asked by the teachers to answer a specific question or in presentation but they need real practice outside class and according to the results they have not practice enough outer.

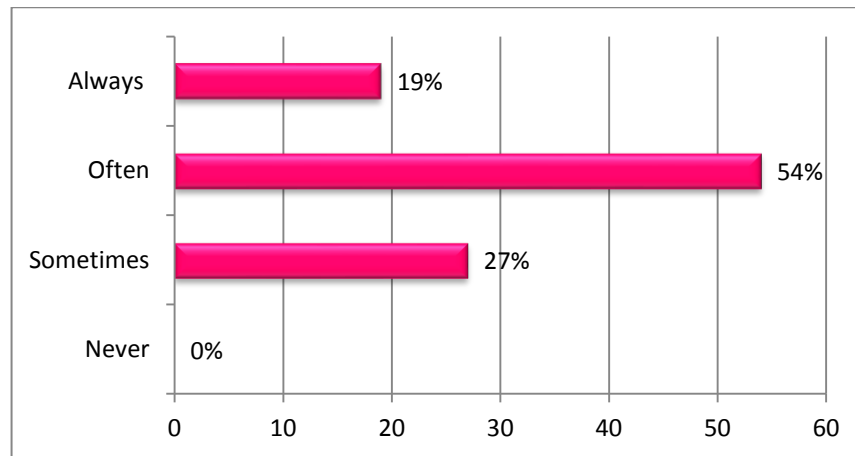


Figure 21. Teachers' knowledge to teach the designated subject

Teachers know language but some of them are not trained to teach subjects such as Linguistics, Phonology, Morphology, History of English and other. It cannot cause the same effect of those who have studied for teaching exclusively and know the techniques for doing an effective work because of that, it is determined they often are not trained to teach some classes.

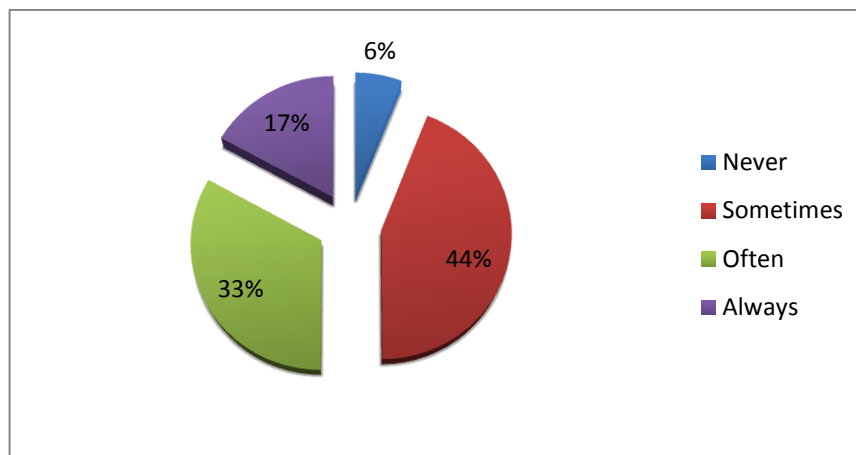


Figure 22. Teachers' accounting of students' learning style

Students have developed the multiple intelligences, which means, they have different styles of learning and it is important as teachers to keep in mind in order to vary the class and please all students. According to the results, teachers sometimes are accounting of students learning style and sometimes it can turn difficult especially when teachers are teaching in the same way every day.

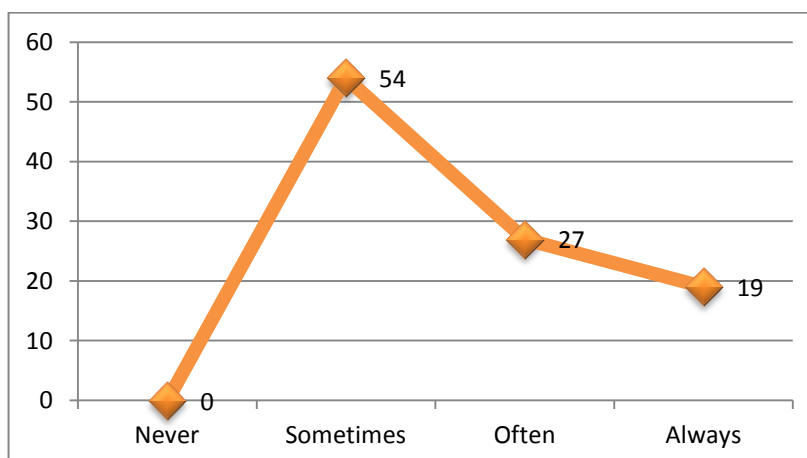


Figure 23. How often classes are interesting

Classes must motivate students and one of the teacher goals must be to prepare classes in order to present a topic in an interesting way. Classes are sometimes interesting because of that students pay attention while the teacher is training, but when a class is not prepared or interesting; students tend to do another thing while teacher is explaining an important topic.

