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The analysis of the methodology used for the teaching of English as a second language in high schools in Loja city

TRABAJO DE TITULACIÓN

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Septiembre, 2015

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Magister.

Karina Soledad Salcedo Viteri.

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De mi consideración:

El presente trabajo de fin de titulación: The analysis of the methodology used for the teaching of English as a second language in high schools in Loja city, realizado por Daniel Eduardo Moreno Gutiérrez ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo

Loja, octubre de 2015

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Yo, **Daniel Eduardo Moreno Gutiérrez**, declaro ser autor del presente trabajo de titulación: The analysis of the methodology used for the teaching of English as a second language in high schools in Loja city, de la Titulación de Ciencias de la Educación mención: Ingles, siendo Mg.Karina Soledad Salcedo Viteri directora del presente trabajo; y eximo expresamente a la Universidad técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Autor: Daniel Eduardo Moreno Gutiérrez

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DEDICATION

I want to dedicate this research project especially to God, who has given me the life and the opportunity to finish my career. Also, I want to dedicate it to my whole family but especially to my parents who gave me the opportunity to study and helped me to achieve this goal

ACKNOWLEDGMENT

With this job, I want to thanks to Mgs. Karina Salcedo, thanks a lot for your patience and dedication. To all my English teachers that helped me to improve my knowledge and support me to accomplish this project.

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ABSTRACT

This research is about the methodology that teachers use in class in the English teaching-learning process. It was performed to analyze which is the most used method by teachers, and how teachers use the different methods in their classes in order to make students learn in an effective way. To achieve that purpose, ninety teachers were selected from high schools chosen randomly in Loja city and also thirty students from the same institutions.

The method used in this research was quantitative and qualitative. Main instruments used to collect data were questionnaires, note taking and observation sheets. Questionnaires and note-taking collected data about what teachers and students think about the methodology used in class. Observation sheets helped to understand how the teachers use the methodology and some tools in class.

The results of this research showed that the most used method in class is the Grammar Translation. There are, also, other aspects that were considered in this research such as the student's level; the discipline; lack of resources; number of students.

Answer Key: Methodology, Teaching, English, High schools, Techniques

RESUMEN

Esta investigación se centra en la metodología que los profesores utilizan en el proceso de enseñanza-aprendizaje del inglés. Se realizó para analizar el método más utilizado por los profesores, así como los diferentes métodos usados en clase con el objetivo de que los estudiantes aprendan correctamente. Con ese propósito, se seleccionaron noventa docentes de colegios escogidos aleatoriamente en la ciudad de Loja, y treinta estudiantes de las mismas instituciones.

El método utilizado en este estudio fue cuantitativo y cualitativo; los principales instrumentos para recoger los datos fueron cuestionarios, notas y hojas de observación. Los cuestionarios y las notas recolectaron información de lo que los profesores y estudiantes piensan en cuanto a la metodología utilizada en clase. Las hojas de observación permitieron entender que metodología usan los docentes en clase y otras herramientas en clase.

Los resultados de esta investigación mostraron que el método más utilizado en clase es el “Grammar Translation”. Además de otros aspectos como: el nivel de los estudiantes; la disciplina; la falta de recursos y el número de alumnos.

Palabras Clave: Metodología, Enseñanza, Ingles, Colegios, Técnicas

INTRODUCTION

Nowadays, preparing a class with a good methodology is a relevant part in the English teaching process. Indeed, for many years teachers have been conscious about improving their methodology used in class. However, there are many aspects that need to be analyzed in order to improve the methodology used for the teaching of English as a second language.

This study is focused on the methodology used by teachers when teaching English as a second language in high schools in Loja; for this reason, the main purpose of this study is to know what is the most used method by teachers when giving a class. Also, identifying how teachers used methods in English classes; how teachers apply the appropriate technique in each method to help students to learn a second language.

The methodology used by teachers in order to have an excellent class has been analyzed and studied by different authors in other countries. There are some studies, among others, that are essential to review because it helps to know the real situations in classrooms and also the methodology used by different teachers worldwide and its benefits.

First, Takbir Ali (2012) did a research to discover common difficulties high school (Grades 9 and 10) students experience in chemistry classroom in Gilgit-Baltistan region of Pakistan. He applied interviews to teachers, classroom observation, and post observation discussion to teachers. The results showed that students have difficulties on learning Chemistry because students have Lacking essential knowledge that they must learn but the difficulties that students have are for many reasons, for instance, some students have not received the adequate guidance, other students have received the teaching in a bad way and

others haven't received sufficient individual attention, in other words there is a poor teaching.

Moreover, Carpenter (2006) carried out a study in the University of South Carolina to investigate the effectiveness of five teaching strategies (lecture, lecture/discussion combination, jigsaw, case study, team project) in a large class setting. The author found that students have a preference for small class sizes. The findings of this study suggest that faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever possible.

Furthermore, Ahmad & Rao (2013) did a research in Pakistan about applying Communicative Approach in Teaching English as a Foreign Language, they made a comparison between the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT), and the authors concluded that communicative approach is better than the traditional method (GTM) in teaching English at the higher secondary level in Pakistan. Also, it can be understood that teachers know about the (CLT) and its use.

With all this previous studies about the different methods that teachers use in class, it is highly important to comment that conducting a study on this issue in Loja high schools will help students and institutions, but specially teachers because the findings will allow them to make the changes in order to use the appropriate method in class and improve the teaching quality.

At this point, it is necessary to mention that this research was conducted with some limitations, some institutions did not give the permission to apply the

questionnaires to English teachers and even some teachers did not want to answer the questionnaires.

DISCUSSION

Literature Review

Teaching a new language has always represented a challenge for many teachers around the world. Digumarti, (2004) states that a good teacher always want that his teaching should be effective. He wants that all of the students of the class should properly attend, listen to him and try to grasp what he is teaching to the class.

Stronge (2007) expresses that “teachers need to carefully prepare lesson plans; make instructional selections and use the appropriate method in order to students can learn effectively”.

In this sense, Evgeniya N. Suntsova (2009) states that there are many methods of teaching foreign languages (TFL). Some have been used by teachers; others are widely used now, or have small following, but all methods have contributed to have an excellent class.

Teaching a new language involves many methods that teachers have to know well and apply correctly. Some of those methods and strategies are going to be reviewed within this section.

Strategies

Classroom Management

Developing a personal classroom-management plan

Evertson and Weinstein (2006) suggest that classroom management is a topic that enduring concern for teachers, administrators, and the public. Besides, these authors define

classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning."

An article published by Gerald Amada (1999) examines some of the common misconduct issues and they are, for instance, undermining teacher authority, frequent absences/tardiness, plagiarism or lying, refusal to participate. About classroom management, Lisa Rodriguez (2009) gives some strategies for teachers in order not to just maintain the discipline in the classroom, but also be able to identify their root causes; for instance. Rodriguez (2009) express that teachers do not have to create embarrassing situations, also teachers have to create a culture class that encourages students with appropriate behavior, do not take everything personal and make the class funny with sense of humor and much flexibility.

An interesting aspect about classroom management plan is mentioned by Collins (2007), she recommends teachers to teach students the self-discipline in order to help them apply the skills they learn in the classroom outside of school as well. This author remarks that teachers have the responsibility to help students become good citizens in addition to teaching them the academic areas.

Additionally, McEwan (2000) states that children with different level of development need different treatment for optimal results. Likewise, he says that an excellent classroom-management plan is the one designed by the teacher taking in count the students' needs. Finally, the author mentions that teachers "must discover what works best for themselves, their students, and their specific situations".

Assertive Discipline

Kizlik (2009) notes that “Assertive Discipline is the most widely used discipline plan in schools” This author mentions that Assertive Discipline helps teachers to solve problems that they have.

Canter (1989) states to have a good class, teachers have to develop the voice because it has an impact in each student’s self-esteem and success. About the interaction between teachers and students, this author mention three basic styles that are: Nonassertive teachers who do not know the needs or wants and allow students to take advantage of them; Hostile teachers to respond to students with apathy and in many cases violates students’ rights, without taking in count their needs and feelings; Assertive teachers when teachers clearly and firmly express their needs and this is reflected by their actions and words.

Canter (2010) expresses that “the planning is essential to good teaching and to good discipline”. Besides, this author explains that if teachers do not have a plan, they can have many consequences and may respond wrongly to students. This author mentions that “an effective plan must be in place the first day of class”

Additionally, Moles (1990) expresses that if students and teachers are uncertain regarding rules and policies, it will contribute to have behavior problems. This author remarks that “school cultures and climate are identified by various studies as key factor in the maintenance of order”. About Assertive Discipline Butchart (1998) mentions that control and discipline have been a great problem for many reasons. Also, this author says that through classroom discipline, teachers get social and moral relationships.

There are steps in developing the plan. Hardin (2012) explains the first one “to seek approval from the administration and to plan for notification of parents”. The second step is “the establishment of classroom rules” The third step is “providing positive reinforcement” the last one is “provides consequences for those students who choose to disobey the rules of the class”.

Curvin and Mender (2008), from a different point of view express that when rules are not developed from principles, students do not learn, for example, students know that they have to be in their seats when the bell rings.

To conclude, there are different strategies to establish the assertive discipline in class, teachers have to decide which use but according with the goals of the class and taking into account the needs that students have.

Positive Classroom Discipline

Teachers always want to apply a positive classroom discipline. Nelsen & Lott & Gleen (2013) express that it is a dream to have schools where students learn cooperation instead of competition. They say that it could be a dream having a good environment where teachers and students collaborate on solutions. About positive classroom discipline they affirm that “mutual respect requires that adults see children as people and as unique individuals” doing this, teachers do not treat students as robots and can have good results. About it, Jones (1987) stresses that “Knowing how to” in addition to “knowing about” is critical for teacher success in controlling a classroom.

