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THESIS REPORT:

**CONTRIBUTION OF THE COLLEGE HORIZONS PROGRAMME TO THE SENIOR
HIGH SCHOOL CHACHI AND AFRO STUDENTS' DEVELOPMENT OF THE
ENGLISH LANGUAGE COMMUNICATIVE COMPETENCE IN ESMERALDAS**

TESIS DE GRADO:

**CONTRIBUCIÓN DEL PROGRAMA COLLEGE HORIZONS AL DESARROLLO DE
LA COMPETENCIA COMUNICATIVA EN IDIOMA INGLÉS DE LOS ESTUDIANTES
DE BACHILLERATO CHACHI Y AFRO EN ESMERALDAS**

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“I, Valeria Paola Toro Reina, declare that the present investigation is of my authorship, it is authentic, unique and personal.”

The content of this research is a limited legal and academic responsibility of the author and the PUCE Esmeraldas.

Valeria Paola Toro Reina

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ABSTRACT

With the purpose to know the contribution of the College Horizons Programme to the Senior High School Chachi and Afro students' development of the English language communicative competence, a qualitative-quantitative research was done in the Pontifical Catholic University of Ecuador in Esmeraldas, with the use of the methods of analysis, synthesis and hermeneutics, and the techniques of documentary review, survey and observation guide. The research was carried out from January to September of 2018. Examination comparisons were made to the 15 Chachi and Afro students of the programme which consisted of all the exams the students took in the programme till they got the A2 level. On the other hand, the surveys were applied to both: teachers and students immersed in the programme, and the observation was done in 10 classes and revealed that they significantly improved their communicative competence in the English language. Besides, the survey applied to teachers and students revealed that students pay close attention to the teacher's instruction, ask questions when they do not understand something and foment self-correction. Moreover, the applied surveys and the observation indicated that the teachers use different methods, among which the Communicative Method and the Direct one stand out. They also indicated that the teachers prefer to use group work and warm up activities as teaching strategies.

Key words: College Horizons Programme; Communicative Competence; English language; Chachi; Afro-descendants.

RESUMEN

Con el propósito de conocer la contribución del Programa College Horizons al desarrollo de la competencia comunicativa del idioma Inglés en estudiantes Chachi y Afro, se realizó una investigación cualitativa-cuantitativa en la Pontificia Universidad Católica del Ecuador Sede Esmeraldas, con el uso de los métodos de análisis, síntesis y hermenéutica, y las técnicas de revisión documental, encuesta y guía de observación. La investigación se llevó a cabo de enero a septiembre de 2018. Se realizaron comparaciones de exámenes a los 15 estudiantes Chachi y Afro del programa, las cuales consistieron en todos los exámenes que los estudiantes tomaron desde el inicio del programa hasta obtener el nivel A2. Por otro lado, las encuestas se aplicaron tanto a los profesores como a los estudiantes inmersos en el programa, y la observación se tomó de 10 clases. Todo esto reveló que los estudiantes mejoraron significativamente su competencia comunicativa del idioma inglés. Además, la encuesta aplicada a maestros y estudiantes reveló que los estudiantes prestan mucha atención a la instrucción del maestro, hacen preguntas cuando no entienden algo y fomentan la autocorrección. Asimismo, las encuestas aplicadas y la observación indicaron que los docentes utilizan diferentes métodos, entre los que se destacan el Método Comunicativo y el Directo. Del mismo modo, las encuestas indicaron que los maestros prefieren usar el trabajo en grupo y las actividades de calentamiento como estrategias de enseñanza.

Palabras Clave: College Horizons Programme; Competencia Comunicativa; Idioma Inglés; Chachi; Afro-descendientes.

INTRODUCTION

Theme Presentation

Education is a fundamental right of all human beings, it allows them to acquire knowledge and achieve a full social life. All people, regardless their race, ethnicity, economic status, sexual preference, religious beliefs and policies have the right to a decent education. For this reason, several programmes worldwide have been created to support the education of people, as in the case of the College Horizons programme.

College Horizons is a programme of the Embassy of the United States dedicated to help teenagers in the learning of the English language. This programme through the Pontifical Catholic University of Ecuador in Esmeraldas provides scholarships to 10th grade students from different schools in the province in order to study English. These young people must meet certain requirements: they must be of low economic resources, preferably of indigenous nationality or of African descendance. Besides, they must have good grades at school and, above all, they must like English.

The study programme lasts 30 months, during which some students will be paid everything related to their studies and others will have to pay just a little percentage. This occurs because there are total scholarships and partial ones. In addition, certain activities are carried out, such as: camps, visits to libraries, visits to the Embassy of the United States, where the students may learn about the American culture.

This type of programme is very beneficial for students, especially for English learning, because it allows them to increase their knowledge in the target language and helps them to apply it in future situations.

This research refers to the impact that the College Horizons programme has on students, especially on Chachi and Afro-descendant students, and how they develop the communicative skills: reading, speaking, writing and listening.

Problem Statement

The Ministry of Education demands the necessity to improve the Senior High School students' level of English with an inclusive policy. This is why, new programs and didactic materials have been designed, and English is being taught since Basic Education.

Despite the efforts made, the level of English of some Senior High School students is not high enough to get into the universities, since there is a demand that for starting university, they must show a B1 level of English. This is shown by the fact that they have difficulties to speak, to write, to listen and to read, showing lack in their communicative competences, what is a reality for Chachi and Afro students since they not only have a bad level of English but they constitute a population mostly of low economic resources. Due to this, the USA Embassy has designed a project that is carried out as a linking project by PUCE Esmeraldas, which is called College Horizons. By means of this programme, the students are taught the main skills of the English language, being Chachi and Afro students more privileged with scholarships and well prepared teachers and facilitators to learn.

Up to now, there have been no studies that reveal what contribution has the referred programme for this population in Esmeraldas, this is why the main question for this research is:

What is the contribution of the College Horizons Programme to the Senior High School Chachi and Afro students' development of the English language communicative competence in Esmeraldas?

Through this research the contribution of the College Horizons programme to the development of the English language in Chachi and Afro students, a relevant population in Esmeraldas is analyzed.

Justification

This investigation contributes to the Didactics of English in the province of Esmeraldas and in the country, showing the progress the Chachi and Afro students make with the College Horizons Programme and the strategies the teachers follow, as well as the conditions to study, with total and partial scholarships. It also shows the students' development in the four main macro skills of the language: listening, reading, speaking and writing.

As this topic has not been studied before, this research may provide new information, which can be very useful for people who are immersed in the programme, whether they are coordinators and even the teachers who teach the English classes because they can have a clear idea of the level at which students start in the program and the level they reach at the end of it.

Objectives

General Objective

To analyze the contribution of the College Horizons Programme to the Senior High School Chachi and Afro students' development of the English language communicative competence, in Esmeraldas, in the year 2018.

Specific Objectives

1. To identify the teachers' strategies and methodologies followed in the College Horizons Programme for improving the students' communicative competence.
2. To diagnose the Chachi and Afro students' development of learning strategies during the execution of the programme.
3. To determine the Chachi and Afro students' level of English in the main macro skills at the beginning and at the end of the studied period.

CHAPTER I:

THEORETICAL FRAMEWORK

1.1. Theoretical-Scientific Basis

1.1.1. The College Horizons Programme

College Horizons is an international programme of the Embassy of the United States that offers scholarships to good and low-economic status students of around 13 to 15 years old who like English. These teenagers must work in society and have a leadership profile.

1.1.2. Filling the College-Access Gap

According to the College Horizons Organization (2018), of the 2,800 Native American high school students served by College Horizons, 99% has been admitted to college, 95% matriculates' onto a four-year institution, and 85% has graduated from college in four-to-five years! College Horizons is founded on the premise that bright and talented Native American high school students do not receive quality college-counseling and academic advising.

1.1.3. Brief History

According to the College Horizons Organization (2018), Dr. Whitney Laughlin founded the College Horizons programme in 1998 at the Native American Preparatory School (NAPS) located in Rowe, New Mexico, in association with Norbert Hill and the American Indian Science and Engineering Society. During the year 2003, the American Indian Graduate Center became a fiscal agent and by 2005, the College Horizons programme received the federal tax exemption as a national nonprofit programme. In 2009, the founding director retired, that is why nowadays this programme is led by natives and is comprised by 3 important native community leaders, educators, professors, professionals, college horizons students and their parents.

This programme is now located on Pena Blanca, New Mexico, and continues to support students in their higher education, providing them with scholarships in the Graduate Horizons programme so that students can continue to prepare. This programme works since the summer and is open to participants: American Indians, Native Hawaiians and Alaska Natives of the entire nation.