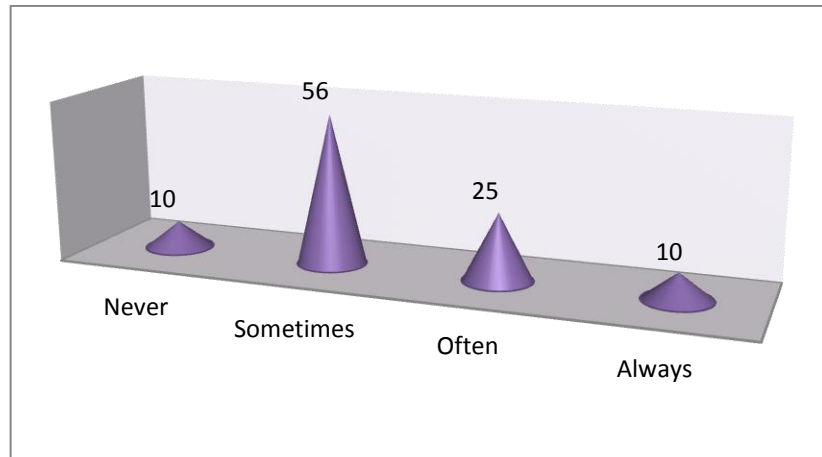


Figure 24. Teachers encouraging students to develop thinking and problem solving skill

Students are not containers to fill, teacher need to help them to think critically and learn how to solve real life problems and also how to face problems that can be presented when they are teaching, this must occur always, but according to the results just they are sometimes encouraged by teachers to develop that skill.

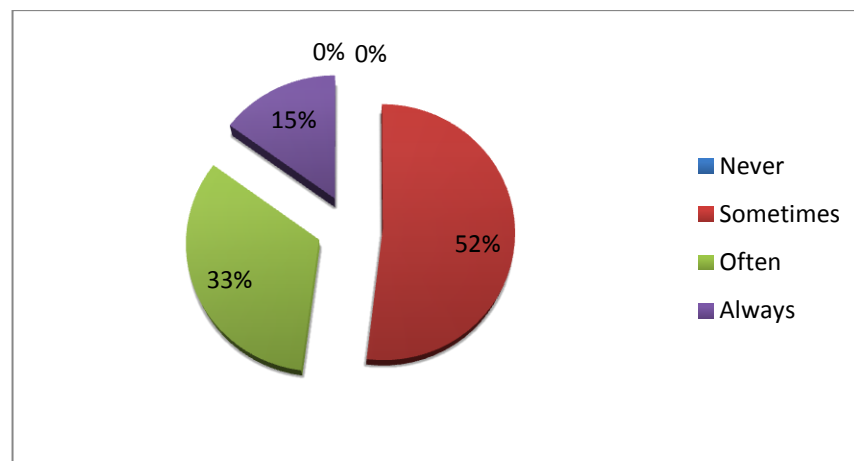


Figure 25. How often grading or marking reflects students' work

A mistake is to think that grading demonstrate how much students know. Grading sometimes does not reflect what students have learnt or what they can do effectively. The results indicates that sometimes scores do not reveal students capacity or level of skills because that, it is important to go further than scores and “measure” students according their interaction in class.

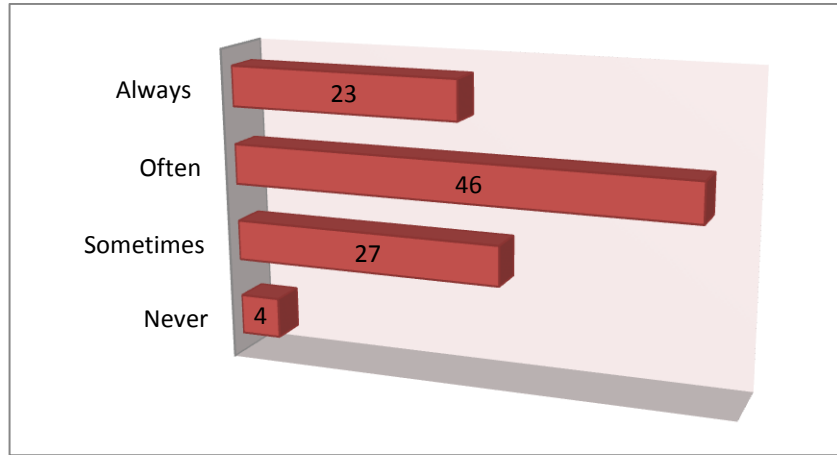


Figure 26. Teachers encouraging students to use EFL

Even teachers give opportunities to students; they need to experience frequently the usage of EFL (English as a Foreign Language). Sometimes, students do not know how to express something in English and they tend to use their mother tongue, teachers have to encourage them to use English even when they are speaking with their students in or out classes.

DISCUSSION

The Applied Linguistics School was founded to offer a good service to the community in Esmeraldas in Teaching English as a Foreign Language. The quality of service that is given depends on the activities and the professional trainer, in that way, students can act with good criteria in order to develop innovative projects in the field of Teaching of English and give an excellence service in the whole City of Esmeraldas.

An evaluation was made in the Educational System of the Applied Linguistics School to know how they are working with all members of the school and what areas need an improvement. In the process of teaching–learning, as we know, teachers, students, authorities and resources play an important role and all need to work together to get the best outcomes.