Additionally, Nelsen & Lott & Gleen (2013) express that teachers have to create all the conditions to make a positive classroom discipline in the classroom. Besides, they say

that “Teachers have to create classroom where young people are treated with respect, spaces where they have the encouragement and excitement to love learning, and they have the opportunity to learn the skills they need for a successful life.”

With this regard, Jones (2007) proposes a four-component model, classroom structure, limit setting, responsibility training, and backup systems. This author says that teachers need to establish classroom limits rules and procedures.

It can be observed that apply a positive discipline is a big responsibility for teachers in order to have a positive classroom discipline.

Classroom Organization and Management Program

American educators Evertson and Weinstein (2011) define classroom management as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”

Regarding classroom management, Hardin (2012) explains eight steps in organization and management program, organize the class correctly; increase the opportunities to learn; establish classroom rules; establish classroom procedures; design a good lesson plan with rules and procedures; manage students work; keep good behavior and help students when they need; organize instruction in order to enhance learning, and be calm during the instruction.

Additionally, Groves (2009) states the five important domains of classroom management, these are: “turn defiant students into stellar performers; transform unruly parents into loyal allies; make peace with difficult administrators; use teacher’s associations to insure ethical and legal job protection; and create excellent classroom environments”

Classroom Organization and Management Program (COMP), created by Carolyn Evertson (1995) is designed in order to help teachers improve “overall instructional and management skills through planning, implementing, and maintaining effective practices. This system highlights the integrations of management and instruction as the most important in order to create a good learning environment.

Methods

Grammar translation method

The grammar translation method dominated from mid-nineteenth century to the beginning of World War Two.

Additionally, Plessner (2011) says that this method focuses on Grammar. Besides, this author explains that this method provides corrective feedback; students have the opportunity to express themselves. According to Richards and Rodgers (2001), the grammar translation method is “a way of studying a language that approaches the language first through detailed analysis of its grammar rules, following by application of this knowledge through the task of translating sentences and text into and out of the target language” Besides, this author says that the negative effect in this method is the lack of communication.

At this point, authors coincide that it is an old method and it is just focused on Grammar skill and give good opportunities to use the target language and translate sentences.

The audio-lingual method

On this method, Larsen-Freeman (2000) indicates that the audio-lingual method, like the direct method is also an oral-based approach but the difference is that while in direct method emphasizes vocabulary, the audio-lingual method focuses on grammatical sentences patterns.

On this same matter, Richards-Rodgers (2001) state that language learning is like other forms of learning. These authors also state that teachers in Audio lingual method taught from books containing short reading passages in the foreign language, preceded by lists of vocabulary. The students can learn the language in a natural way.

Referring to Audio-Lingual Method, Taylor (2003) states that “The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue”. He also says that the problem in this method was that students just memorize the words and they ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.

Total Physical Response

Teachers use the total physical response. About this method Asher (1982) expresses that this method develops understanding using body movements. In this method teacher gradually introduces commands through movement. According with this Krashen& Terrell (1983), it is a very effective method because teachers can introduce new vocabulary and

make students drawing, putting pictures in order, or any other physical response that encourage active involvement in class.

There are some steps that Herrell&Jordan (2012) explain about Total Physical Response, these are: “Choose vocabulary that will be used in class; introduce vocabulary gradually; demonstrate students what they have to do and encourage students to respond the commands; add additional commands; add additional responses; play games for additional practice and never force students to speak the commands; assess students’ progress and understanding”

On the other hand, Richards& Rodgers (2001) mention that an important factor in the Total Physical Response is the reduction of the stress. These authors say that “focusing on meaning interpreted through movement, rather than on language forms studies in the abstract, the learner is said to be liberate from self-conscious and stressful situations and is able to devote full energy to learning”. Besides, Krashen (1981) says that comprehensible input put and reduction of stress as “keys to successful language acquisition”.

In sum, this method can be effective if teachers apply correctly and students feel free to participate.

Communicative Language Teaching

Today the need for good communication skills in English has created a huge demand for English teaching around the worlds. According to this Richards (2006) says that Communicative Language Approach is when there is an interaction between teachers and students.

Referring to this method, Larsen-Freeman (2000) says that in the 1970s some teachers observed that students could produce sentences in a good way in a lesson but in the real life they could not use them appropriately, they understood that “being able to communicate required more than linguistic competence; it required communicative competence”

Additionally, Richards-Rodgers (2001) mentions many principles that reflect a communicative view language. These principles are: “learners learn a language through using it to communicate; authentic and meaningful communication should be the goal of classroom activities; Fluency is an important dimension of communication; communication involves the integration of different language skills: learning is a process of creative construction and involves trial and error”

Finally, Hymes (1972) states that “speakers need to learn useful contents in order to be communicatively competent in a speech community”

The natural Approach

Krashen and Terrell (1977) identified the Natural Approach as “the use of language in communicative situations without recourse to the native language and without reference to grammatical analysis or a particular theory of grammar”. Also, they state that the natural approach “is similar to other communicate approaches being developed today”

Krashen and Terrell (1983) state that The Natural Approach is based on the following five principles: first, the goal of this method is to promote the communicative competence, not grammatical perfection. Second, this method focuses on listening. Third, the students speak without grammatical correctness. Finally, the activities that increase the

process the language acquisition are the main part of the class, this help student in order that they can see in which part they have problems.

In addition, Richards and Rodgers (2001) mention that a difference of this method with the direct method is that in the natural approach there is an emphasis on exposure or input instead of practice.

Content Based Instruction

According to Richards and Rodgers (2001), Content-Based Instruction is an approach “in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus”.

Additionally, Stoller, (2002) says that “Content-Based Instruction is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned. IN the CBI approach the student learns the TL by using it to learn some other new content. For example by studying the French Revolution while using the French language. The language being learned and used is taught within the context of the content. The theory behind CBI is that when students are engaged with more content, it will promote intrinsic motivation.

To conclude, this approach is very student-centered as it depends entirely on the students’ ability to use the language”. Students will be able to use more advanced thinking skills when learning new information and will focus less on the structure of the language.

Task based Language Teaching

It is a different way to learn the language. According to Nunan, D. (2004) “Task-based learning focuses on the use of authentic language through meaningful tasks such as visiting the doctor or a telephone call. This method encourages meaningful communication and is student-centered”. It is a really good method because the students can apply the knowledge that they know in the real life.

Additionally, Oura (2012) states that “Task based learning is an overall approach to language learning that views the tasks that learners do as central to the learning process. The learning process is seen as a set of communicative tasks that are directly linked to curricular goals”

On this same matter, Larsen-Freeman (2000) indicate that the tasks are useful for students and teachers. As we know people need to communicate, so doing this teachers can check the progress and the students’ success and students can practice what they have learnt. In this point, Candin and Murphy (1987) state that “The central purpose we are concerned with is language learning, and tasks present this in the form of a problem-solving negotiation between knowledge that the learner holds and the new language”.

Ellis (2003) suggests “there are a number of ways in which grammar can be addressed as a follow-up to a communicative task, include direct explicit instruction and traditional practice-type exercises”.

Techniques according to the method

Grammar Translation Method

There are some techniques on this method. According to this Larsen-Freeman (2000) there are nine techniques, these are: Translation of a literary passage, which consists in the fact that students translate a reading passage from the target language into their native language; it increases the vocabulary and grammatical structures; reading comprehension questions, which consists in that students answer questions in the target language based on what they understood of the reading passage; antonyms/synonyms, which consists in that students have to look for the antonyms and synonyms in the reading passage; cognates, which indicates that students have to recognize cognates, it means memorize words that look like cognates but have different meanings in the native language; deductive application of rules, which means that students learn grammar rules with examples and when they understand a rule they have to apply it doing different examples; fill-in-the-blanks exercise, which indicates that students have to complete the sentences with words missing with new vocabulary or particular grammar type; memorization, which consists in that students have to memorize grammatical rules and grammatical paradigms; use words in sentences, which is in order to show what students know about grammar and vocabulary; composition, which is the last technique, it refers that students have to write a topic in the target language based in some aspects of the reading passage.

The Audio Lingual Method

There are eleven techniques that Larsen-Freeman (2000) describe, these are: dialogue memorization, which consists in a short conversation between two people ,

students have to memorize the dialogue and certain sentence patterns and grammar points also can be included within the dialogue; backward build-up drill, which is used when a long line of a dialogue is giving students trouble, teacher tries to help beginning with the part at the end of the sentence; repetition drill, which consist in that students have to repeat the teacher`s model as quickly as possible; chain drill, which consists in a conversation around the room, one by one, it gives the teacher an opportunity to check each student`s speech; single-slot substitution drill, it consists that teacher says a line, usually form the dialogue and them teacher says a word called “the cue”. The students have to repeat the line the teacher has given them but substituting the cue into the line in its proper place; multiple-slot substitution drill, which is similar to the single-slot substitution drill but the difference us that teacher gives cue phrases, one at a time, students have to recognize what part of speech each cue is; transformation drill, which means that teacher gives ss a certain kind of sentence pattern and students have to transform this sentence into negative or into a question, an active or passive sentence; question and answer drill, which indicates that students have to answer the questions made by the teacher as soon as possible; use of minimal pairs, in this activity teacher works with pairs of words which differ in only one sound, students are going to be able to say the two words; complete the dialogue, which refers that students will complete the dialogue by filling the blanks with the missing words that they have learned; grammar game, the games are designed to get students to practice a grammar point within a context, also students will feel calm to express themselves.