At the beginning, the College Horizons programme was organized in the (NAPS) mentioned above, and its implementation. The programme had 48 students and 20 partner schools. In 2001, when it began to have more publicity, it attracted native students from all over the country, and for the first time it built its two university campuses: the St. John's College in Santa Fe and Washington University in St. Louis.

In 2003, due to the request of the alumni of College Horizons, the Graduate Horizons programme was established to prepare university students for their university and postgraduate studies. Today, the College Horizons programme serves 300 students either at school or university, thus associating with 40 universities and bringing together 60 to 100 volunteer and experienced university advisers in diverse education to work individually with each of the students. (College Horizons Organization, 2018)

1.1.4. Linguistic Theories

1.1.4.1. What is Communicative Competence?

Communicative competence comprises the skills and abilities that an individual has to communicate effectively respecting both, the set of language rules and the uses of it.

According to Wiemann (1977) "Communicative competence is the ability of an interactant to choose among available communicative behaviors in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter, while maintaining the face and line of his (her) fellow interactants within the constraints of the situation" (p.198).

Communicative competence requires the adequate use of the language as well as the behavior and the objectives of the speaker when interacting according to the situation, in this way; communication will be more fluid and effective. It is also good to remember that this term is made up of two words: competence and communicative, the first word refers to the act of communicating, while the second, which comes to be the main word in this term, corresponds to the ability of people to develop things.

To be able to say that a person has communicative competence, he/she must master the four main language skills that are: speaking, listening, reading and writing. In this way communication is effective, understandable and meaningful.

It is important to mention that there are some linguists that have different points of view regarding the communicative competence.

1.1.4.2. Noam Chomsky's Point of View

The linguist Chomsky (1950) was the first person to introduce the term communicative competence. He defined it as an ideal language system that allows speakers to produce and understand a number of sentences in a given language, allowing them to distinguish grammatical from non-grammatical sentences. This is not affected by some common errors of speech. According to Chomsky (1950), competence can be studied freely of the use of language, which falls under performance, for example through the internalization and the grammatical judgments of natives.

Within the Chomskyan theory of generative grammar we have what linguistic competence and performance are. According to Chomsky (1965), linguistic competence is defined as the system of linguistic knowledge that native speakers of a language possess, that is, the knowledge that each person has of his/her mother tongue, while performance refers to the execution of language for specific and real purposes.

1.1.4.3. Dell Hymes' Point of View

The term communicative competence was promoted by the sociolinguist Hymes (1972) in response to the notion of Chomsky (1965) on the aforementioned linguistic competence.

Hymes (1972), for example, argued with Chomsky's linguistic theory of "an ideal speaker-listener with perfect linguistic knowledge, which is supposed to be unaffected by cognitive and situational factors during actual linguistic performance" (Rickheit & Strohner, 2008, p.17).

It is in this way that Hymes (1972) creates his own theory on communicative competence by defining it as follows: "Communicative competence is not only an inherent grammatical competence but also the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky's linguistic view of competence"(pp. 269-293). In other words, the main objective to learn a language is not simply to learn vocabulary and grammar, but rather to learn to use the language and apply it in real situations, so that the person who is studying the language can communicate effectively.

About this Hymes (1972) affirms that:

A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate his/her accomplishment by others (p.277).

Within his focus on communicative competence, Hymes (1972) implied three competences as follows: linguistic, sociolinguistic, discourse, and strategic competence.

1.1.4.4. Linguistic Competence

According to Hymes (1972) linguistic competence is the study of the vocabulary and grammar of a language. This competence studies the written representation of the language as well as the spelling, the script, the punctuation marks. The Grammar includes the Phonetics, which is the branch responsible for the study of the sounds of the words and their respective pronunciation. Besides, this competence studies the Phonology (the rules that govern the interactions and sound patterns) Morphology (the function of words within the sentence) and Syntax (order and relationship among the words in a sentence) of a language.

1.1.4.5. Sociolinguistic Competence

Sociolinguistic competence refers to the ability to use language that is appropriate to social contexts. Alptekin (2002) explains that “social context refers to culture-specific contexts that include the norms, values, beliefs, and behavioural patterns of a culture. For example, thanking a friend in a formal speech is different from how it is done over a meal”(p.58). In other words, it is knowledge and use of language in socio-cultural contexts, which implies knowing how to respond and knowing how to use language appropriately. This depends on the subject of communication, culture, language, and relationships with the person or people with whom you are talking.

1.1.4.6. Discourse Competence

Discourse Competence is the ability to communicate effectively in conversations, to understand the language in social contexts as well as to understand, create and analyze more formal contexts

that contain cohesion and coherence. Cohesion refers to the use of connectors used to connect ideas in a text. That consistency includes that the text be said or written clearly and conscientiously.

Discourse competence also refers to familiarity with genres (Connor & Mbaye, 2002), such as interviews, poems, essays, reports, and discourses, the speaker must be able to communicate in a way that what he/she says makes sense, follows a logic sequence and has relation to what he or she says.

1.1.4.7. Strategic Competence

When referring to strategic competence Hymes (1972) states that it is:

The ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc. (p.281).

In other words, strategic competence is the ability to recognize faults and fix them during the communication process. To achieve this people correct their faults or look for more appropriate words that are of their understanding to communicate. For example, if one person is talking about politics and the other one doesn't master the topic or do not have the right vocabulary, the person, lacking of necessary words, can think and take the needed time before answering, in the way that seems most appropriate, he can either ask for the meaning of the word he/she does not know. In addition, the person can simplify the words and speak according to his/her lexicon.

1.1.5. Diversity and Inclusion

Diversity and inclusion is a topic that has been talked about for a long time. However, in the current century is an issue that has come to light.

According to UNESCO's document: *Open File on Inclusive Education (2001)* is about a reform that supports and welcomes diversity amongst all learners. This paper has to be seen in relation to this broader formulation of inclusion; it reflects the author's perception of response to diversity and it is the one most used in recent studies on inclusion (Dyson & Millward, 2000).

Diversity and inclusion have opened the doors to many groups, which for a long time were discriminated. Groups that today gratefully have the same rights and opportunities as other people.

Fortunately, in Esmeraldas, thanks to the College Horizons Programme, students of Chachi and Afro descendants could be immersed in it and thus have a quality and warm education based on respect and equality.

1.1.6. Language Teaching Methods

The Longman Dictionary of Language Teaching and Applied Linguistics, in its 1997 edition, defines method as a way of teaching a language that is based on systematized principles and procedures that in turn represent the conception of how the language is taught and learned.

The language teaching methods are used to find the necessary ways that allow students' language learning. According to the teaching method used, teachers can observe the results of their work in a short period of time.

Within the teaching of the English language there are many methods among which stand out: direct, grammar translation, communicative language teaching, task based language learning and audio lingual.

1.1.6.2. Direct Method

The Direct Method was also known as the Natural Method. According to Richards & Rodgers (1986) the direct method was introduced by Sauvenur, who used intensive oral interaction in the target language, employing questions as a way of presenting and eliciting language. The focus of

this method is in the using of the target language, in this way the students can practice, learn more and develop their communicative competences all the time.

The German scholar Franke (1884) who thought that a language could best be taught by using it actively in the classroom was in agreement with Sauvenur. Rather than using analytical procedures that focus on explanation of grammar rules in classroom teaching, teachers must encourage direct and spontaneous use of the foreign language in the classroom.

1.1.6.3. Grammar Translation

The purpose of the Grammar Translation Method was to help students read and understand foreign language literature (Larsen-Freeman, 2000). It was an efficient way of learning vocabulary and grammatical structures. Through focusing on the rules of the grammar of the target language students would recognize the features of two languages that would make language learning easier.

This method is a traditional one that was used principally to teach dead languages such as Latin and Greek. It is focused on the grammar and rules of a language; it is used also to practice translation, translating passages from one language to another.

1.1.6.4. Communicative Language Teaching

According to Larsen (1990) Communicative Language Teaching also known as Communicative Approach, has as its fundamental goal to enable students to use the language to communicate. Communication involves using language functions as well as grammar structures. In this way language is used in a social context and should be appropriate to setting, topic, and participants.

The slogan of this method is to communicate by communicating. This method is good to teach languages because it allows the students to develop their skills in the target language, gives them the opportunity to express what they have understood, their ideas, their thoughts, and their feelings.

1.1.6.5. Task Based Language Learning

Regarding the Task Based Language Learning Method it can be said that the principal aim of this method is to engage students to communicate in English and to complete a task. In this method

students have to do a lot of exercises. This includes simple and more complex exercises such as: problem solving, simulations and decision-making. (Breen, 1987)

Harmer (2007) affirms that “Instead of a language structure or function to be learnt, students are presented with a task they have to perform or a problem they have to solve” (p.71).