Teachers in the Applied Linguistics School have studied for teaching, but not all have the same level of preparation or experience to train others, 73% of students indicated they need professional professors because 54% of trainers are often acknowledged to teach the designed subject and use frequently the same resources, techniques or activities turning routinely or boring the class. Having a good disposition for teaching, reading some materials about education or have been abroad in a country for years or months do not qualify a person for being a trainer. Not all who knows English can be a teacher, Andragogy¹⁶ at university is really demanding and it requires qualified educators.

From the first class, university authorities advertised national and abroad students' exchanges in order to help them to increase their linguistics competences. From then and now, just two students have experienced abroad ones. Exchanges permit students to understand how other universities are working; they can see reality, share educational ideas to enhance their strategies, methodology and all about education, because being a teacher is not just about knowing English and being in front of students.

According to the Second National Congress for English Teachers (2014), a teacher must know about other cultures, history and modern methodology because teaching the language

¹⁶Andragogy refers to science of be focused on adults education

will be easier. For example, on Students' text books (from elementary and high schools), there are descriptions about some people, what they do, places where they live and so on, and even in the university in subject such as Language in Contact or Language and Culture especial features are described, a teacher must know a lot of information to please students' curiosities and teach correctly, teachers can read about the issues previously indicated but it is not the same live the culture that read about it.

According to the surveys finding, 46% of trainees are often encouraged by teachers to use EFL, 23 % of students practice English in, outside and after classes, 40% have develop writing skill, 13% all the skills, 12% reading comprehension and 23 % speaking. Knowing that is essential to enhance their skill, trainees also are exposing any topic in class 25%, listening to music 23, 07%, exercises (online or with spreadsheet) 19, 23%, watching videos/ movies 11, 53%. Participating in Spelling bee contests, speeches or being translators for some days can help them to interact with other people and increase a little bit their speaking skill, but, how can those assist them to become successful educators? 73% of students are not sure of facing challenges as teachers.

So, why is it mentioned again? Because this emphasizes that there is a latent necessity in the Applied Linguistics School, which is to help students to:

- Have strong develop of the Linguistics Skills
- Feel confidence with what they have learnt
- Be ready for taking international test in order to apply for Master's Degrees.
- Know about procedures, methods, and assessment, Pedagogy¹⁷, Andragogy and laws regulations.
- Master or at least be closely familiar with government curricular network to know how to proceed at high school, elementary school where they decide to work and that must be taught from the university in the level they have to take the subject.
- Have experiences in teaching through Teaching practice
- Receive Educational Quality

It is time to optimize the needs and apply new strategies to get the best results, because today being a teacher is not easy, especially with the Government requirements concerning to the English Level that a teacher must have.

¹⁷ Pedagogy : refers to the methodology to teach to children

CONCLUSIONS

Throughout the development of this research work, it could be determined that:

1. The Applied Linguistics School in the University and Esmeraldas plays an important role because it is a good place to train prospect English Teachers that serve to the community, so, authorities must be responsive to students' needs and expectations.
2. The lack of trained teachers and resources for teaching is a weakness that will carry out to get some problems in the teaching-learning process.
3. Students present shortage of strengthen in their English and French Linguistics skills, and that will be a problem if they want to give a whole professional service in their community or outer.

RECOMMENDATIONS

1. Authorities from Linguistics School must add admission requirements to know trainees' English Level, a proficiency in English or a certificate that indicates their levels, at least (Intermediate). Also, provide the School with bibliographic material, even virtual one, and all that is needed and related to Applied Linguistics for teachers and students in order to avoid complications.
2. Make sure that teachers hired in the Applied Linguistics School have a degree for subjects taught in Applied Linguistics. Assign what subject they are going to teach before the semester starts, give them the indispensable training according to the subject they are going to teach, not a general training, in this way, this will be profiteer and pleasing according to educators' needs.
3. Permit students to develop as professionals with real practice, being involved in works to enhance their skills, giving them in the classroom educational quality, more practice by using English in the corresponding classes, making sure they can participate in national and international exchanges, and productive academic activities such as, workshops, national congresses, online courses, researches, and hard work in and out the class.

PROPOSAL

According to the PUCESE form, it was developed a proposal, as an additional work. This is not a requirement for undergraduate projects, but it was necessary to contribute with ideas to enhance the Educational System in the Applied Linguistics School.

1.1. INTRODUCTION

It was done a research work in the Applied Linguistics School. The results indicated that the present Educational System is not totally responding to the demands of helping trainees in their professional development, even to teachers with specific instruction and materials to teach.

1.2. PROPOSAL TITLE

Renovation of the Applied Linguistics Lab into an Applied Linguistics Center for students and teachers.

1.3. SIGNIFICANCE OF THE PROPOSAL

Students need to receive an optimize service and doming English in all skills in order to face challenges as educators, give an excellent service and be capable for the work they will do. To help involved people in the Applied Linguistics School, it is detailed a proposal to renovate the lab into an Applied Linguistics Center, this center seeks to expand students' skills and competences, also to bring an aid for teachers to update their knowledge and carry out some activities that must be included in order to achieve excellence.