Total Physical Response

Teachers have to use techniques in the classroom in order to have excellent results. Regarding techniques in total physical response, Larsen-Freeman (2000) explain just three

techniques, these are: using commands to direct behavior, that is the major technique in this method, which states that there is a connection between the actions and the language, in this technique teachers performs the actions with the students and the student's actions tell the teacher if they understood or not; role reversal, which indicates that students will command their teachers and classmates to perform some actions; action sequence, it means that teachers give series of commands, many daily activities can be included into an action sequence that students can be asked to perform.

Communicative Language Teaching

Larsen-Freeman (2000) explain the following techniques of communicative language teaching. These are: authentic materials, which refers that teacher uses material that can be used in order to students not only learn the language inside of the class but they can learn the natural language in a variety of situations, this authentic material can be useful for students and be used in the real life; scrambled sentences, in which the sentences are in a scrambled order and students have to restore to their original order; language games, which are useful for students to improve the communicative skill;

Nunan (1999) defines authentic materials "as spoken or written language data that has been produced in the course of genuine communication, and not specifically written for purposes of language teaching. In fact, in his teaching he encourages his students to bring in to the classroom their own samples of authentic language data from real-world". They can practice listening in many different sources, including TV and radio broadcasts, etc.

The Natural Approach

There are some techniques in the natural approach. Krashen and Terrell (1983) state that “From the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures, as with the Direct Method. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways”.

Additionally, Krashen and Terrell (1983) recommend some techniques, these include: “command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context are used to elicit questions and answers; and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching, where sharing information in order to complete a task is emphasized. What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence”.

Content Based Instruction

There are some important techniques that Larsen & Freeman (2000) explain about content based instruction. The first is an activity called dictogloss in which students have to listen twice to a short talk or a reading on a useful content, students have to write down what they have remembered from the talk or reading. Graphic Organizers are the second technique in which students organize and remember new information, using graphic

organizer students can understand better the information and complete the academic tasks, such as writing a summary of what they have read. Third technique is language experience approach; here students take turns dictating a story about their life experiences to the teacher who writes it down in the target language, the text contains information that is significant to the students a difference of the fourth technique, process writing, in which students have to make a brainstorm ideas about the topic before to start writing, as a result they improve the writing skill. Dialogue journals are the fifth technique of content based instruction in which students have to write journals in class or for homework and keep it in order to the teacher reads the student's journal and writes a response to it.

Task Based Language Teaching

In this method there are some techniques that Larsen & Freeman (2000) describe, these are: Information-gap task, which consists in an exchange of information among participants in order to complete a task. Next, we have opinion-gap task, which requires that students express their personal likes, feeling in order to complete a task. The third technique is Reasoning-gap task; in which students have to obtain new information by inferring it from information they have already been given. On the other hand, unfocused tasks are tasks designed to give learners opportunities for communicating generally. The fourth technique is focused tasks, which are designed to provide opportunities for communicating using some specific grammar structure. The next technique is input-proving tasks, which engage learners with receptive skills of listening and reading. Finally, Output-prompting tasks are designed to stimulate the students to write or speak meaningfully.

Additionally, it was important to know the curriculum that teachers follow when teaching in high schools in Loja city; for that reason it has been necessary to go to the official web site of the “Ministerio de Educacion” and look for the article called National Curriculum Guidelines.

According to the article published by “Ministerio de Educacion” (2012) it says “English is unquestionably the world’s lingua franca¹ at present. Not only is much of our technological, scientific, academic, and social information written in English, but also learning and speaking more than one foreign language is essential in order to interact and communicate in today’s globalized world”. They have implemented the English curriculum to standards like the Common European Framework of Reference. The article says, also, that “The CEFR is a planning tool that offers guidance for teachers, examiners, textbook writers, teacher trainers, and educational administrators. It also plays a paramount role in language and education policy worldwide because it comprehensively describes (1) what language learners should be able to do at different stages of the learning process and (2) what knowledge and skills they need to develop to communicate effectively in the target language (Council of Europe, 2003). The CEFR basically proposes a scale of six language proficiency levels that goes from A1, for those who are at a beginning stage, to C2, for those who can use language at high levels of discourse. This simplifies the challenge of understanding and interpreting levels of progress during the learning process and different language qualifications and requirements for learners, teachers, and teacher trainers. As a result, the CEFR aids employers and educational institutions to compare these qualifications easily and how they relate to both locally-tailored as well as international exams. Finally, and in order to provide a common ground for language learning, the CEFR

provides assessment indicators for each language skill (i.e. listening, speaking, reading, and writing)”. Here is the CEFR Common Reference Levels

The six levels proposed by the CEFR have been described as follows:

- A1-A2: basic users of the language;
- B1-B2: independent users of the language; and,
- C1-C2: proficient users of the language.

This figure shows the levels of proficiency and their application per school year.

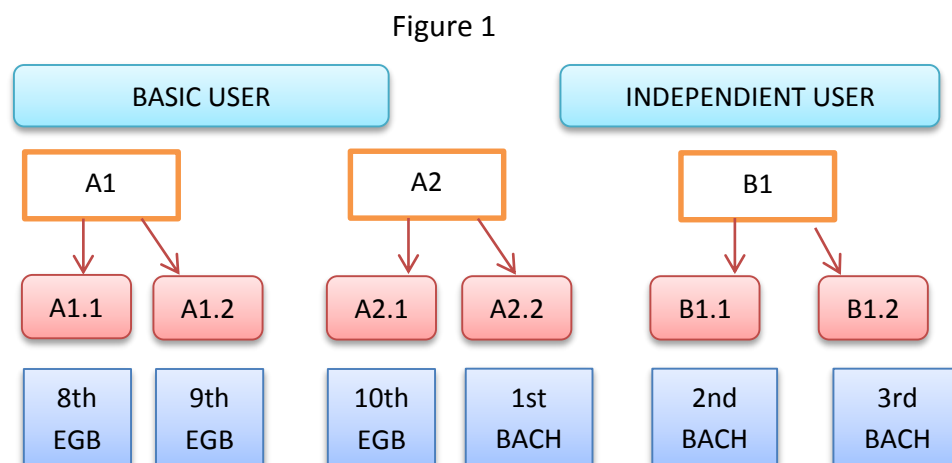


Figure 1. Levels of proficiency and their application per school year.

Author: Ministerio de Educacion

With all the important topics discussed above and in order to know the different methods used by teachers in Loja high schools, it is very important to mention five studies that help to understand the different methods used in class with their results after application.

Ali (2012) did a research to discover common difficulties in high school (Grades 9 and 10) students experience in Chemistry classroom in Gilgit-Baltistan region of Pakistan. The general approach of the study was qualitative. Four chemistry teachers at three high

schools (two government schools and a private school) in the region of Gilgit-Baltistan of Pakistan were selected. The study investigated issues related to common challenges of high school (grades 9 and 10) students experience in the chemistry classroom, the possible reasons for these difficulties and the ways in which teachers help students overcome these difficulties. He applied interviews with teachers, classroom observation, and post observation discussion with the teachers. The results were that students have difficulties on learning Chemistry because students have lacking essential knowledge that they must learn but the difficulties that students have are for many reasons, for instance, some students have not received the adequate guidance, other students have received the teaching in a bad way and others have not received enough individual attention, on other words, there is a poor teaching.

Ali (2012) says that teachers need to carefully prepare lesson plans; teachers need to make instructional selections and use the appropriate method in order to students can learn effectively; teachers have to make interesting classes with interaction between teacher and students in order to students can learn chemistry with the correct method. Also, he says that institutions have the vital importance on planning, preparation, and well-structured and well-thought strategies, it is really important that exist a cooperation with both, teachers and the institution.

Carpenter (2006) conducted a research in the University of South Carolina to find the effectiveness of five teaching methods (lecture, lecture/discussion combination, jigsaw, case study, team project) in a large class setting. This study uses descriptive and inferential statistical techniques to examine the effectiveness of five teaching methods (lecture, lecture/discussion combination, jigsaw, case study, team project) in a large class setting.

Using student learning outcomes as the criteria for effectiveness, several commonly-used teaching methods (lecture, lecture/discussion combination, jigsaw, case study, team project) were applied and evaluated in a large class setting.

The author found that students have a preference for small class sizes. Besides, it could be analyzed that the lecture/discussion teaching method was the most preferred among students, because they like to be active learners, engaging in discussion rather than passively. The jigsaw method, also, was the most valued by a small percent of the students. The findings of this study suggest that faculty teaching large classes should attempt to include constructive, active teaching methods in their courses whenever it is possible.

Bahous (2011) found the views of the teachers and students of what hinder students' language learning in the English language classroom. The study is conducted in the English language department at a university that follows the American system of education in Beirut. The university where this study is conducted caters for a variety of students who come from diverse cultural, educational, linguistic, or social backgrounds. Thirty students attending the different English language courses in the English as Foreign Language Program at the University were chosen to interview. The majority of the students who answered are between the ages of 18 and 21. On the other hand, the researcher sent email semi-structured questionnaires consisting of four main questions to the English language teachers in the EFL Program at the University. The research design is qualitative using mixed methods of questionnaires and semi structured interviews.

The results were that these students believe that the English language courses are mainly set to improve their writing skills since the assignments are mainly writing ones. Critical

thinking, reading strategies, listening comprehension, and speaking were not mentioned by the students during the interviews. Teachers and students seem disappointed with the language classes offered at the university. Learners were unhappy on the whole and find the English courses of no benefit. Motivation, then, seems to be an important point in our role in helping students to learn the language. This exploratory study, also, investigates the perceptions through interviewing students and surveying teachers and the results were that students mentioned that teachers should motivate them by choosing topics that interest students and not teachers, teachers have to design relevant and interesting activities, also that teachers should supply students with enough background information, i.e. reading materials, prior to a discussion so that students can support their arguments properly. In the case of the teachers, they are agreed that there are some problems that hinder students' progress in the English classroom. The repeated answer was lack of motivation due to different factors. Another problem is that the materials used in the class are of little interest to the students.