This method involves the students in the communication and the real use of the language since they are assigned a problem or a task and what they must do is solve them with the knowledge already acquired by the teachers.

1.1.6.6. Audio-Lingual Method

It was developed in the United States during the World War II as a necessity for people to learn foreign languages for military purposes. Furthermore, there are 2 more important historical facts that led the development of this method, those are: the views on language, audiolingualism drew on the work of American linguistics such as Bloomfield (1933) and the focus of the theory of behaviorism created by Skinner (1974).

According to Richards & Rodgers (1986), “this method claimed to have transformed language teaching and art to science, which would enable learners to achieve mastery of a foreign language effectively and efficiently”. (p.44)

This method promotes learning based on hearing and repeating. Students learn the language based on listening and repeating it to internalize it as if it were their native language. This method is essential in the teaching and learning of languages since it allows listening-assimilate and repeat.

1.1.7. Teaching Strategies

Teaching strategies are necessary tools to improve the English language teaching-learning process. According to Yelena & Cruz (2018),

The teaching strategies are the set of actions and procedures, through the use of methods, techniques, means and resources that the teacher uses to plan, apply and evaluate intentionally, in order to effectively achieve the educational process in a situation of specific teaching-learning, according to the pedagogical and / or andragogic model by:

contents, objectives and / or competences for which it develops and develops them. (pp. 30-31)

These strategies are an essential part of the teaching-learning process, since through these the teachers can capture the student's attention, have active classes and, above all, encourage meaningful learning. So the classes do not become neither boring nor traditional but become active, happy and dynamic.

Among the teaching strategies, the use of technologies has made a revolution in the English classroom.

1.1.7.2. Technologies For Language Teaching

Nowadays, in the developed world in which we live, not taking into account the application of technology in education would be an error. Everybody should take advantage of it, especially teachers, as it is a good strategy for a dynamic and creative class. Trujillo (2005) supports this idea when he states:

Educational technology is not only the application of modern methods and techniques for teaching: it is a radical change of systems; it is a complex procedure that deals with the analysis, planning and adaptation of this knowledge and skills. With educational technology, the educator's role would be, in addition to teaching, to analyze programs and evaluate educational media (p.10).

To apply the technology within the educational process in a correct way is fundamental for the teacher to be updated. In this way, he or she can connect the topics to the students' interest through the use of technology.

Regarding the use of technology in the teaching of English, there are warm up activities, group work, pair work, pre-while and post activities which are very beneficial within the English classes.

1.1.7.3. Warm Up Activities

The warm up activities, also known as warming up activities, are those that come at the beginning of the class. These types of activities are used to activate student's motivation, to lose laziness in students as well as to engage students and connect them to the class.

According to Dornyei (2001),

Teachers need to try and actively generate positive students' attitudes toward learning. He also claims that the key issue in generating interest is to widen the students' appetite; that is, to arouse the students' curiosity and attention and to create an attractive image for the class so that they will get more involved with it and a better learning process will take place. (p.28)

It is important to catch the students' attention in a way that they want to know more about the topic that is going to be taught. In this way, the teaching-learning process becomes interesting for both, the teacher and the students who are the most important components in the process.

In addition to this strategy, there exist the group work that facilitates cooperation between classmates and the exchange of ideas among them.

1.1.7.4. Group Work

Group work is a teaching strategy that has been applied since long time ago, some people think it is the fact of grouping people together and telling them what they have to do and that's all, but it is not this way, it goes beyond that. This strategy is used as an alternative to foment cooperative work, learn from each other. As Chaparro (2009) states:

Groups are a fundamental part of social life, they can be very small - just two people - or very large, but the ideal number of members according to many researchers is from three to six, because it is not small nor big, and all group members can contribute to the same degree without feeling afraid of being exposed in front of classes. They enjoy a relaxed atmosphere where contributions are made in a non-threatening environment; they can be highly rewarding to their members and to society as a whole. (163-178)

While this approach may seem like repetitive action, it is not, because through it, teachers build a community not only of students but also of citizens, providing them with skills of interaction and self-confidence that helps their development within society.

Another strategy that also helps language interaction is pair work.

1.1.7.5. Pair Work

Pair work is a teaching strategy that functions as a collaborative approach in which both parts of the group have to do their best, interchange ideas and provide feedback.

According to Mercer and Littleton (2007),

Using pair work is a very simple strategy that enables all students, whatever the size of your class, to take part in the lesson. Encouraging students to talk and share their ideas on topics will stimulate their thinking and keep them interested in the work that they are doing. Pair work can be used for a range of purposes and it is easy to organize.

A key purpose of using pair work is to enable students to talk together about what they are doing and trying to learn. Talking about a problem helps you to clarify the issues and stimulates your thinking to find solutions (p.10).

This type of grouping is interesting since with it students feel more motivated to do the task given by the teacher, they can develop and practice the language in an effective environment.

This type of strategy is important because this enhances learning and academic success, it intensifies the interpersonal relations and it is also good for developing the speaking skill. This strategy goes really well with dialogues, role plays, among other activities.

In order to have a better organization of teaching activities, it is important to consider three steps: pre, while and post activities.

1.1.7.6. Pre, While and Post Activities

Pre, While and Post activities are strategies that teachers use to have an order in class, to motivate and to engage the students in the topic which is going to be taught. Besides, with these activities, the teachers can focus in a specific skill, for instance, listening, speaking, reading and writing.

For the Pre and Post activities, it is important to engage the students in challenging activities. Students have a complete warm up which involves all the four skills and gives the students plenty of formative feedback from himself and his peers. (Conti, 2015)

In the same way, in the while activities, it is important that the students show what they have learnt and develop their competences so they can do a great job and continue working on the post activity.

There are, besides these, strategies that students use to improve their academic performance at the time of learning.

1.1.8. Learning Strategies

About learning strategies, Montaña (2017) affirms:

Learning strategies refer to a set of tactics that people use in order to gain control over their own learning process. Nowadays, enhancing strategies in second or foreign language classrooms is one of the teachers' roles, since their mission is to facilitate learning among their students and make their thinking process visible. In order to teach a second language (L2) effectively, educators must take into consideration the needs and biographies of each learner, as a result, they are able to employ methodologies that guide students in using strategies which enhance their L2 learning process (p.479).

These strategies are useful in many ways: they allow students to summarize, analyze, understand better the topics being taught and help students improve their academic performance. The effectiveness of the learning strategy will depend on the use of the student. However, it is important that the student becomes familiar with the strategies and how they are used; see which one fits best according to their needs.

Besides, learning strategies may be either cognitive or metacognitive.

1.1.8.2. Cognitive & Metacognitive Strategies

Language learning strategies have been classified by many authors throughout history. However, there exists a comprehensive and detailed classification of O'Malley and Chamot (1987). who divided the learning strategies in 3 important categories of which two of them will be stated here:

Cognitive strategies: The learner interacts with the material to be learned by manipulating it mentally (as in making mental images or relating new information to previously acquired concepts or skills) or physically (as in grouping items to be learned in meaningful categories or taking notes on or making summaries of important information to be remembered).

It is the way in which the student uses the information given either by summarizing it, grouping it or associating it with previously acquired knowledge in order to internalize the information and encourage meaningful learning.

Metacognitive strategies: These involve executive processes in planning for learning, monitoring one's comprehension and production, and evaluating how well one has achieved a learning objective.

These strategies are focused on the goals and objectives set by the student, through this the student can reflect and think about the things he-she has learned so far and how they have influenced his-her daily life.

As mentioned above, there are two types of learning strategies: cognitive and metacognitive. The use of them will depend on the type of student, if the student is a planner and likes to be clear about his/her short and long term goals then metacognitive learning is for him/her. On the other hand, if the student prefers to internalize the information he/she has learned and associates it with previously acquired knowledge, then cognitive learning will work well in him / her.

1.2.Previous Studies

AlnourAbd (2016) did a study entitled “Investigating the Impact of Culture in Developing Communicative Competence of EFL Learners”. This study aimed to investigate the impact of culture in developing communicative competence in the English language. The researcher used the descriptive and analytic method. A questionnaire was distributed to 30 English teachers with different experience at Ombada Locality in Sudán, after analyzing the data, the researcher comes out with the following results of the study which had correspondence with the hypotheses of the research: The strategies of teaching the English language at school should be changed; the syllabi should include a variety of culture to facilitate the understanding of the language easily. Besides, the researcher recommends that the English language teachers should support their learners to be motivated by using language literature. The researcher hoped that these recommendations should be implemented.