1.4. OBJECTIVES:

General

- To renovate the Applied Linguistics lab into an Applied Linguistics Center to support members of this one.

Specific

- To engage trainees to a high level with meaningful activities to master their linguistics skills and being updated with topics related to the teaching-learning process.
- To prepare students for international tests such as TOEFL, IELTS, FCE that are required from the Ministry of Education in order to teach English and also they are required to apply for MA programs.
- To update the Applied Linguistics blog and add a virtual library with all related with Applied Linguistics (books, articles, researches, nowadays news, so on).

1.5. LOCATION

The present proposal is going to be applied in the Linguistics Lab for students, teachers and authorities from the Applied Linguistics School in The Pontifical Catholic University of Ecuador in Esmeraldas.

1.6. PROPOSAL DEVELOPMENT

After getting the results of the Project Research, it is detailed a proposal that will be useful for the Improvement of the Learning Process in the Applied Linguistics School

1.7. WORK PLAN

It is described in details what is necessary to carry out through an activity schedule and calendar sample to reach the purposes of this proposal.

Table 4

Proposal /Activity Schedule

	Activities	June				July				August				Responsible
		W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	
1	Socialization of the proposal to the University Authorities.					x								School Director / Thesis responsible
2	Check the computers, headphones, main speaker, infocus, internet service, audio and all the devices in the Linguistics Lab. Make sure they are working.					x	x							Computing Technicians
3	Provide the School with books about Pedagogy, Andragogy, and all related to Applied Linguistics, even though, the virtual books in order to create a methodological and virtual library.					x	x	x	x					University authorities, School authorities, teachers and students.
4	Get online programs, worksheets and audios for working with students, and also bookcases.					x	x	x	x					School authorities and teachers
5	Select the Professors that will work in the center and topics to work with students.									x	x			School Director
6	Create a schedule for working in the center and adapts it to Professors' timing									x	x			School Director (Part of the schedule is already detailed)
7	Informative meeting to present what the center is and how it works											x		School Director
8	Classes Start	Second Semester 2014											Delegated teachers	

Note: It specifies step by step each necessary activity to make possible the renovation of the Applied Linguistics Lab in to an Applied Linguistics Center and people involved in the project. <http://englishresistance.blogspot.com/> <http://justenglish.me/2012/09/01/free-books-100-legal-sites-to-download-literature/> <http://www.openculture.com/freeaudiobooks> are websites where it is possible to download free English books for creating the virtual library. **This schedule only can be modified in the dates of execution.** Page | 51

Table 5

Calendar Sample for classes

Academic Activities	October																Responsible
	TUESDAYS				WEDNESDAY				THURSDAYS				FRIDAYS				
	7	14	21	28	8	15	22	29	9	16	23	30	10	17	24	31	
Listening and speaking skills classes	x	x	x	x													Specialized and selected teacher
Reading comprehension skill classes					x	x	x	x									Specialized and selected teacher
Action research and writing skill development (focus on learning problems in Esmeralda's students)									x	x	x	x					Specialized and selected teacher
Workshops														x		x	Specialized and selected teacher
French support classes													x		x		Specialized and selected teacher

Note: Each skill will be taught from Tuesdays to Fridays, a day for each skill and activity. Classes are two hours per day, before the regular one begin. The workshops will be executed each eight days. It will be provided a list with some possible topics for the workshops. The same calendar is for the next months just varying the date. At the end of each semester take an exam to determine how students have improved. **This schedule only can be modified in the dates of execution.**

The purpose of teaching extra French classes is to help students to get a proficiency certificate or at least an A2 level one according to the Common European Framework.

OTHER IMPORTANT ACTIVITIES

These activities must be getting done in the Applied Linguistics School:

1. Take admission exams for Applied Linguistics candidates.
2. After each workshop give certificate of attendance to students.
3. Provide at least with three seminars per semester according to teachers' needs.
4. Set books that are in the Director's office to the Methodological Library at the Applied Linguistics Center.
5. Select some students to update the Applied Linguistics blog with information about national, online workshops or seminars and other necessary information.

POSSIBLE TOPICS FOR WORKSHOPS

- Modern Techniques for Teaching English as a Foreign Language.
- Designing and applying criteria to evaluate spoken English skills.
- Designing multimedia activities for more effective autonomous learning.
- Planning following the new English National Curriculum guidelines established by the Ministry of Education.
- Activities to increase vocabulary at Elementary level.
- How to integrate the four skills in the classroom.
- Activities to help students to develop Critical Thinking skill.
- How to integrate funny activities in class.
- How to motivate students.
- Design of multimedia activities for more effective learning.
- Debate as a technique to develop English skills
- How to improve the Testing Instruments
- Preparing students for international tests
- Cooperative learning & workgroup
- Learning disabilities: facts and strategies
- How to become in competent teachers
- How to recognize and work with students with disabilities

Taken from the last National Congress for English Teachers as a Foreign Language 2014: Engaging English Teachers to Standards, conducted for The Ministry of Education and the Senescyt

Table 6

Proposal Budget

ITEMS	AMOUNT	SINGLE VALUE	TOTAL VALUE
Bookcase	1	\$ 230,00	\$ 230,00
Computers maintenance	2	\$1165,30	\$2330,60
Books	35	Depends on the book ¹⁸	\$1029,07
Total			\$3587,67

Note: Description of books budget is according to www.Amazon.com (an online bookstore); the prices of those books can vary if they are bought new or used. The selection of those one was according to the School Syllabus; the books and the subjects are detailed.