Chen&Lin (2009) did an investigation about junior high school students' perceptions of the characteristics of effective English teachers. The participants of this study were 198 students (100 males; 98 females) at a prestigious junior high school in the suburban area in Tainan, Taiwan. The instruments used in this research were the Language Teacher Characteristics Questionnaire and students' grade report of their English mid-term exam in Fall 2007.

The authors found that students consider the teacher's personality and the teacher-students relationship as the most important characteristics of effective English teachers. Here it is necessary to say that the findings of this study show that female students

considered the characteristics of personality and teacher-student relationship significantly more important than male students, it may be that, in classroom interactions, female students are generally more sensitive to or easier to be influenced by their teachers' personalities and emotions, and in turn, expect their teachers to be friendly, emotionally stable, humorous, considerate, open-minded and so on. It seems that male students believe that teachers represent authority and teachers are like leaders for students to follow, but female students prefer teachers to be mentors and friends. On the other hand, in the case of the level students with high academic achievement considered characteristics of teacher-student relationship more important than students with low academic achievement. This finding may correspond with Harden and Crosby's (2000) idea that good teacher should be a study guide producer, as well as with Lee's (2001), suggesting that good teacher-student relationship is a key element in students' motivation and classroom management.

Ahmad& Rao (2013) did a research in Pakistan about applying Communicative Approach in Teaching English as a Foreign Language; they made a comparison between the Grammar Translation Method and Communicative Language Teaching (CLT) approach in teaching English at the intermediate level and also, the impediments in its application. The purpose of the study was to evaluate implementation of a CLT approach in teaching English in Pakistani schools and colleges at a higher secondary level where the Grammar Translation Method (GTM) has been used for long. This situation is producing incompetent users of the English language in Pakistan. This was a mixed method research, both qualitative and quantitative techniques were used to collect and analyze the data. Two main objectives were analyzed: (1) to evaluate the feasibility of applying the CLT approach in Pakistan at intermediate levels of education. This objective was achieved by conducting an

experimental study with 12th grade students for three months; whereas two groups of students were taught using the GTM and CLT approaches separately. The two groups' achievement and attitude in pre-test and post-test were compared; (2) to evaluate the teachers' perceptions about the theory and practice of the CLT approach and, the teachers' perceived difficulties in applying the CLT approach to teaching English at the higher secondary level in Pakistan. This objective was achieved by conducting a survey research with English language teachers at the higher secondary level in Pakistan, ten teachers were selected amongst the questionnaire respondents for a semi-structured interview. The respondents identified four major kinds of difficulties, related to: (a) teachers, (b) students, (c) the education system in Pakistan and, (d) the theory and practice of CLT itself.

With the results, Pakistani learners lack in English language communication skills, and the use of old traditional methodology is one, among other, causes for this shortcoming. Students take English as a compulsory subject from grades one through twelve, yet they cannot communicate well in English, for that reason the authors concluded that communicative approach is better than the traditional method (GTM) in teaching English at the higher secondary level in Pakistan. Also, it can be understood that teachers know about the CLT and its use. However, the syllabus for English language teaching may be revised accordingly. Teachers' training programs should include the use of technology in teaching and a focus on increasing communication on the part of learners should be emphasized.

They also identify the impediments in applying this method such as: teacher training, students' hesitation in the use of target language, over-crowded class rooms, grammar-based examinations, and the lack of appropriate materials.

At this point, it is significant to denote that all studies stated above have proved how the EFL teaching-learning process is affected by the methodology used in class and these studies represent an important contribution to the society because it helps future teachers to use innovative methods that catch the student's attention. Also, be aware that the classrooms will not have many students, because it affects the learning; helps teachers that they have to motivate students, have to create a good environment, in order to students feel relax and try to have a good relationship with everybody.

METHOD

Setting and participants

This research was carried out in twelve high schools of Loja city, in the province of Loja, specifically in six private high schools, and six public high schools. The population sample was selected randomly from public and private high schools; as a result ninety teachers from 40-60 years (men and women) were part of this study as participants; sixty-five teachers from public high schools and twenty-five from private high schools.

Regarding the students, it was chosen thirty participants (male and female) from 1st, 2nd and 3rd of senior high school were selected to collect data (twenty from public high schools and ten from private high schools) that helped us to analyze the information gathered.

The formula that was used in this research to get the population sample was the following:

$$n = \frac{z^2 PQN}{E^2(N - 1) + z^2 PQ}$$

Where N means population sample; P and Q means percentage picking a choice; E means error and Z means confidence level.

N= 117

P=50%

Q=50%

E=5%

Z=95%=1.9

Procedure

This research was done, first with the collection of data about the different methods used in teaching, and the techniques used within method; five previous studies about the researched topic were selected; all this information was summarized in order to get enough scientific information that would be useful in the research process.

After that, to develop the present study, ninety teachers and thirty students were chosen to fill out the surveys. To collect data, it was necessary to apply some techniques such as questionnaires, note-taking, and observations. The questionnaires were designed to get information about what teachers and students think about the English teaching -learning process, especially which is the methodology that teachers use in class. Observation sheets helped to check, what happens inside of the classroom. Note taking was useful to record the teachers and students comments.

The questionnaires for teachers were composed by nine questions and the questionnaires for students were composed by twelve; in both questionnaires the questions were about the methodology used by the teachers in class and also some aspects that affect the English teaching process.

The observation sheet was designed with twelve questions according to the class observations and to write down some important details during the class.

Furthermore, to accomplish this research it was necessary to use some extra instrument such as books and internet. About these instruments, it was convenient in order to build the literature review.

This study was conducted applying qualitative and quantitative methods; the quantitative method was used to calculate the percentages of the answers supplied by the teachers and students questionnaires; and the qualitative method was used to analyze the information observed in the classrooms and the comments made by the teachers too.

Finally, to complete this research both questionnaires were applied, teachers and students answered about the methods used in class, lesson design, percentage of language used in class, class size, teaching resources, etc. Additionally, teachers were observed while they worked with the students in the classes.

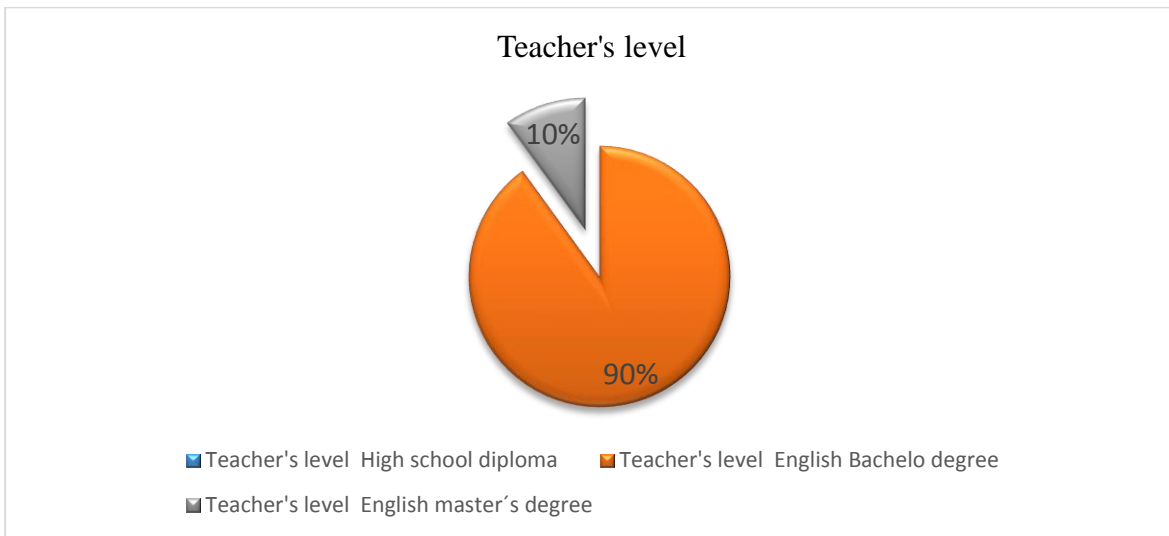
When all the necessary information was collected, the data gathered from both questionnaires was analyzed separately, the results of the teachers questionnaire were quantify using the quantitative method and Microsoft Excel 2013 program that helped to calculate the percentages of answers in each question and then represent them through graphs. The graphics were useful in order to have a best focus of the results. Then, the teacher's answers were compared and contrasted; later these results were argued with the information obtained from the observations and the student's answers and also with the literature that was investigated.

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

With all the obtained information in the high schools, it could be observed the different methods used by teachers with the goal that the teaching process is successful. In this section, through graphics the collected information will be examined by doing a quantitative analysis.

Which level of education do you have?

Graph 1



Author: Daniel Moreno Gutierrez.