Vu Van Tuan (2017) investigated about “Communicative Competence of the Fourth Year Students: Basis for Proposed English Language Program”. This study on level of communicative competence covering linguistic/grammatical and discourse aimed at constructing a proposed English language program for 5 key universities in Vietnam. The descriptive method utilized was scientifically employed with comparative techniques and correlational analysis. The major findings of the study generally revealed that the students’ level of communicative competence is a factor of their parents’ academic influence. Moreover, it is a general finding that the 4th year students who are linguistically competent on the whole system and structure of a language or of languages in general (consisting of syntax, morphology, inflections, phonology and semantics) have the tendency to speak or write authoritatively about a topic or to engage in conversation. Based on the findings of this study, an enhancement program was proposed with the certainty that this proposed English language program would bring the best efficiency in the second language acquisition.

Fahrutdinova & Fahrutdinov (2016) did and investigation in Russia about “The Model of Forming Communicative Competence of Students in the Process of Teaching the English Language”. This article is intended to define interactive methods of teaching a foreign language, which are based on an interactive conception of interaction between teacher and student in form of dialogue or conversation. The main methods of research are analysis of theoretical sources and

empirical data, test method, survey, interview, qualitative and quantitative analysis. The results of the investigation showed that to measure the level and development of the students' communicative competence, it is important to know the formation of speech abilities: listening, speaking, reading and writing apart from using different methodologies, technologies and strategies.

Selin (2014) investigated in Sweden about “Developing strategic competence in oral interaction in English as a foreign language – A classroom study”. This work focuses on exploring the qualitative differences in students' abilities to use strategic competence while interacting orally in English as a foreign language, particularly in the sense of adapting the language to the situation and the interlocutor. Two studies were conducted for this project, each focused on a specific group of people. In the first study, it was shown that it was crucial for the students to understand and know with whom they were talking to, in order to know how to talk and address this person. In the second study, students had to learn to use phrases to create and maintain a conversation with classmates. This study showed that it is crucial for students to distinguish which direction the answer has if we are speaking in the place of the speaker or vice versa.

An investigation was carried out in Spain under the title “The development of communicative and intercultural competence through creative resources, analysis of poetry, theater and comics as didactic materials in the teaching of English as a foreign language” by Guadamillas (2014).

This work aimed to verify the relationship and potential of poetry or song, theater or comics in the process of teaching-learning English, as well as the importance of them in the transmission of cultural content. Manuals were developed and widely used in the teaching of the English language at an intermediate level (B1 according to the Common European Framework of References) with the purpose of knowing the didactic exploitation that in these manuals is made of these resources around communicative and intercultural aspects. In this way, this study demonstrates the relationship that is generated between the development of activities through creative materials (poetry or song, theater or comics) and the development of communicative and intercultural competence in the English language.

Buitrago (2015) published an article about “Improving 10th Graders' English Communicative Competence through the Implementation of the Task-Based Learning Approach”. This article reports the results of an action-research project focused on improving students' communicative

competence in English through the Task-Based Learning approach. This study was conducted in a co-educational public school in Medellín, Colombia, with thirty-four tenth graders. Actions implemented include the development of a series of tasks and the definition of four thematic units consistent with the syllabus and students' interests and needs. The results evidenced students' significant improvements in their communicative competence in English. Findings also show that implementation of the Task-Based Approach was affected by factors related to the teachers' role and others related to students' performance.

González (2008) published an article about "English Teachers' Beliefs about Communicative Competence and their Relationship with their Classroom Practices". This article describes a research project conducted with two English Teachers from the Extension Program at Foreign Language Department, National University in Bogotá. The purpose of the study was to establish the relationship between what English teachers understand on communicative competence and what they actually do in their English classes. The teachers were observed during 4 months, and they were also interviewed. The findings show how hard it is to define what communicative competence is in teachers' own words. Data also show how important students are in the English classrooms. English teachers should make careful decisions to help them develop their language competence.

It should be noted that there are several authors that use different strategies and teaching methods in the development of communicative competence, ranging from: motivating students, encouraging teacher-student interaction through dialogues and conversations, using didactic materials, and methods like the Task Based Learning approach what makes this topic relevant. However, no research has been registered that tells about the contribution of the College Horizons Programme to the senior students' development of the English language communicative competence.

1.3. Legal Basis

This research is based on the LOEI law (Organic Law of Intercultural Education)(2011), especially on articles 26 and 28.

Article 26 of the Constitution of the Republic of Ecuador recognizes education as an inescapable and inexcusable duty of the state. In addition to being a right that people carry out throughout their lives. Therefore, education guarantees equity and social inclusion within the margin of good living. All people have the right and responsibility to be part of the educational process.

Article 28 of the Constitution of the Republic of Ecuador states that education will correspond to the public interest, that is, the interest of all people. The universal access, permanence, mobility and graduation will be guaranteed without any discrimination within any of the levels of education: initial, basic, baccalaureate or university.

These articles enforce the right of all people to a qualified education. They also indicate that education will be free and even more inclusive where we all help each other and where racism is not encouraged for any person. This education is multicultural and inclusive allowing the environment within the classroom to be not of competence but of cooperation.

CHAPTER II:

MATERIALS AND METHODS

Type of Study

The investigation that was carried out was a qualitative-quantitative one. It was carried out with the students of the College Horizons Programme at the Pontifical Catholic University of Ecuador in Esmeraldas, in the academic year 2018.

Conceptual Definition and Operationalization of Variables:

To see the operationalization of variables go to appendix A.

The variables of this research are:

- **The Independent Variable:** The College Horizons Programme
College Horizons is a programme of the Embassy of the USA, which provides scholarships to good students from different parts of the world and in which teachers perform with different strategies to get the students achieve the B2 level.
- **The Dependent Variable:** Communicative competence.
Communicative competence is the skills and abilities that an individual has to communicate effectively.

Population and Sample

The Population of study was formed by 40 students and 2 English teachers from the College Horizons Programme at the Pontifical Catholic University of Ecuador in Esmeraldas in the year 2018.

The Pontifical Catholic University of Ecuador in Esmeraldas is an academic community that, in a rigorous and critical way, contributes to the protection and development of human dignity and cultural heritage through research, teaching, and the services offered to local, national and international communities. Within this educational institution the College Horizons Programme which belongs to the Embassy of the United States, is being carried out. It gives scholarships to

10th grade students from different parts of the province in order to teach and provide an education of quality concerning the English language.

The sample was selected intentionally. It was formed by 15 Chachi and Afro students who were immersed in the programme.

Methods

The methods used were:

Analysis and Synthesis: They were used to analyze the bibliography and to synthesize the most important theories and previous studies that supported this investigation. It was also used to analyze the results and synthesize the most relevant information.

Hermeneutics: It was used for interpreting the most relevant information analyzed in the theoretical framework. Besides, it helped to interpret the results obtained with the application of the techniques.

Descriptive Statistics: It was used to process the data obtained with the application of the techniques.

Techniques and Instruments

The techniques used were:

Documentary Review: For the revision of the documents, the tables with all the students' grades including the 15 Chachi and Afro students were requested to the Coordinator of the "College Horizons" programme, where the grades of all the progress tests were recorded, from the beginning of the programme until the end of the first period studied, when the students finished with the A2 level.

Observation: It was applied in 10 classes to both, students and teachers who were immersed in the College Horizons Programme at the Pontifical Catholic University of Ecuador in Esmeraldas. It was used to know the teaching methods and strategies applied by the teachers. Besides, it allowed us to know the students' learning strategies.

Survey: A survey was applied to both, teachers and students. Through the 2 surveys it was possible to see the methods and strategies the teachers used within the classroom as well as the learning strategies the students used to improve their academic performance.

Instruments:

To collect the data, the instruments designed were selected according to the different techniques used:

For the technique of documentary review, the tables of the students' grades were used to measure their progress at the beginning and end of the period studied. (Appendix B).

For the technique of observation, a guide was used, which contained three items: the teaching methods, the teaching strategies and the learning strategies. (Appendix C)

For the technique of survey, a questionnaire was used for both, the English teachers and the students of the programme, in order to obtain information about the teaching-learning process. (Appendices D & E)

Data Processing

The information obtained from the application of the different techniques was tabulated manually. The data was taken to figures using the Microsoft Excel programme.

CHAPTER III:

RESULTS

3.1. Results of the Analysis of Documents

Many progress tests were applied to know the progress of the academic performance of the students and their development of the communicative competence, as can be seen in figure 1. It was revealed that the students started with a low level of English and throughout the programme they improved their level of English until reaching a higher level of it. This means a development in their English language communicative competence, because the tests evaluated the four main skills: listening, speaking, reading and writing.