- For getting more books related to linguistics the School director can ask to teachers for downloaded books they have to create a virtual library. If any teacher knows where to buy better and cheaper books, the School Director can create a new budget.
- The Linguistics Lab maintenance can be done twice in a period (whole year), one for the first semester vacation and the second for the second one in order to start without complications.

1.8. IMPACT

The renovation of the Applied Linguistics Lab into an Applied Linguistics Center and all activities that will be executed in there will generate a social impact because students can get an improvement to work effectively for people in the community. While trainees are getting ready for international tests by the end of the syllabus to apply scholarships offers by the Government, also, they are engaging to Standards in their linguistics skills, competences, knowledge and pulling themselves for national and international exchanges. In addition, it will help them to be familiarized with activities conducted by The Ministry of Education such as seminars, workshops and so on.

¹⁸ Individual prices for the books are detailed on pages 65 to 66, annexes section.

Table 7

Proposal monitoring and evaluation

NARRATIVE SUMMARY	INDICATORS	MEANS OF VERIFICATION
Socialization of the proposal to the University Authorities.	Informing authorities about what the proposal consists of.	Communicative meeting Written report about the proposal approval.
Check the computers, headphones, main speaker, infocus, internet service, audio and all the devices in the Linguistics Lab. Make sure they are working.	Hardware, software, Internet system and others equipments technical support by University Computer Technicians	Key informant interviews with technicians. Written report about prices and what was repaired.
Provide the School with books about Pedagogy, Andragogy, and all related to Applied Linguistics, even though, the virtual books in order to create a methodological and virtual library.	Bookcase and books purchasing. Library and virtual one creation and organization after choosing the content wisely.	Written report about acquired books, prices, books in pdf format for the virtual library.
Select the Professors that will work in the center, as well, topics to work with students Create a schedule for working in the center and adapts it to Professors' timing	Organize a meeting to distribute the subjects and time Design and coordinate monitoring systems for students' progress.	Teachers' curriculum checking. Meeting with teachers and authorities. Group discussion Written report
Get online programs, worksheets and audios for working with students.	Selection of materials that will be used for selected teachers	Meeting with responsible teachers. Monitoring and Evaluation reports
Classes start	Increasing students linguistics level	Students' registration for reinforcement classes and academic activities. Teachers' attendance list. Students' progress report Test each two months

Note: Adapted logical frame. It is for monitoring and evaluating the proposal phases or steps. It is detailed what it wants to be achieve and how.

AFTERWORD

The topic for this research work was the evaluation of the Educational System in the Applied Linguistics School and all elements involved in it. This research work was divided in four chapters.

CHAPTER I is an introduction to the main topic that provided an explanation about what is happening in the Applied Linguistics School with the Educational System, its strengths, its weaknesses and resources in it. Also, about how significant is to do a researching work in the mentioned School, why it was done in the school and what the researcher want to determine with this research.

CHAPTER II is about the literature review. This chapter is divided in eight sections. Those sections describe that the Pontifical Catholic University in Esmeraldas was found on April 14th in 1980, starting its labor in 1981, which mission and vision expose what university authorities want to achieve with students to transform their community.

Also, it is described that the Applied Linguistics School (the school studied) was found to form professionals with academic excellence, establishing the professional profile and skills trainees must master after finishing the program, in addition, it is determined how Educational System in the mentioned School is working; what an evaluation means, why it is necessary to do an evaluation in the Educational System, how often this may be executed, who participates in that evaluation, and the national organization responsible to apply that evaluation in the Ecuadorian Higher Educational System. In order to know the quality education that students receive.

CHAPTER III gives information about the methodology use in the study. This methodology is focused on analytical e inductive method because it was analyzed the System in the Applied Linguistics, including the Teaching-Learning process. This study also was descriptive and explanatory focused on Evaluation as research area. All this was conducted to students and teachers from the Applied Linguistics School that acted as population and samples. The instruments used for this study were the interviews and surveys.

CHAPTER IV is the main core in this research or is the analysis and interpretation of data, because the collected information was allocated in diagrams and after that interpreted in order to clarify the gathered information. After that, discussion about the results were exposed, as well as, it was determined the conclusions, recommendations and a proposal which purpose is to bring an aid to the Applied Linguistics School to improve its Educational System.