Resource: Teacher's questionnaire

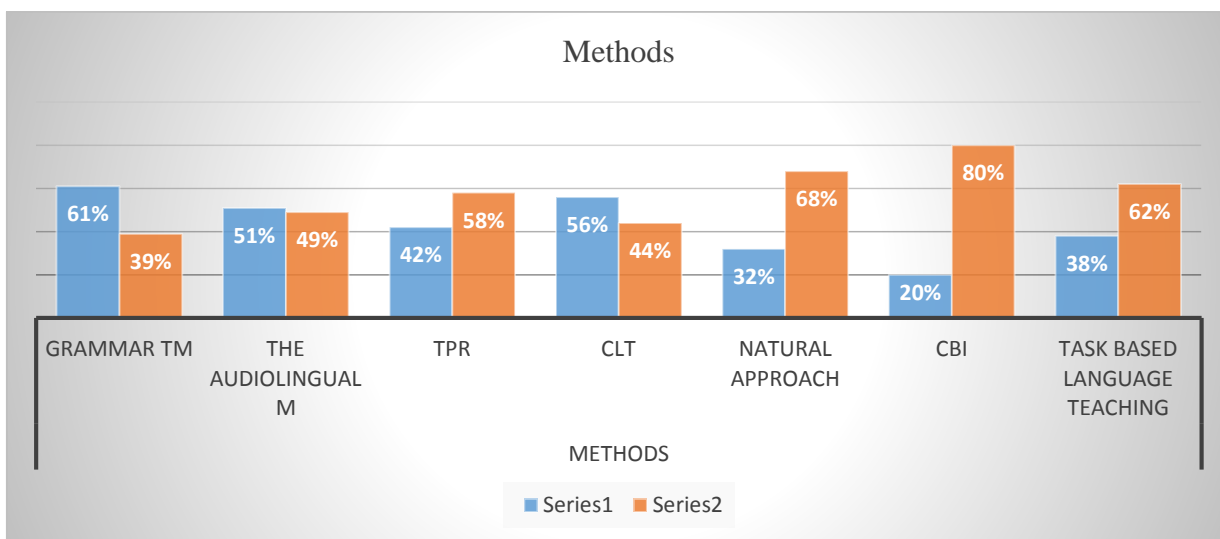
This graph shows that 90% of the interviewed teachers have an English bachelor's degree, just 10% of the teachers have an English master's degree, and none of the teacher has only a high school diploma. The results show that the majority of the teachers have a bachelor degree and few teachers have improved the language gathering a master degree. This data is important, because most all the English teachers in the high school are prepared to teach.

During the interview some teachers explained that the new laws in the Ecuador do not give them the opportunity to study because there are many obstacles that they have to face when they want to improve their teaching. It was difficult to continue gathering additional information because some teachers did not want to express their ideas, they were self-contained.

The results in graph 1 indicate that there are teachers with a good level in the field of English teaching. Additionally, it was observed that some students do not pay attention in class, because teachers do not improve the teaching process.

Which of the following methods do you use in class?

Graphic 2



Author: Daniel Moreno Gutierrez.
Resource: Teacher's questionnaire

As graph 2 presents, all teachers mention that they use different methods in class. The principal method use by teachers was the Grammar translation Method, because 61%

of the interviewed teachers use it; the second method used by teachers was Communicative Language Teaching with 56% of teachers who apply this method in their classes; the next method used by teachers was the Audio Lingual Method because 51% of the teachers indicated that they used it in class; about Total Physical Response 42% of the teachers indicated that they use it in class; in the case of Task Based Language Teaching it was used by 38% of the teachers, another method used in class was the Natural Approach with just 32%, and the last method that is less used by teachers was the Content Based Instruction (CBI) with just 20% of the interview's answers.

About Grammar Translation method, teachers said that it is a good method because students can understand the content, it could be noted according to the teachers' questionnaires that it is the most used method in public high schools. About it, some students mentioned that teachers just use the book and almost always they try to translate the English content into Spanish.

According to this, Larsen and Freeman (2000) explain that the Grammar Translation consists in that students translate a reading passage from the target language to their native language it increases the vocabulary and grammatical structures.

The second method most used by the teachers was the Communicative Language Teaching. According with the questionnaires, 56% of the teachers use this method in class. Teachers from public high schools said that it is impossible to get a good interaction with students because there are a lot of students in the classroom. On the other hand, teachers from private high schools mentioned that the number of the students in each classroom is appropriate to have a good class and it gives them the opportunity to interact with their

students. Some students from public high schools said that teachers do not make an interesting and funny class.

Audio Lingual Method is the next method used according with the graph, because 51% of the teachers indicated that they used it in class; teachers from public high school just use cd-players but in the case of private high schools teachers use videos.

In the case of Total Physical Response, teachers mentioned that it is an excellent method that they use in class and they have good results.

Regarding to Task Based Language Teaching, just 38% of the teachers used it in class. Some students said that teachers just use the content that is in the book and sometimes they do not teach things that can be useful in the real life.

According to Nunan, D. (2004), Task-bases learning focused on the use of authentic language trough meaningful tasks such as visiting the doctor or a telephone call. It is a really good method because the students can apply the knowledge that they know in the real life.

One of the less used methods in class was the Natural Approach. According to the student's questionnaires, especially who are in public high schools they said that teachers do not encourage them to use the language in the class, they said that instead of use English they use Spanish and teachers just are concentrate in that students memorize the grammatical rules.

Additionally, about Natural Approach Krashen and Terrell (1983) recommend some techniques, these include: "command-based activities from Total Physical Response; Direct

Method activities in which mime, gesture, and context are used to elicit questions and answers; and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching, where sharing information in order to complete a task is emphasized. What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence”.

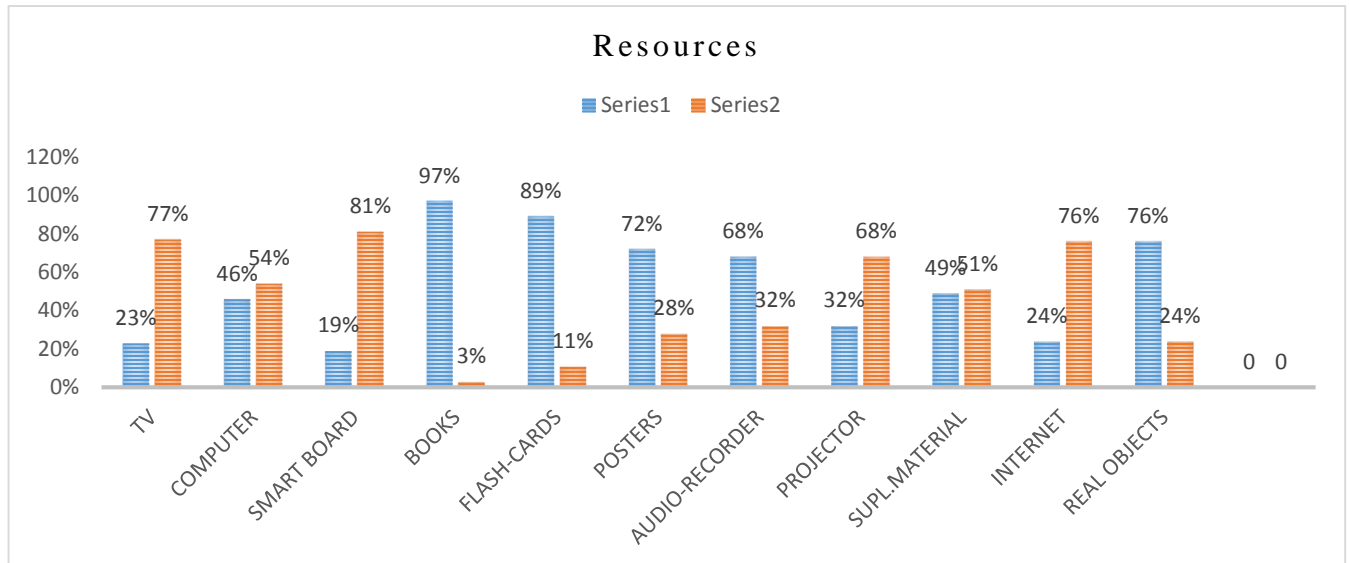
The results taken from the teacher’s questionnaires not always coincide with the observations, for instance, it was observe that there is not always an interaction between teachers and students, the observations indicate that in private high schools there is a great interaction between teachers and students than in public high schools. Even, students from public high schools said that sometimes they do not feel motivated to participate in class. In the case of Grammar Translation, it could be observed that in public high schools teachers just use the book to teach as a main resource; teachers teach some English content but then translate it into Spanish with the goal that students understand. In the case of Audio-Lingual Method, the observations helped to prove that almost all teachers from public high schools use cd-players to teach in class and students feel good when they learn through it.

To conclude, there are effective methods that could be used when given a class in order to have excellent results, these are: the Natural Approach, Total Physical Response, Communicative language teaching but according with the observations and the teacher’s questionnaires, teachers are not using these methods in their classes, that are just using the Grammar Translation. It means that teachers are concentrated to translate all the content

and that is the reason why students have a basic English's level. Teachers are not using effective methods in their classes.

Which of these teaching resources do you use in your class?

Graph 3



Author: Daniel Moreno Gutierrez.
Resource: Teacher's questionnaire

The graph above indicates the different resources that teachers use in class such as: books, flash- cards, real objects, posters, audio- recorders and computers. According with the graph the main source used by teachers was the book with 97% of the teacher's answers. As graph shows, the second resource most used was the flash- cards with 89% of teachers who use it in their classes; the following resource most used was real objects with 76% of teachers who state that it is a good resource to impart the class. The next resource, with 46 % of the teachers was the computer. Likewise, the resources that are not used in class were the projector with 32%, the internet with 24%, but the resource that are not using

so much in classes was the smart board with just 19 % of the interview teachers that used it in their classes.