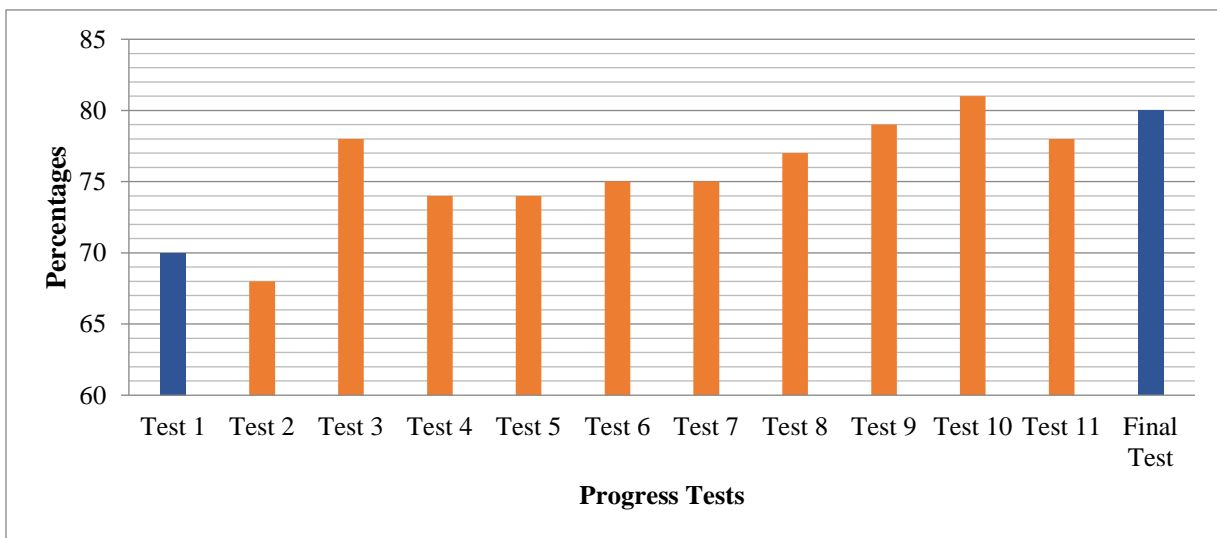


Figure 1: Progress Tests' Results

Source: Documents from the College Horizons Programme

3.2. Results of the Survey Applied to Teachers

In relation to the methods teachers use in the class for language teaching, as can be appreciated in figure 2, Communicative Language Teaching was the method more frequently used, what represents a 75%. It shows that the teachers prefer to use this method because with it the students can practice the language and use it in real situations, providing a meaningful learning.

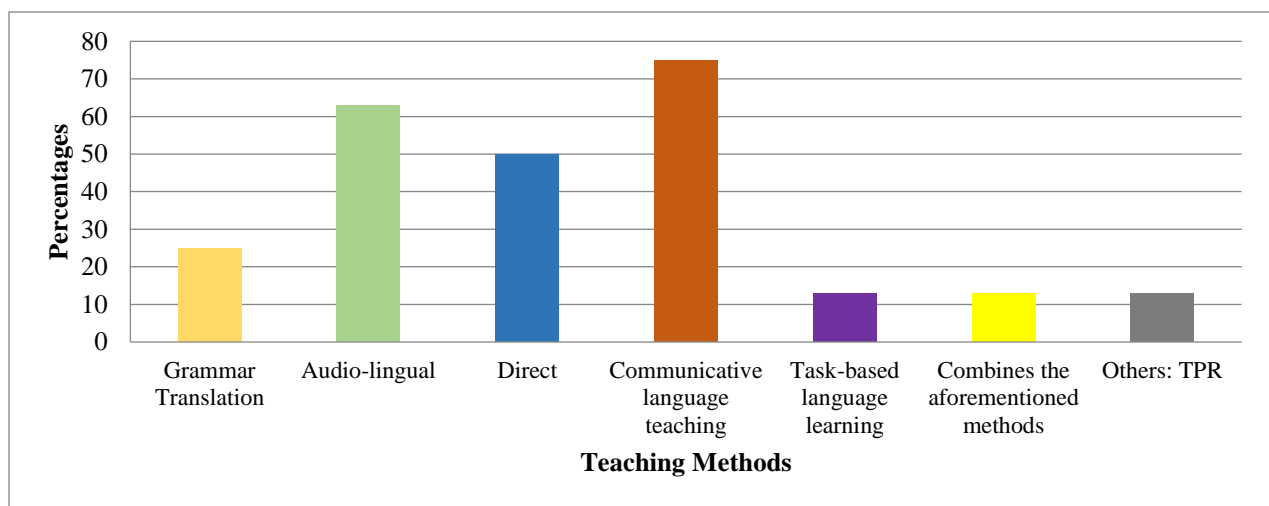


Figure 2: Teaching Methods

Source: Survey applied to teachers

Regarding the teaching strategies teachers use (figure 3) the most widely used were group work and the warm up activities representing the 100% and 88% respectively, which shows that the teachers use warm up activities in all the classes and encourage students to work in groups so they can interchange ideas, provide feedback, learn from each other and work cooperatively.

Within the teaching strategies the least used by the teachers was the pre, while and post activities with a 38%. That does not mean that teachers do not use these strategies at all, however, they tend to ignore them. This is because they prefer to use the strategies that work best according to their experience.

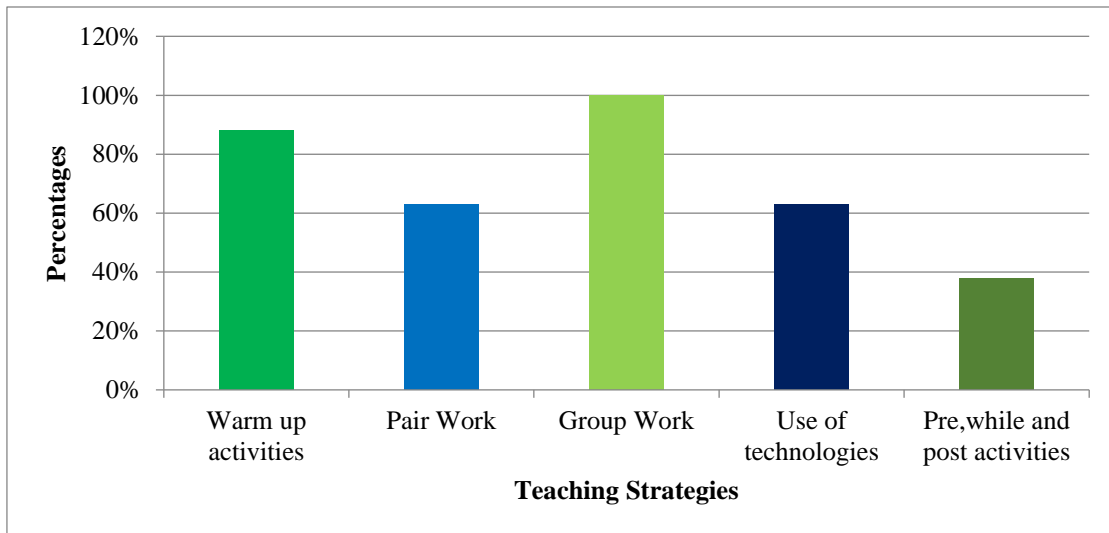


Figure 3: Teaching Strategies

Source: survey applied to teachers

When requesting about the learning strategies the students use to improve their learning (figure 4), the students foment self-correction, which means they correct themselves when they realize they commit a mistake or errors. Also, they pay close attention to the teacher’s instruction so they can know what exactly they have to do without losing the thread of the class.