GLOSSARY

- **AMBASSADOR.-** A diplomatic official of the highest rank sent by one country as its long-term representative to another
- **APPLIED LINGUISTICS.** - Concerned with the practical issues of language: acquisition of second or foreign languages, language teaching, language policy, multilingualism, cross-cultural communication, maintenance of languages, and assessment and treatment of language difficulties.
- **GRADUATE.-** Somebody who has obtained a diploma or degree, e.g. from a high school or college
- **INTERVIEWS.-** Meeting during which somebody is asked questions, e.g. by a prospective employer, a journalist, or a researcher
- **PROPOSAL.-** A suggestion or intention, especially one put forward formally or officially
- **SURVEYS.-** To do a statistical study of a sample population by asking questions about age, income, opinions, buying preferences, and other aspects of people's lives
- **SYLLABUS.-** A summary or list of the main topics of a course of study, text, or lecture
- **TOEFL.-** A trademark for a standardized English language test taken by speakers of other languages who are applying to colleges in the United States. *Full form* Test of English as a Foreign Language
- **UNDERGRADUATE.** - Student at a college or university who has not yet received a bachelor's-level degree.

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**Interview conducted to MsC. Eduardo Calahorrano Prieto
Former Applied Linguistics School Director**

Nowadays, MsC. Calahorrano is teaching General English, as a recognized and Professional teacher in Esmeraldas and also in the Pontifical Catholic University in Esmeraldas. He was interviewed because he worked hard to help students from the Applied Linguistics School.

MsC. Calahorrano stated that: The relationship among Teachers and students is very important; they (both) must keep a good rapport even when some of them have different concerns or if for any reason one of them is afraid of speaking, to the other. A good teacher needs to have rules in the classroom, values such as respect, responsibility, punctuality, not eating in class, turning off their cell phones, participation in class, etc. They will help students to get a whole training, and also to have a teaching style customized to students' needs and interests instead of traditional methods.

Teaching is a challenge task because although there are students that have a good English level, there are others that do not. Teachers must act and encourage students to understand the importance of learning English, tell them, they need to focus on using language they are learning every day, give them advice, push them, being positive and being a good motivator for them in order for students experience success. Innovation in the classroom is so important, especially in a basic step during the class which is the assessment of students, for example in order to assess students he should used books, a projector, a lab work, internet, and also presentations and a lot of practice in the class.

Applied Linguistics School needs to keep high-quality professionals teaching in high levels. Students miss those ones because they teach well and have good methodology; also one of the things that must be changed in the School is the process of admission because there are some students that apply to the School and do not speak English. They cannot understand and interact effectively and the curricular course work which is different from the one used in Ibarra or Quito.

(E. Calahorrano, personal communication, February 21, 2013).

**Interview conducted to MsC. Livio Aguas Segura
Former Esmeraldas Foreign Language Department Director
Applied Linguistics School Teacher**

MsC. Aguas was working as Foreign Language Department Director in Esmeraldas and also in the Pontifical Catholic University in Esmeraldas; he was interviewed because he experienced the reality in the Applied Linguistics School. He has taught Morphology, Syntax, English Phonetics, Contrastive phonetics, History of English and Professional Ethics. MsC. Aguas argued that:

Rapport and communication are essential to work with students and also do not to have rules; it is much better if there are agreements to monitor the class, especially when someone is speaking or not being on time in any class. Teachers must have a teaching style; his teaching style is mainly to be friendly with students, being a guide. Second, it is necessary to have a communicative style or approach in order to help students to use the language. Students have different levels; this factor depends on the students, because some students study more and are better than others. Teachers have to encourage them to raise their level by using language they know.

To know how students are receiving the instructions (talking about things that are taught), they should not be assessed, what should be assessed is the work they do or accomplish. If teachers want to have success with students' development, first, they need to establish the criteria in order to asses them for presentation, oral, and subjective skills. All teachers have their method to teach any subject, but MsC. Aguas has applied the inductive method where questions are used most, time for thinking every moment and use the communication.

Teachers from the Applied Linguistics School must receive permanent training courses, by other institutions at least three seminars by semester so authorities have to do a plan for that. The school needs to add a plan to have more speaking activities for student.

(L. Aguas, personal communication, April 5, 2013).

**Interview conducted to MsC. Marjorie Perlaza Rodriguez
Applied Linguistics School Teacher**

MsC. Marjorie Perlaza is another professional teacher in Esmeraldas and the University. Nowadays, she is teaching in areas such as: Teaching Practice and Academic English Grammar. MsC. Perlaza argued that:

It is important to apply different techniques for developing the classes. For example, she uses techniques such as TPR, PPP; teaching based on introductory, in this way, classes can turn more dynamic.

As sources for teaching and applying the most essential in her classes, she uses English lab, internet, master programs and websites. There are some students with low English level; therefore, it is important to help them not only by checking or pointing out students' mistakes but to motivate ongoing learning and progress.

Students get some books from internet and research for information (not from books), in order to learn more about a specific topic from the class. Teachers face challenges too, they have noticed that there is not enough bibliographic materials for students, even for teachers in the school, so, it is necessary to organized more meetings for teachers' stuff and also organize schedules to train teachers according the subject they teach.

(M. Perlaza, personal communication, September 12, 2013).