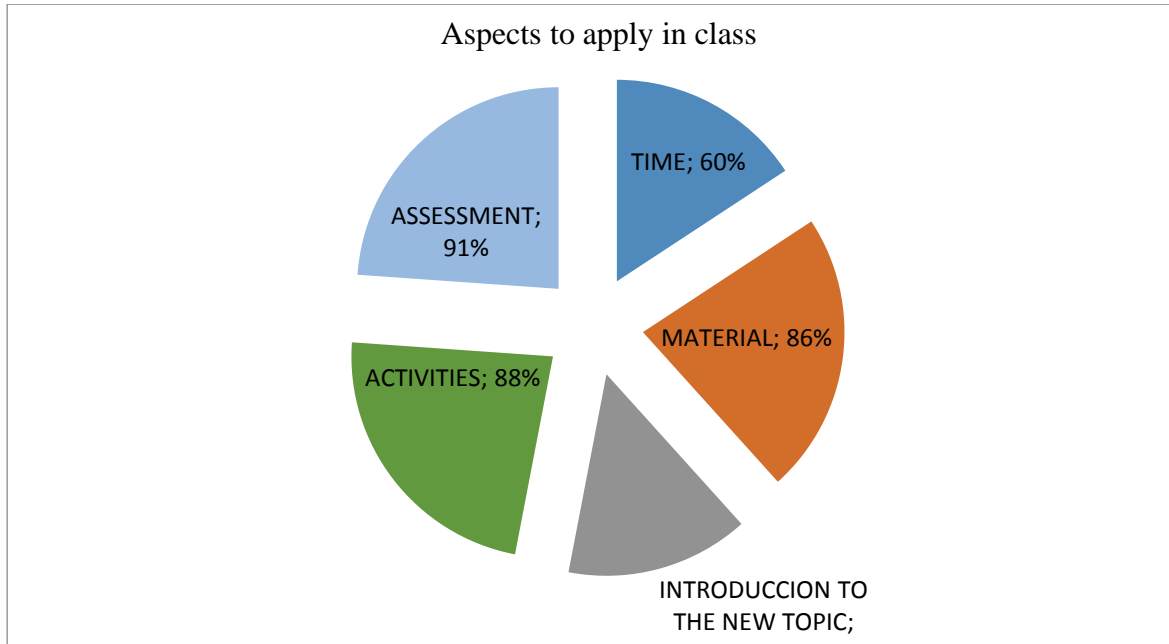
Regarding resources it could be said, classrooms are not equipped with the appropriate resources, especially in public high schools. In relation to this, some teachers 'answers were: "It is impossible to teach if we do not have the appropriate resources, there is not internet, video room, smart board, the resources that we have is just the book, posters. If we want to improve our teaching style, we cannot because we need more material to teach and we think that using the books or a CD- player is not enough for English teaching". According with the student's questionnaires, teachers just use the books and sometimes posters and the students said that the English class is boring. It proves that the answers by teachers were right.

The observations gave a clear idea about this situation; it was observed that there is not any material to work, teachers just have the books and the CD- players, the teachers face a big problem, because without any resource the teaching process will not have positive results. On the other hand, in the private high schools the situation was different, because the classrooms were equipped with almost all the resources; for example, it was observed that classrooms had internet, video room, or even smart boards, regarding to this, Martinez (1998) expressed that it is absolutely proven that the use of "multimedia" improves student learning while reducing training time and costs.

In sum, the use of appropriate resources in class is really useful when teaching because it will help students to improve their English skills.

Which of the following aspects do you apply in your class?

Graph 4



Author: Daniel Moreno Gutierrez.

Resource: Teacher's questionnaire

Concerning the results shows in the graph above, 91% of the teachers considered that assessment as the main aspect to apply in their classes; on the other hand, 88% of the participants use good activities in classes. In the case of material 86% of the teachers use this aspect to apply in their classes; 60% of the teachers answered that time is an important aspect to apply in their classes; 56% of the teachers answered that introduction to the new topic is an important aspect to apply in class and finally, the introduction to the new topic, just 56% of the teachers are aware agree that it is an important aspect to apply in class.

According to the teacher's questionnaires, the assessment is the most important aspect that they apply in class; it means that teachers are aware that assessment is a good aspect to apply in class because it helps them to check the student's progress. In the case of

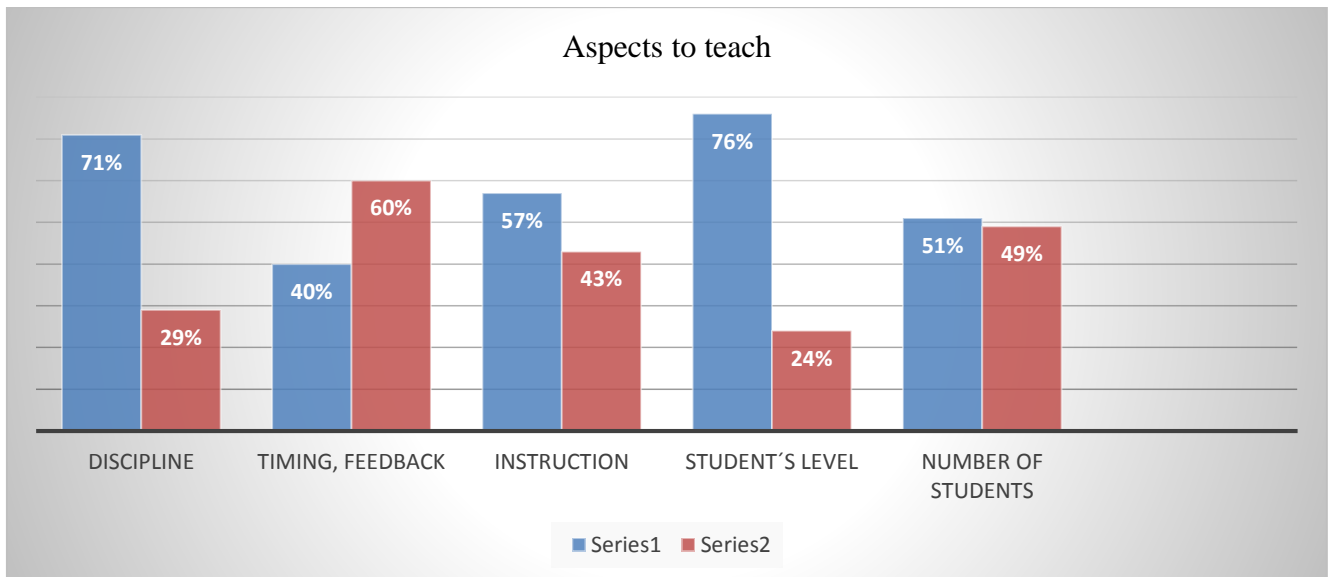
activities, 88% of the teachers follow this aspect to apply in their classes; some teacher's answers were that they have to design activities that catch the student's attention. On the other hand, 86% of the teachers consider the material as fundamental in the English teaching process, teachers from public high schools said that they have a big problem because they do not have enough material to teach. Regarding time, 60% of the teachers mentioned that it is important to have all class activities organized in order to accomplish all the foreseen tasks. In the case of the introduction 56% of the teachers apply this aspect in their classes. It could be noted that they do not consider this aspect as important as others, and it is negative because this aspect has to be one of the most important aspect that teachers have to follow to apply in class, because doing this teachers will encourage students to learn.

In relation to observations, it gave other perspective about the situation, it could be proved that teachers are not assessing correctly, some students felt confused when they had to pass to the whiteboard to complete a task, and almost always the teacher helped them to complete the tasks. In the case of materials and activities used in class, it was checked that in public high schools, teachers do not use the correct material because there is not material that teachers can use, and the activities that they accomplish are just based on the book. On the other hand, in private high schools, despite of the material used in class was the book; the teachers used other resources such as: computer, the video room, etc. In the case of the activities, it was observed that all the activities that they do in class were interesting for students. In addition, there was an interaction between teachers and students. Also, through observations, it was demonstrated that teachers in both institutions always were taken into account the time to make their activities. The last aspect was the introduction to the new

topic; it could be observed that teachers in public high schools do not pay attention in the introduction, for that reason students cannot learn because they feel lost almost all the time.

Which aspect do you consider to teach your lessons?

Graph 5



Author: Daniel Moreno Gutierrez.
Resource: Teacher's questionnaire

The present graph 5 shows that all teachers said that aspects such as number of students, student's level, instruction, timing- feedback, discipline are important to teach the lessons. The graph indicates that 76 % of the teachers consider the student's level as the most important aspect when teaching the lessons. The discipline was the second aspect with 71%; the instructions were the next with 57% of the teacher's answers; regarding the number of students 51%; and the last timing-feedback with just 40%.

In the case of student's level, the majority of the teachers mentioned that it is really important when teaching, teachers have to design a plan but according with the student's level, otherwise they will not learn.

In respect of discipline, Nelsen & Lott Gleen (2013) express that teachers have to create all the conditions to make a positive discipline in the classroom. Besides, they said that "teachers have to create classroom where young people are treated with respect, have the encourage and excitement to love learning, and have the opportunity to learn the skills they need for a successful life". Some teacher's answers were that discipline is the most important because it allows controlling the class. Some teachers from private high schools mentioned that "it is impossible to control the class because the students are very spoiled; some students think like they are paying for education, they can do whatever they want.

According with the graph, 57% of the teachers think that instruction is a good aspect that to be taken in mind when teaching. According to Stoller, F.L. (2002) "Content-Based Instruction is an approach to language teaching that focuses not on the language itself, but rather on what is being taught through the language; that is, the language becomes the medium through which something new is learned. It means that teachers have to improve the English teaching process, have to add content that students can apply in the daily speech.

Regarding the number of students, 51% of the teachers take into consideration the number of the learners to teach. Some teachers mentioned that there are many pupils in the classrooms and it affects the English teaching-learning process, but other teachers said that they are aware that this is a problem that cannot be solve, especially In public high schools.

The last aspect that teachers consider important was the timing-feedback with just 40%. It means that at the moment to start the class, teachers are not encourage students, they are not taking into consideration the student's background. It is especially in public high schools.