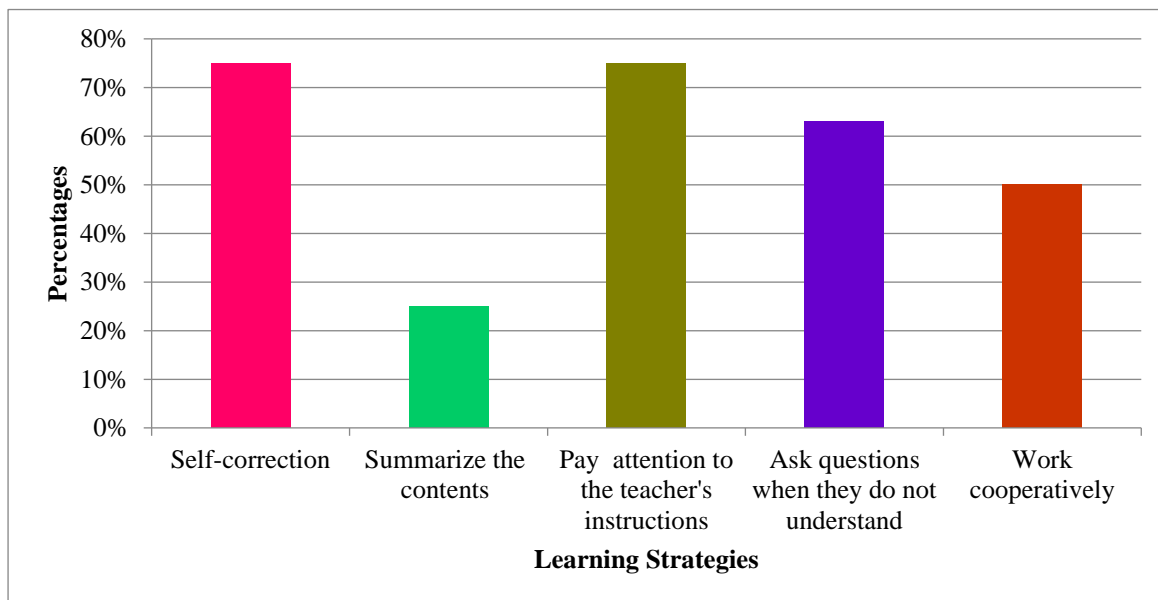


Figure 4: Learning Strategies

Source: survey applied to teachers

3.3. Results of the Survey Applied to Students

When the students were asked about the teaching methods the teachers applied when teaching, as can be seen in figure 5, most of them considered the Direct Method as the method most used by the teachers, what is really helpful for the students because in this way they develop the strategic competence and hence the speaking skill. In addition to the Direct Method, the Grammar Translation Method and the Communicative Language Teaching are also frequently used by teachers. Students often have to do translations of passages from one language to another and they must also expose in English and speak in the target language among peers.

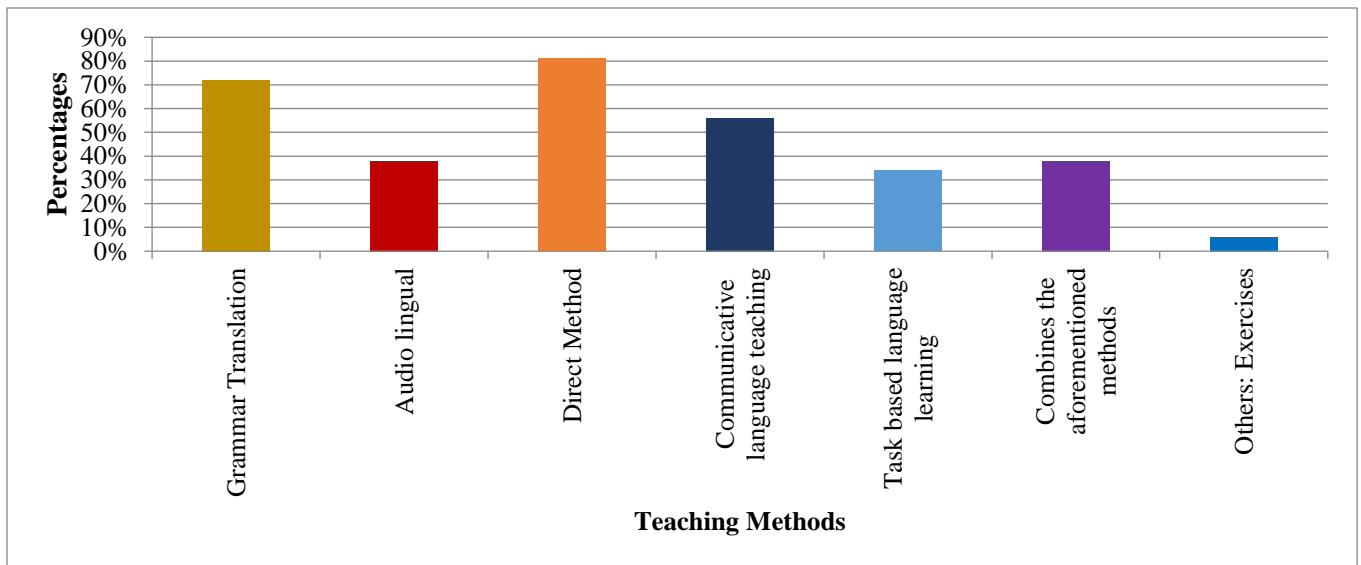


Figure 5: Teaching Methods

Source: survey applied to students

According to students' perception of the teaching strategies used in class.(figure 6), 97% of them indicated that group work is the teaching strategy most used in class followed by the use of technologies, which represents the 53%. This demonstrates that the students share their thoughts, ideas, and feelings among each other. On the other hand, the use of technologies is really important when learning a foreign language because it allows the students to develop the communicative competences of that language.

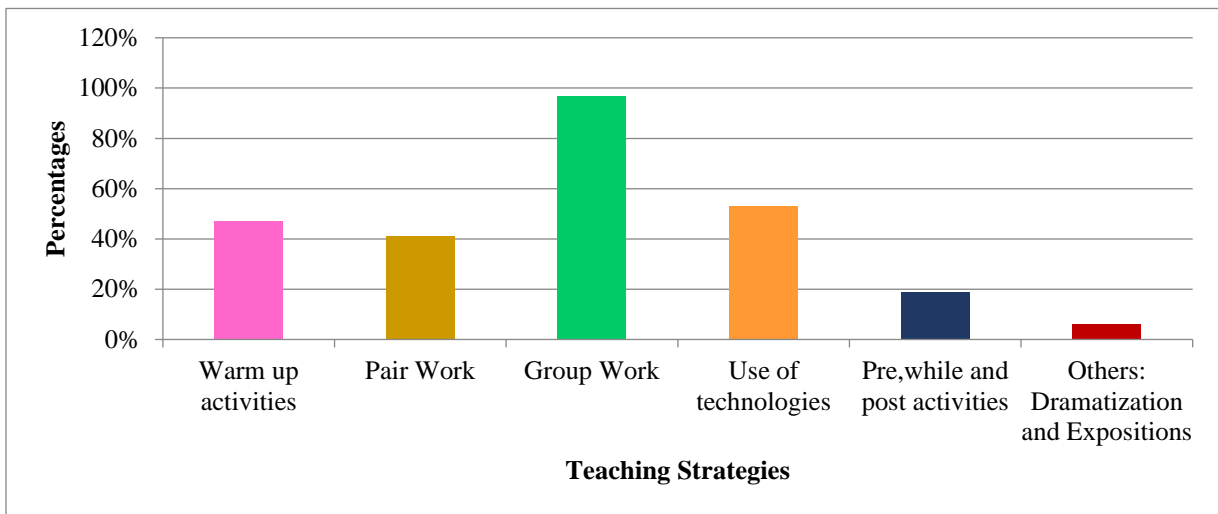


Figure 6: Teaching Strategies

Source: survey applied to students

In relation to learning strategies (figure 7), the students indicated that the ones they use the most are: paying attention to the teacher's instructions and asking questions when they do not understand something, which represents the 66% per strategy. This shows that the students are always attentive to the explanations and instructions of the teachers, which allows them to easily understand what they have to do. On the other hand, the other strategy that they use a lot is to ask questions when they do not understand something. The students prefer to ask rather than to keep with the doubt.