**Interview conducted to MsC. Tony Rodríguez Mafla
Applied Linguistics School Teacher**

MsC. Tony Rodríguez Mafla is one of the best professional teachers from Esmeraldas. He has been a teacher in the Applied Linguistics School for years and all students recognize his professionalism.

Nowadays he is teaching Listening Skills which is an important subject for the first levels. As a recognized teacher, he is always applying interactive activities in class such as role plays, group activities, audiovisual exercises, and so on. MsC. Rodríguez claimed that:

There are some limitations at the Applied Linguistics School, for example, there is not enough bibliographic material, he has to get it by himself; he surfs on the internet or gets materials from other places.

There are some challenges in the Applied Linguistics School, such as the lack of training according to the subject. It is known that teachers have been trained but those workshops were directed by The USA Embassy's representatives but not for people hired by the University authorities and also the topics are general but not by specialization.

Although, the Applied Linguistics School was founded for training students to get a degree on Teaching English; students need more attention from teachers and especially by authorities because they do not have enough support from them. The Applied Linguistics School management needs to apply new strategies thinking about students' needs in order to seek an improvement in this one.

(T. Rodríguez, personal communication, October 10, 2013).

Table 8

Books list

ITEMS	SINGLE VALUE
Creative Writing Strategies: Writing Exercises (Creative Writing Series) (For Creative writing)	\$ 2,99
A History of the English Language, Fifth Edition – November 19, 2001 (For History of English)	\$ 29,91
Academic Writing for Graduate Students, 3rd Edition: Essential Tasks and Skills (Michigan Series in English for Academic & Professional Purposes) Paperback – July 9, 2012 (Academic Writing)	\$22,27
Administración educativa inclusiva: retos para los sistemas educativos en el nuevo milenio – January 1, 2005 (For Administración Educativa)	\$38
An Introduction to English Morphology: Words and Their Structure (Edinburgh Textbooks on the English Language) Paperback (For English Morphology)	\$14,05
British Literature (Student) Paperback (For British Literature)	\$30.88
Checking for Understanding: Formative Assessment Techniques for Your Classroom Paperback (For Assessment Techniques)	\$ 18,66
Communication Skills: Master Your Conversations, Talk To Anyone With Confidence & Develop Your Own Powerful Charm (Leadership, Influence, Conversations, Confidence, Talking, Events) (For Speaking Skill)	\$2, 99
English for Academic Research: Vocabulary Exercises Paperback (For Introduction to the Scientific Research)	\$16,55
English for Specific Purposes (For English for Specific Purposes)	\$34.37
English Phonetics and Phonology: An Introduction Paperback (For Phonetics and English Phonology)	\$37,28
English Syntax: A Guide To The Grammar Of Successful Writers: Writing Style 1 Paperback (For Syntax)	\$19,16
English Writing Exercises for International Students: An English Grammar Workbook for ESL Essay Writing (Academic Writing Skills) (For Academic Writing)	\$5,37
Grammar Choices for Graduate and Professional Writers (Michigan Series in English for Academic & Professional Purposes) Paperback (For Academic Writing)	\$ 24,26
How to Improve Your Learning Ability: A Guide to Reading Comprehension, Studying, and Test Taking for Students and Adults (For Listening Skill)	\$0,99

How to Write a Better Thesis Paperback (For Thesis Dissertation)	\$ 37,99
Introducing Phonology (Cambridge Introductions to Language and Linguistics) Paperback (For Phonology)	\$ 38,78
Introducing Translation Studies: Theories and Applications Paperback (Translation Techniques)	\$37,17
Introduction to Psycholinguistics: Understanding Language Science Hardcover (For Psycholinguistics)	\$47,70
Language and Culture (Oxford Introductions to Language Study) Paperback (For Language and Culture)	\$25,44
Language Contact, Creolization, and Genetic Linguistics Paperback (For Language in Contact)	\$36.80
Leap Write In!: Adventures in Creative Writing to Stretch and Surprise Your One-of-a-Kind Mind Paperback (For Creative writing)	\$ 11,10
Linguistics: An Introduction Paperback (For Linguistics)	\$34,36
Morphology and Syntax: Tools for Analyzing the World's Languages Paperback (Syntax and contrastive morphology)	\$ 33,04
Psycholinguistics Hardcover (For psycholinguistics)	\$198,35
Reading Comprehension Success in 20 Minutes a Day Paperback (For Reading Comprehension Skill)	\$14,68
Real World" Ethics: Frameworks for Educators and Human Service Professionals (Professional Ethics, 11) (Professional Ethics in Education Series) (For Professional Ethics)	\$ 23.78
Research Methods in Education Hardcover (Introduction to the Scientific research)	\$146,12
Sociolinguistics: An Introduction to Language and Society, Fourth Edition Paperback (For Sociolinguistics)	\$ 10,58
Syntax: A Generative Introduction (Introducing Linguistics) (For Syntax)	\$35,99
Teaching Adult ESL: A Practical Introduction Paperback (For Teaching English to Adults)	\$25,75
Teaching Children English: A Training Course for Teachers of English to Children (Cambridge Teacher Training and Development) Paperback (For Teaching English to Children)	\$35,45
Teaching English to Children (Longman Keys to Language Teaching) Paperback (For teaching English to Children)	\$31,92
The Complete Idiot's Guide to American Literature (For American Literature)	\$ 9,99
Tools for Thoughtful Assessment: Classroom-Ready Techniques for Improving Teaching and Learning Paperback – August 1, 2012 (For Assessment Techniques)	\$ 36,95