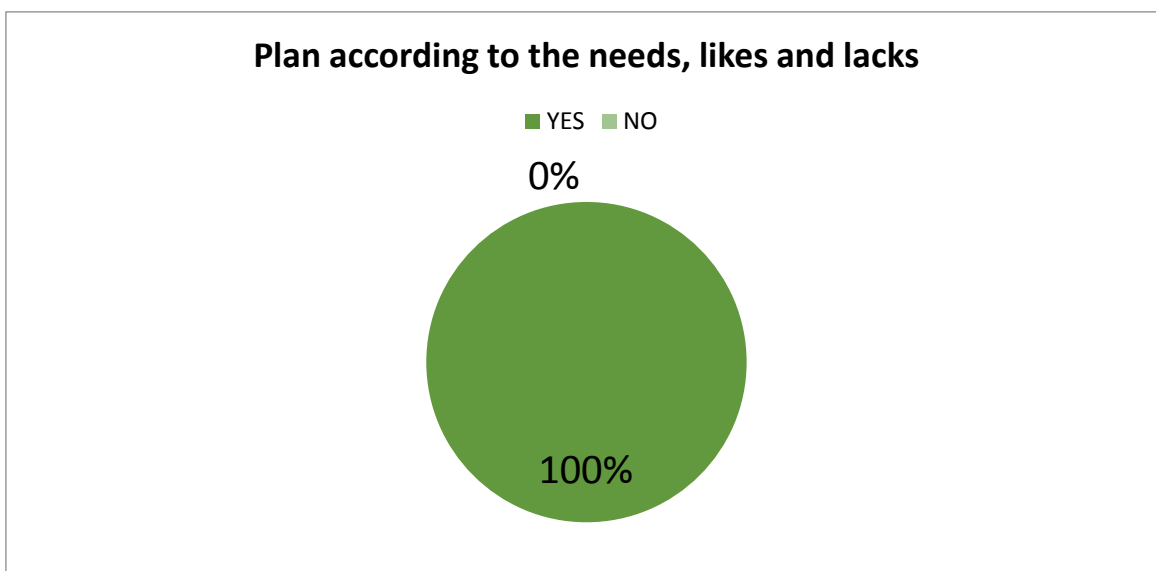
But observations gave other perspective about this situation. It was proved during the observations, almost all teachers use the book and they just teach elementary things with the objective that students who have basic level can understand. It was observed that teachers just concentrated in the content that is in the book, it is especially in the public high schools. In the case of private high schools, it was observed that teachers try to teach using didactic material

Furthermore, in the observations both in private and public high schools it could be shown that teachers tried to control the class but students always were talking, doing other things or texting through cellphones. On the other hand, it was observed that in almost all the cases teachers do not create a good environment in classrooms. Some students said that classes are boring and for that reason they try to spend that time doing other things. Also, the observations showed that not all teachers taking into account the students' feedback, they just start the class with the new topic that is in the book, they do not present an interesting introduction that creates a bridge between what students know and what they are going to learn, also the class activities not were timed, for that reason students spent a lot of time doing the activity and doing other things at the same time.

In fact, the five aspects mentioned are important to have good class; teachers have to use all these aspects in a balanced way, in order to have a good class, students can learn and improve their English level.

Do you think that it is a good idea to design a plan according with the needs, likes and lacks that students have?

Graph 6



Author: Daniel Moreno Gutierrez.
Resource: Teacher's questionnaire

According with the results, the 100% of the teachers design a plan according with the needs, likes and lacks.

For the teachers who participated in this research, planning according with the needs, likes and lacks is an important part of the teaching process.

According with the results, the 100% of the teachers think that it is a good idea to design a plan according with the needs, likes and lacks that students have. This means that

before to prepare the class the teachers take into consideration the needs, likes and lacks of their students.

The observations in the classrooms made it possible to prove that not all the teachers design a plan taking into consideration the needs, likes and lacks that students have, they just work with the book, following the sequence of the book. On the other hand, teachers prepare a plan with activities to encourage the learning process, but in some cases teachers could not do all the activities proposed in the academic plan.

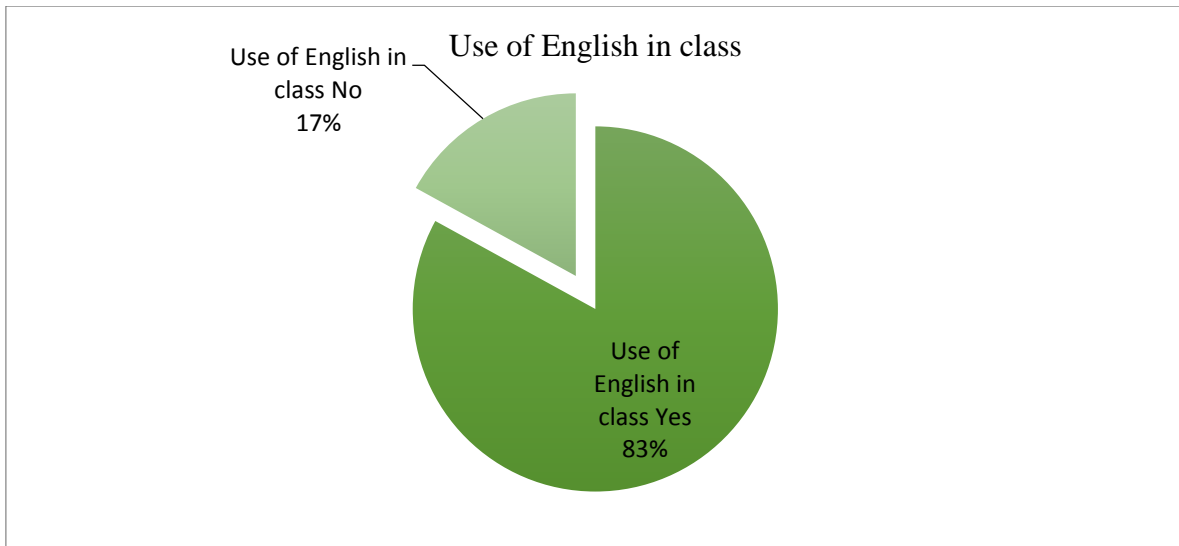
According to the observations made in public high schools, teachers have a plan, but in the moment students have to participate, they felt confused and they did not work in an excellent way.

Canter (2010) expresses that “the planning is essential to good teaching and to good discipline”. Besides, this author explains that if teachers do not have a plan they can have many consequences and may respond wrongly to students. This author mentions that “an effective plan must be in place the first day of the class”.

In sum, teachers prepare an academic plan but there is not motivation that encourages students to learn correctly.

Do you use English most of the time in your classes?

Graph 7



Author: Daniel Moreno Gutierrez.

Resource: Teacher's questionnaire

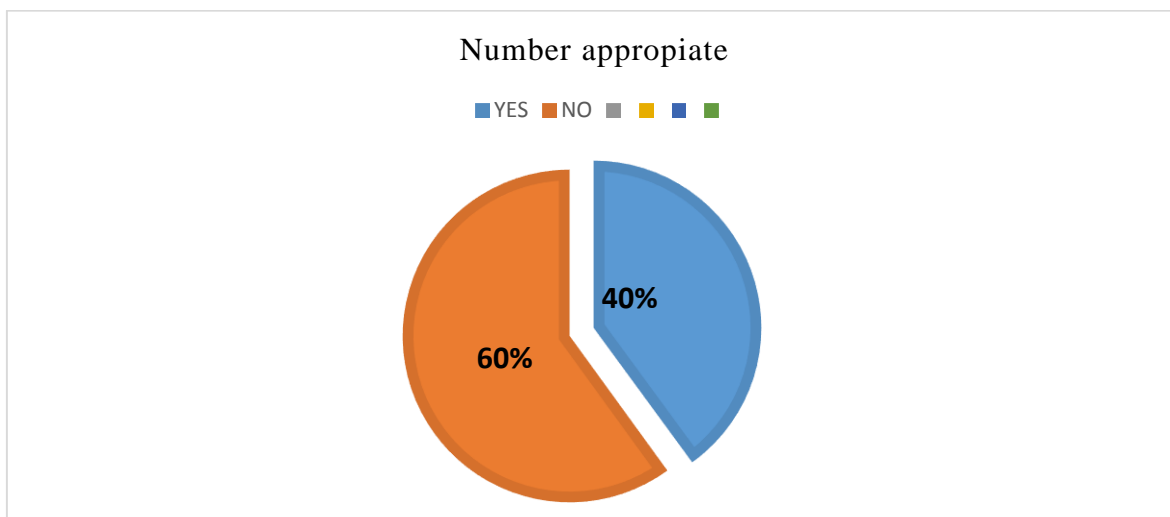
This graph shows that 83% of the teachers use English in class. On the other hand, the results show that 17% of the teachers use Spanish in their classes. It means that almost all the teachers speak English when they teach. According with student's answers, they said that teachers just used Spanish to teach, it means that the teacher are not teaching in a good way. But it was observed that teachers spoke in Spanish all the time especially in public high schools, in the case of private high schools, teachers try to speak in English buy they also used Spanish.

According with the observations, in public high schools, teachers try to explain the English content in Spanish. Also, students just are concentrated in memorize each part. Moreover, in private high schools the teachers try to speak just in English.

In fact, it was observed that teachers do not speak English most of the time in their classes; they speak maybe 40% in English and a 60% in Spanish.

Do you think that this number is appropriate to apply a good methodology in class?

Graph 8



Author: Daniel Moreno Gutierrez.

Resource: Teacher's questionnaire

According with the graph 8, 60% of the teachers affirmed that they do not agree with student's number in class and 40 % of the teachers said that do agree with the number. It means that in public high schools the majority of the teachers do not agree with the numbers and it is the true because it is hard to work with many students, in the case of teachers who are working in private high schools, they feel good because working with few students gives the opportunity to improve the teaching process each day, that is the reason why students who are in private high schools have a good English level.