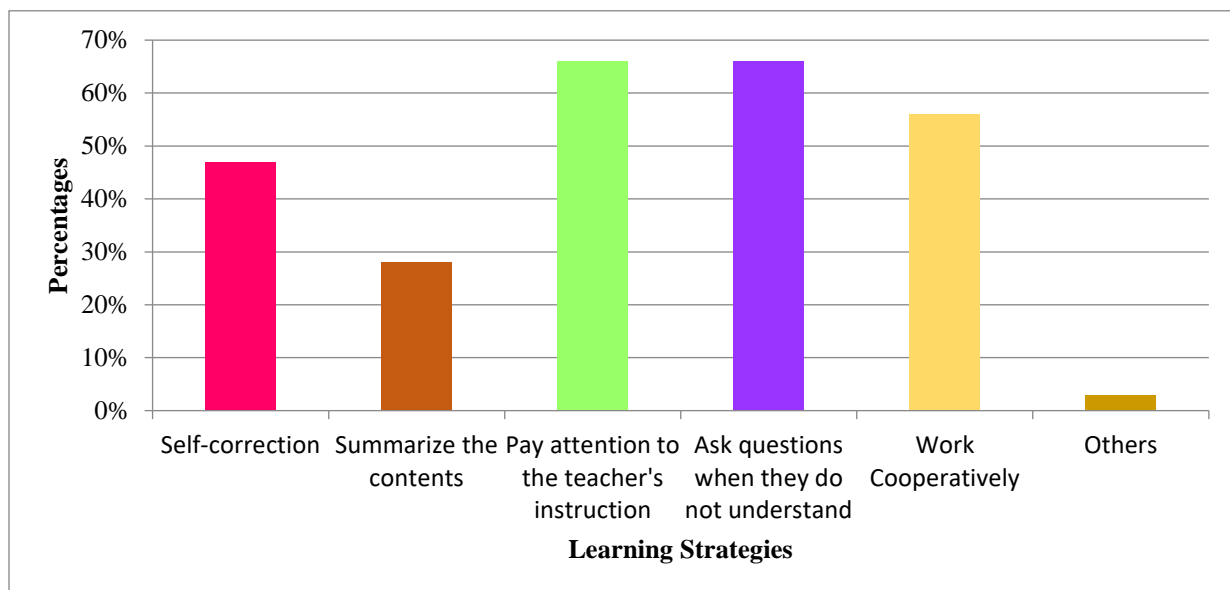


Figure 7: Learning Strategies

Source: survey applied to students

3.4. Results of the Observation

The results of the observation revealed that the teachers applied the entire teaching methods included in the observation guide: Audio-Lingual, Grammar Translation, Communicative Language Teaching and Task-Based Language Learning in order to improve the academic performance of the students. However, the most used method was the Direct Method, what is really beneficial for the students since it shows that all the classes are given in the English language allowing the students to develop the speaking skill and getting the students to familiarize with the target language. It is good to highlight that apart from the methods stated, it was possible to know that the teachers also used the Total Physical Response (TPR) Method and the Suggestopedia Method in order to enhance learning through body movement and through relaxation.

In relation to teaching strategies, it was possible to see that the warm up activities were used a lot by the teachers at the beginning of almost all classes. Teachers did this to engage students with the new topic, catch their attention, motivate them and lose laziness.

All the students evidenced they usually used all the learning strategies stated in the observation guide. They liked to do self-correction, summarize all the contents taught, pay close attention to the teacher's instruction, ask questions when they did not understand any content and work cooperatively with their partners.

As a result, it could be evidenced that the teaching-learning process was good and that in fact all the students learnt a lot in this programme, demonstrating that it contributes to the development of their English language communicative competence.

CHAPTER IV:

DISCUSSION

The results obtained in this research coincided with the ones found by Guadamillas (2014), in relation to the development of communicative and intercultural competence through creative resources, because it has a relation to the methods and strategies applied by the teachers in the College Horizons Programme, this makes the class more interesting and helps students to improve the teaching-learning process, promoting a good environment in which the students can develop their communicative competence without problems. It is good to mention that taking into account learning strategies is very beneficial because with this, teachers can get an idea of how their students learn and the type of strategy they use to improve their knowledge. So through this research the current and future teachers of the College Horizons programme can have a clear idea of how students learn.

Even though the current study did not consider a specific communicative competence, it was evident that the students applied the strategic competence as a learning strategy. From this point of view, there is a similarity with the research conducted by Selin (2014) since his results showed that students used this communicative competence within the classroom; adapting the language to specific and real situations, understanding how they had to speak according to the place and the person, and fomenting self-correction, which enhanced their knowledge.

Besides, the results concerning the contribution of the programme coincided with those obtained by AlnourAbd (2016) in a way that he says that the course or programme to be taught should include a variety of culture to facilitate the understanding of the language easily and undoubtedly this programme does it, especially when the students have to go to camps and also when they are visited by the Embassy of the United States they learn more about the American culture, what increases their motivation and their desire to keep going.

Moreover, the results of the classes observed coincided with González (2008) and Vu Van Tuan (2017), in relation to the development of the linguistic competence to improve the student's development in the language competence. It is the teacher's job to apply different strategies and methodologies in order to make the teaching-learning process innovative and interactive and it is exactly what the teachers of the College Horizons Programme do since they use different

strategies to enhance the students' understanding of the English language. These are: warm up activities, group and pair work, pre while and post activities and the use of technology.

However, the results of the survey did not match with the results of Buitrago (2015) concerning the development of communicative competence through the Task-Based Language Learning. She revealed that with this methodology the students could develop the communicative competence, what was not seen in the present research because although the aforementioned method was considered; it did not turn out to be one of the most used by teachers to develop students' communicative competence.

Although the present research did not focus on a particular communicative competence, there was a relationship with the study done by Vu Van Tuan (2017), regarding the fact that linguistic and discourse competence is favored by its formal and intensive learning opportunity. As it was seen in this investigation, it was very important that the students understood not only the grammatical rules of English but also that they knew how to use the language for real situations. In this way, when they have to face a situation like this, they can do it in the best way.

After making the analysis of the students' progress in the communicative competence and hence the development of the four skills: listening, speaking, reading and writing the results of the present research coincided with the ones found by Fahrutdinova, Fahrutdinov & Yusupov (2016) because both investigations showed that to measure the level and development of the students' communicative competence it is important to know the formation of speech abilities and skills regarding the acquisition of the four kinds of speech activity: listening, speaking, reading and writing, apart from using different methodologies, technologies and strategies.

CHAPTER V:

CONCLUSIONS

The Communicative Language Teaching and the Direct Method have been the two methods most used by the teachers of the College Horizons Programme in the PUCE Esmeraldas during the year 2018. Through these methods the Chachi and Afro students have improved in the teaching-learning process, practicing and using the English Language in realistic situations.

The majority of the teachers developed warm up activities at the beginning of the classes, what made them more interesting and connected the students with the contents of the lesson.

During the execution of the programme, the Chachi and Afro students developed some learning strategies in order to improve their understanding of the English language. These strategies were: to pay attention to the teacher's instruction, to do self-correction as well as to ask questions when they did not understand any content.

During the programme, the Chachi and Afro students developed their level of English represented by the main macro skills: listening, speaking, reading and writing, what made them communicate better in the studied period.

CHAPTER VI:

RECOMMENDATIONS

To the teachers, to continue using the aforementioned methodologies and strategies, in order to improve the Chachi and Afro students communicative competence of the English language.

To the teachers, to follow their students' learning strategies so that they have a clear idea of how they learn.

To researchers, to continue this investigation determining the Chachi and Afro students' development of their communicative competence in the English language in the B1 and B2 levels.

To the community in general, to be attentive to the opening of this type of programmes in the PUCESE so that they can register and be part of them.

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APPENDICES

Appendix A: Operationalization of Variables

Variables	Conceptual Definition	Operational Definition	Dimensions	Indicators
(I.V) College Horizons Programme	College Horizons is a programme of the Embassy of the USA, which provides scholarships to good students from different parts of the world and in which teachers perform with different strategies to get the students	College Horizons is a programme of the Embassy of the USA, which provides scholarships to good students from different parts of the world to learn English and obtain the B2 level. These classes involve	Methods Teaching Strategies	Direct Grammar Translation Communicative language teaching Task based language learning Audio-Lingual Technology Warm up activities Group work Pair work Pre, while and post activities

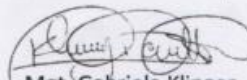
	achieve the B2 level.	precise methods and teaching-learning strategies.	Learning Strategies	Cognitive Metacognitive
(D.V) Communicative Competence	Communicative competence is the skills and abilities an individual has to communicate effectively.	The development of the four main skills: listening, speaking, reading and writing.	Listening Speaking Reading Writing	Comprehension of the listening material Language production, pronunciation, accuracy and fluency. Comprehension of a reading text Writing a paragraph: syntax, word order, grammar.

Table 1

Appendix B: Tables of Students Grades

	Test Unit 1	Test Unit 2	Test Unit 3	Test Unit 4	Test Unit 5	Test Unit 6	Test Unit 7	Test Unit 8	Test Unit 9	Test Unit 10	Test Unit 11	Final test	Promedio
1 Alcivar emily	58	58	72	55	46	53	45	56	68	71	72	75	61
2 Ángulo Quintero Milly Camila	68	40	71	67	53	71	68	72	71	70	69	76	66
3 Añapa Añapa Wendy Jennyne	30	33	52	71	70	45	74	70	68	64	40	75	58
4 Ballesteros Armijos Paola Camila	55	62	63	69	54	62	68	75	62	78	71	72	66
5 Barrera Perlaza Mikeya Katherine	77	60	86	72	79	82	73	74	78	85	76	81	77
6 Cabezas Quiñónez Martin Isaid	74	69	76	79	88	82	88	92	84	80	86	93	83
7 Candelejo Pianchiche Sandy Jessenia	68	62	70	54	48	71	64	54	70	78	56	52	62
8 Chala Charcopa Steven Joao	34	45	60	30	29	20	78	70	74	68	64	69	53
9 Chugchilan Mercado Dennis Alexander	67	84	70	80	77	76	75	70	86	90	81	85	78
10 Gutierrez Vasquez Maisa	63	38	50	49	41	0	0	0	0	0	0	0	20
11 Meneses Escobar José Israel	75	48	67	63	60	69	78	82	86	84	78	82	73
12 Mera Romero Doménica María	69	55	77	74	58	72	86	70	69	73	78	89	73
13 Nieves Reinado Charli Steven	67	75	63	72	62	67	82	84	82	75	76	72	73
14 Pianchiche Acero Gelyn Korayma	30	76	46	4	41	78	70	76	68	33	70	79	60
15 Sanchez Perlaza Diego	74	61	79	65	86	80	78	92	85	94	86	93	81