Note: it is detailed all the books that could be useful for teaching classes



Pontifical Catholic University of Ecuador in Esmeraldas
Applied Linguistics School: Teaching of English



Survey addressed to students from the Applied Linguistics School: Teaching of English from the Catholic University in Esmeraldas about students' English level

Responsible: Solange Guerrero Rodríguez

1. Which linguistics skills have you developed better?

Writing	<input type="checkbox"/>
Reading comprehension	<input type="checkbox"/>
Speaking	<input type="checkbox"/>
Listening comprehension	<input type="checkbox"/>
All	<input type="checkbox"/>
None	<input type="checkbox"/>

2. When people are talking how much can you understand? Write a percentage

3. Are you able to duplicate at all the information received?

Yes No

4. Do you understand completely all instructions given by your teacher?

Yes No

5. Do you understand all the words in a sentence?

Yes No

6. What kind of writing can you produce?

Letters	<input type="checkbox"/>	Biographies	<input type="checkbox"/>
Essay	<input type="checkbox"/>	Others:	_____

7. It is difficult for you to apply writing skill?

Why? _____

Why not? _____



**Pontifical Catholic University of Ecuador in Esmeraldas
Applied Linguistics School: Teaching of English**



Survey addressed to students from the Applied Linguistics School: Teaching of English from the Catholic University in Esmeraldas about self- education

Responsible: Solange Guerrero Rodríguez

1. What kind of activities do you do to improve your linguistics skills?

2. How often do you do those activities per week?

3. Do you set a regular time for studying every day? How much time?

4. Are you provided with books, printed materials for each class? Where do you get them?

5. How do you get ready before presentations and tests?



**Pontifical Catholic University of Ecuador in Esmeraldas
Applied Linguistics School: Teaching of English**



Survey addressed to students from the Applied Linguistics School: Teaching of English from the Catholic University in Esmeraldas about Applied Linguistics School

Responsible: Solange Guerrero Rodríguez

1. What equipments are there in school to dictate the classes?

2. Where have you develop your communicative skills?

University

English courses outside school

Self-education

Others: _____

3. Does the Applied Linguistics School have a professional teacher in French?

Yes

No

4. Would you like to have another professional teacher? In what subject and why?

5. Do you feel you are being taught enough to face challenges as a future professional? Why? Why not?

6. What opportunities have you experienced by being part of the University and Applied Linguistics School to improve your skills?

National exchange

International exchange

Translation work for the university (written)

Speech at University

Practice with native speaker

others: _____

7. When you write a project in English

Are you well addressed by teachers? Yes No

Do teachers know the rules to do it? Yes No

8. What sources are needed at Applied Linguistics Lab? 3 Options

Virtual library Multimedia applications

Phonetic programs Electronic dictionaries

Information blog Webcam

9. What would you like to add in Applied Linguistics School?

10. Are classes accompanied with practice in and outside the classroom?

Yes No

11. Are teachers knowledgeable about a subject?

Never Sometimes Often Always

APPENDIX I



Pontifical Catholic University of Ecuador in Esmeraldas Applied Linguistics School: Teaching of English



Survey addressed to students from the Applied Linguistics School: Teaching of English from the Catholic University in Esmeraldas about motivation to students.

Responsible: Solange Guerrero Rodríguez

Read each question carefully and tick the answer you consider appropriate; use the answers key, be honest and objective for answering

1= Never 2= Sometimes 3= Often 4= Always

Questions	Punctuation			
	1	2	3	4
Do teachers take account of your learning style?				
Are your classes generally interesting?				
Do teachers encourage your thinking and problem solving skills?				
Does grading or marking reflect your work?				
Do you have opportunities to show to your teacher what you have learned?				
Do teachers encourage you to use EFL?				
Does your school provide you with aid with your English?				
Do you receive a good treatment from teachers?				
Do teachers encourage you to improve your communicative skills?				



**Pontifical Catholic University of Ecuador in Esmeraldas
Applied Linguistics School: Teaching of English**



Questions for interviewing teachers from the Applied Linguistics School: Teaching of English
from the Catholic University in Esmeraldas

Responsible: Solange Guerrero Rodríguez

Date: _____

Teacher's full name: _____

Subject: _____

Level: _____

1. What subject do you teach?
2. What kind of relationship do you have with your students?
3. What do you do to encourage students who have low English level?
4. What things must be included in the Applied Linguistics School to help you as a teacher?
5. How do you consider your students English level? Why?
6. How do you help students experience success?
7. What rules do you have for your classroom?
8. Describe your teaching style and how you accommodate the different learning styles of the students in your classes
9. Describe the evaluation instruments you use to assess student learning.
10. Besides lecture, what methods to teaching do you use?
11. Mention just one thing this school must improve