In sum, according with the results obtained in the graphs one, two and three it could be noted that 90% of the interviewed teachers have a bachelor's degree which it is very important for the students learning. However, there is something that is failing in the teaching process , teachers are not using a good methodology in their classes because they just teach using the Grammar Translation method, but this is due to lack of resources and interest that there is in the institutions.

Regarding to the different aspects that teachers apply in their classes represented in the graphs four and five. It could be noted that although the goal of the majority of the teachers was to make a good assessment in class that helps to check the student's progress. However, through observations it was proved that teachers are not assessing in the way that they should do, even the discipline, teachers cannot control the class due to the number of students in classroom and the lack of student's attention; the another aspect was the activities done in class, it was note that in public high schools the teachers just do the activities based on the book, giving as a result that the class turns bored and students do not feel encourage to learn. On the other hand, in private high schools the teacher prepares interesting activities that are based on situations in the real life, which is useful for students because they will be able to use what have learnt in their daily speech. Moreover, regarding to the material used in class, it was noted that in public high schools, teachers do not have the suitable material, which makes that teachers cannot use a good teaching technique, unlike of private high schools that teachers have enough material to impart the class. In the case of feedback, teachers are not using good introductions that catch the student's attention and that helps to build a bridge between the previous knowledge and the new content that they will learn, rather they just follow the sequence of the guide or book

that they are using, the problem is that the majority of the teachers take into consideration the time that they have to accomplish all the activities, which it is very short also thinking about the number of students that there are in the classrooms. It gives as a result that many students do not have the appropriate knowledge in the English language.

About the graphs six and seven, it could be analyzed that although the ideal would be to prepare a plan according to the needs, likes and lacks that students have, teachers do not abide it. It may be noted that teachers develop a comprehensible plan for all students and do not think about students individually, the cause for this problem is the number of students that exist in each class. Also, it could be noted that teachers tend to use Spanish the majority of the time in their classes, which produces in the students that decrease the motivation to learn and improve their English.

Concerning to the graph eight it could be noted that one of the negative factors in the English teaching process is the number of students that there is in each class, it is due that when there are many students in a classroom teachers cannot control to all students and worse make that all can participate. In compare with the private high schools that the number of students is limited giving the opportunity that teachers can apply a good methodology, also, teachers can carry out all the activities of their academic plan. The majority of them said that is easier to control to almost all the students, maintain the order in class, and make a good assessment, as a result they can apply the lesson plan exactly what they have been proposed.

CONCLUSIONS

After finishing the analysis of this research study, it is necessary to outline the following conclusions.

Regarding to the use of methods, this research work has clearly identified that 61% of the teachers are using the Grammar Translation as a main method when giving classes. Unfortunately, educators are not using the appropriate method to have an efficient teaching-learning process into the classroom.

The present study states that teachers plan their lessons but without taking into account the needs, likes and lacks that students have, even they do not follow these plans in their classes giving as a result that pupils are not motivated to learn the English language.

In both institutions, public and private high schools, 100% of the teachers have a bachelor's degree and 0% of them have a master degree, it indicates that teachers are competent to use the language, skills and experience on teaching English as a second language. However, the majority of teachers do not have a constant capacitation due to the high costs of the courses and the lack of support from the institutions.

This research study demonstrates that public high schools are not equipment with the correct infrastructure to receive and dictate classes properly. Teachers do not have the enough resources to teach in an effective way.

Concerning the number of students in the public high schools that were observed, there is a tendency of having too many students. A 60% of the teachers do not feel comfortable with this aspect and as we know when the number of students is higher it is really difficult to work with each learner affecting in a negative way the learning process.

Students are not motivated to learn English as a second language due to the lack of knowledge about the opportunities that this language can offer in any area.

RECOMMENDATIONS

It is really necessary that teachers not use just the Grammar Translation as a method to impart their classes but they can combine with other methods, as we know that we live in the technological time, teachers should use material such as internet, smart board, video rooms etc.

Teachers have to create a good environment in class trying to design innovative activities that can be funny and interesting for students and the most important that teachers teach classes just using English language.

In order that teachers can apply a good technique for each method, the institutions have to establish goals for the new school year such as the implementation of English labs with the latest technology, which will have implications for good teaching process and students will learn effectively and will have a good English level.

In the case of combining methods when imparting the class, it is really necessary that teachers are in a constant training which allows teachers know about new methods.

The institutions, specially the public high schools have to regulate the number of students per classroom in order to improve the teaching-learning process.

Teachers have to advise students that the English language is a fundamental part in the teaching nowadays, it does not matter if the student choose the English as its career or maybe chose another area, the English is really necessary.

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ANNEXES

UNIVERSIDAD TECNICA PARTICULAR DE LOJA
La universidad Católica de Loja
MODALIDAD CLASICA-PRESENCIAL
CARRERA DE INGLES
OBSERVATION SHEET

EDUCATIONAL
INSTITUTION:
DATE:
YEAR:

1. Does the teacher consider students' needs to teach English
*students' needs (age, personality, attitude, aptitude, motivation, and learning styles).

YES () NO ()

2. Which is the level of the students? (check 1)
*Student' level" (check 1)

Basic () Intermediate () High Intermediate () Advanced ()

3. Does the teacher create a good environment and make students feel free to participate?

YES () NO ()

4. Which of the following methods teacher use in class? (check just 1)

Grammar translation method ()
The audio-lingual method ()
Total Physical Response ()
Multiple Intelligence ()
Communicative Language Teaching ()
The natural Approach ()
Content Based Instruction ()
Task Based language teaching ()
Others

-
5. Does the teacher use English most of the time in your classes?

YES () NO ()

6. Which of the following activities are used?

Whole-group activities ()

Individual activities ()

Group work activities ()

7. Does the teacher use a good discipline, to teach his lessons?

YES () NO ()

8. Students feel comfortable with the materials that are used in the class?

YES () NO ()

9. Which of the following aspects of the lesson plan were applied in the class?

Time ()

Material and resources ()

Introduction of the new topic ()

Activities ()

Assessment ()

10. Which of the following resources are there in the classroom to facilitate teaching?

TV ()

Tape/Cd recorder ()

Computer ()

Projector ()

Smartboard ()

Supplementary material ()

Others ()

11. How many students are there in the classroom?

10-15 () 16-25 () 26-30 () 31-more ()

12. What was the methodology used by the teacher in class?

YES () NO ()

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

La universidad Católica de Loja

MODALIDAD CLASICA-PRESENCIAL

CARRERA DE INGLES

STUDENT'S QUESTIONNAIRE

EDUCATIONAL

INSTITUTION:

DATE:

YEAR:

1. ¿Te gusta aprender Ingles?

YES () NO ()

2. ¿Qué materiales usa tu profesor para enseñar el Ingles?

TV () Grabadora ()

Computadora () Proyector ()

Pizarra Inteligente () Material Suplementario ()

Libros () Internet ()

Tarjetas () Real-Objects ()

Posters ()

3. ¿Te gusta la forma de enseñar de tu profesor?

YES () NO ()

4. ¿Cómo te gustaría aprender Ingles?

Con traducción ()

Mediante canciones, videos ()

Realizando actividades físicas ()

Escribiendo, leyendo, hablando, etc. ()

A través de juegos ()

Las clases solo en Ingles ()

Otros _____

5. ¿Las actividades (juegos-actividades individuales y en grupo) que se realizan en clase te motivan a aprender Ingles?

YES () NO ()

6. ¿Tu profesor realiza actividades variadas que te permiten interactuar con tus compañeros de clase?

YES () NO ()

7. ¿Luego de cada actividad realizada, tu profesor te explica en que fallaste y en que debes mejorar?

YES () NO ()

8. ¿Te gusta la forma en que tu profesor ordena la clase?

YES () NO ()

9. ¿Consideras que el número de estudiantes te favorece para aprender de mejor manera el Ingles?

YES () NO ()

10. ¿Observas que el profesor sigue una secuencia un orden al momento d impartir la clase?

YES () NO ()

11. ¿En cuanto porcentaje utiliza tu profesor Ingles en clase?

25% () 50% () 75% () 100% ()

12. Puedes dar una sugerencia para mejorar la clase de Ingles?

Gracias ☺

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

La universidad Católica de Loja

MODALIDAD CLASICA-PRESENCIAL

CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

EDUCATIONAL
INSTITUTION:

DATE:

YEAR:

1. Which level of education do you have?

High school diploma () English Bachelor's Degree () English Master's degree ()

Other:

2. Do you think that is a good idea design a plan according with the needs, likes and lacks that students have?

YES () NO ()

3. Which of the following methods you use in class? (check just 1)

Grammar translation method ()

The audio-lingual method ()

Total Physical Response ()

Multiple Intelligence ()

Communicative Language Teaching ()

The natural Approach ()

Content Based Instruction ()

Task Based language teaching ()

Others

4. Do you use English most of the time in your classes?

YES () NO ()

5. Which aspects do you consider to teach your lessons?

Discipline	()	Timing, feedback	()
Instruction	()	Student's level	()
Number of students	()		

6. Which of these teaching resources do you use in your class?

TV	()	Audio Recorder	()
Computer(s)	()	Projector(s)	()
Smart Board	()	Supplementary material	()
Books	()	Internet	()
Flash-cards	()	Real-Objects	()
Posters	()		

7. Which of the following aspects do you apply in your class?

Time	()
Material and resources	()
Introduction of the new topic	()
Activities	()
Assessment	()

8. How many students do you have in this class?

10-15 () 16-25 () 26-30 () 31-more ()

9. Do you think that this number is appropriate to apply a good methodology in class?

YES () NO ()

GRACIAS ☺