OBSERVACIONES


Mgt. Gabriela Klinger

	Calificaciones	Test Unit 1	Test Unit 2	Test Unit 3	Test Unit 4	Test Unit 5	Test Unit 6	Test Unit 7	Test Unit 8	Test Unit 9	Test Unit 10	Test Unit 11*	Test Unit 12	Final test	Promedio
1	Almeida Samaniego Paola Nicole	70	70.0	91.5	65.0	73.0	69	72	75	78	70	72	74	76	72
2	Almeida Yáñez Daniela Viviana	92	88.0	93.0	95.0	98.0	90	92	95	95	95	89	93	92	93
3	Becerra Becerra Clio Karina	92.5	89.5	93.5	88.5	97.5	89	95	94	92	93	91	92	93	93
4	Chica Tenelema Gandhi Abraham	76	65.5	86.0	86.0	84.0	75	82	82	87	81	82	80	80	82
5	Feng Macias Arieta Stefania	80	85.0	89.5	81.5	80.0	86	82	91	93	89	92	82	86	86
6	Klinger Ordóñez Jhakim Gabriel	95	92.5	97.0	84.0	85.0	91	92	77	97	91	89	87	88	89
7	Mera Véliz Celina Agueda	90	83.5	93.5	96.0	90.0	83	91	94	92	95	94	92	90	92
8	Montaño Syan Patrick	79	93.0	95.5	91.0	91.0	92	93	96	94	96	97	86	93	92
9	Ojeda Coba Alexander Patricio	88	87.5	93.0	87.0	91.5	90	86	88	93	93	94	87	88	90
10	Quintero Becerra Jackson Adrián	84.5	89.5	94.0	87.0	82.0	86	82	94	98	93	92	86	91	90
11	Sánchez Sánchez Nabor David	70.5	65.3	86.5	66.0	65.5	69	64	78	63	85	92	96	80	76
12	Sánchez Solís Liz Ariana	85	80.5	95.0	93.0	94.0	90	81	92	98	94	92	93	90	91
13	Velásquez Saltos María Gabriela	84.5	93.5	95.0	90.5	93.0	93	96	95	98	95	98	94	94	95
14	Vera Díaz Cynthia Giuliana	99.5	99.9	97.0	99.0	99	98	95	100	97	97	97	96	97	97



Lc. Phill Keley

		Test Unit 1	Test Unit 2	Test Unit 3	Test Unit 4	Test Unit 5	Test Unit 6	Test Unit 7	Test Unit 8	Test Unit 9	Test Unit 10	Test Unit 11	Test Unit 12	Final Test	Promedio
1	Bedoya Lara Paola Iveth	83.1	68.9	76	83.5	72	75	63	77.5	76	79	90	62	77	74
2	Cabezas Quintero Joan Alberto	79	74.1	84	75.5	73.5	77	74	0	88	81	88.5	83	78	71
3	Caicedo Baltan Jandry Rafael	36.1	40	46.5	62.5	69	72	38	68	76	69	62	75	65	65
4	Charcopa Ramirez Estefanía Lisset	62.1	59	72	70.5	58.5	75	75	62	52	76	51	74	69	67
5	Dara Toscano Ortiz	82	80.2	88.7	90	77	81	88	76.5	83.5	81	76	81.5	74	81
6	Franco Bombón Eliana Nathaly	73.6	82.7	93	80.5	78	81	71	80	92	87.5	89	89	80	84
7	Gaspar Rivera Moisés Emmanuel	40	42.7	72	69	71	77	66	58	45	57	61	69	67	65
8	Guagua Arroyo Joel Sinai	62.1	64.3	60	71.5	67.5	65	62	79	66	67.5	63	58	69	65
9	Martinez Vera Jose Eduardo	73.6	62.2	74.7	75	67.5	74	54	72	74	81	72	70	72	72
10	Moreno Mendez Lorena	66.3	45	60.8	71.5	60.5	64	57	68.5	76	75.5	69	67	71	67
11	Pianchiche San Nicolas Mishelle	53.8	62.5	73	68	69	72	70	71	60	69.5	46	51	67	65
12	Posligua Arauz Klarisse Andrea	74.7	78	92	84.5	85.5	69	86	83	79	82.5	87	77	77	81
13	Sper Concha Mateo	71.4	44.3	55.7	67.5	75	73	45	72	67	81	71	82	70	71

Maria Luisa
Mgt. Maria Luisa Velenzuela

Appendix C: Observation Guide

Observation Guide

1. Informative Data:

1.1.Institution: Pontifical Catholic University of Ecuador in Esmeraldas

1.2.Career: Applied Linguistics School

1.3.Researcher: Valeria Paola Toro Reina

Objective:

- To determine English language teaching and learning strategies in the College Horizons Programme to improve the students' communicative competence.

4. Always 3.Usually 2.Sometimes 1.Never

N	Dimensions	Ítems	Category			
			1	2	3	4
1	TEACHING METHODS	Applies the Audio-Lingual Method in class				
2		Applies the Direct Method inside the class				
3		Applies the Grammar Translation Method in class				
4		Applies the Communicative Language Teaching within the classroom				
5		Applies the Task Based Language Learning inside the class				
6		Combines the aforementioned methods				
7		Others Which:				

1	TEACHING STRATEGIES	The teacher does warm up activities				
2		The teacher stimulates pair work				
3		The teacher stimulates group work				
4		The teacher does: pre, while and post activities				
5		The teacher uses technologies within the teaching –learning process				
6		Others Which:				
1	LEARNING STRATEGIES	The students foment self-correction				
2		The students summarize all the contents being taught				
3		The students pay close attention to the teachers' instructions				
4		The students ask questions when they do not understand				
5		The students work cooperatively				
6		Others Which:				

Appendix D: Survey Aimed to Teachers

Questionnaire for Teachers

2. Informative Data:

2.1.Institution: Pontifical Catholic University of Ecuador in Esmeraldas

2.2.Career: Applied Linguistics School

2.3.Researcher: Valeria Paola Toro Reina

Objective:

- To determine English language teaching and learning strategies in the College Horizons Programme to develop the students' communicative competence.

Note: Put a check mark in the answer you consider is the best.

TEACHING METHODS:

1. Which one of the following methods do you use in your English classes?

- _____ Grammar Translation
- _____ Audio-lingual
- _____ Direct
- _____ Communicative language teaching
- _____ Task based language learning
- _____ Combines the aforementioned methods
- _____ Others:

2. Select the teaching strategies you use in the classroom.

- _____ Warm up activities
- _____ Pair Work
- _____ Group Work
- _____ Use of technologies
- _____ Pre, while and post activities
- _____ Others:

3. What language learning strategies do you consider the students of the College Horizons Programme use?

_____ The students foment self-correction

_____ The students summarize the contents being taught

_____ The students pay close attention to the teacher's instructions

_____ The students ask questions when they do not understand

_____ The students work cooperatively

_____ Others:

Appendix E: Survey Aimed to Students

Questionnaire for Students

1. Informative Data:

1.1.Institution: Pontifical Catholic University of Ecuador in Esmeraldas

1.2.Career: Applied Linguistics School

1.3.Researcher: Valeria Paola Toro Reina

Objective:

- To determine English language teaching and learning strategies in the College Horizons Programme to develop the students' communicative competence

Note: Put a check mark in the answer you consider is the best.

TEACHING METHODS:

1. Which one of the following methods do your English teachers use in class?

_____The teacher focuses on learning rules of grammar and their application in translation passages from one language to another.

_____ The teacher foments the memorization of dialogues through repetition.

_____The teacher speaks in English most of the time.

_____The teacher does debates, simulations, and role-plays.

_____The teachers does problem solving: analyzing real or hypothetical situations, reasoning, and decision-making.

_____Combines the aforementioned methods

_____Others:

2. Select the strategies the teacher uses in the classroom.

_____Warm up activities

_____Pair Work

_____Group Work

_____Use of technologies

_____Pre, while and post activities

_____Others:

3. What learning strategies do you use to improve your understanding as well as your academic performance?

_____ Foment self-correction

_____ Summarize the contents being taught

_____ Pay close attention to the teacher's instruction

_____ Ask questions when you do not understand something

_____ Work cooperatively

_____Others: