# UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
*La Universidad Católica de Loja*

# ÁREA SOCIOHUMANÍSTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

**Teaching methods used in private high schools of Loja city and their efficacy.**

TRABAJO DE TITULACIÓN.

**Autor**: González Alvarado, Danny Cristian

**Directora:** Benítez Correa Carmen Delia, Ph.D.

LOJA – ECUADOR

2019

**APROBACIÓN DE LA DIRECTORA DEL TRABAJO DE TITULACIÓN**

Doctora

Carmen Delia Benítez Correa.

**DOCENTE DE LA TITULACIÓN**

CERTIFICA:

El presente trabajo de titulación: Teaching methods used in private high schools of Loja city and their efficacy realizado por González Alvarado Danny Cristian, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero de 2019

f) …………………………………….

**DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS**

"Yo, Danny Cristian González Alvarado declaro ser autor del presente trabajo de titulación: Teaching methods used in private high schools of Loja city and their efficacy, de la Titulación de Inglés, siendo Dra. Carmen Delia Benítez Correa 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.

Adicionalmente declaro conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado o trabajos de titulación que se realicen con el apoyo financiero, académico o institucional (operativo) de la Universidad"

f. ...............................................
Autor: Danny Cristian González Alvarado
Cédula: 1104249428

**DEDICATION**

To my family, teachers, and friends who supported me during my academic life.

Danny Cristian.

# ACKNOWLEDGEMENT

I want to thank to my thesis advisor for her patience, advice and support for the development of this work.

Danny Cristian.

# CONTENTS

# LIST OF GRAPHS/CHARTS

# ABSTRACT

This research work about "Teaching methods used in private high schools of Loja city and their efficacy" has the purpose of discovering the methods that are mostly used for teaching English in private schools in Loja city and its effectiveness. To achieve that purpose, sixteen teachers and their students were selected from private high schools.

The methods used in this research were quantitative and qualitative. The main instruments used to collect the necessary data were questionnaires and observations sheets. Questionnaires collected data about the methods, roles and activities that teachers use in their classes as well as information to know the efficacy of methods. Observation sheets were used to verify the information provided by teachers.

The results of this research showed that the most used methods in private high schools of Loja are the Communicative Language Teaching, Direct Method, Multiple Intelligence and Cooperative Language Learning.

**Keywords:** methods, teaching, private high schools, english, effectiveness.

# RESUMEN

Este trabajo de investigación sobre "Los métodos de enseñanza utilizados en los colegios privados de la ciudad de Loja y su eficacia" tiene el propósito de descubrir qué métodos se utilizan principalmente para enseñar inglés en los colegios privadas de esta ciudad y su efectividad. Para lograr ese propósito, dieciséis maestros y sus respectivos estudiantes fueron seleccionados de colegios privados.

Los métodos utilizados en esta investigación fueron cuantitativos y cualitativos. Los principales instrumentos utilizados para recopilar los datos necesarios fueron cuestionarios y hojas de observaciones. Los cuestionarios recopilaron datos sobre los métodos, roles y actividades que los profesores usan en sus clases, así como información para conocer la eficacia de los métodos. Las hojas de observación se utilizaron para verificar la información proporcionada por los profesores.

Los resultados de esta investigación mostraron que los métodos más utilizados en los colegios privados de la cuidad de Loja "Communicative Language Teaching", "Direct Method", "Multiple Intelligence" and "Cooperative Language Learning".


**Palabras clave:** métodos, enseñanza, colegios privados, inglés, efectividad.

**INTRODUCTION**

The teaching of English as a foreign language has been a very important issue for books editors, authorities and teachers. In fact, school authorities have always been implementing new methodologies in order to find the correct way to teach the language, however, the results have not been the best because students do not get the competencies they are expected to. In fact, there are reports that show that despite the importance that English has for our professional development, the level is still low in our country, since according to a report made by "Education First" in 2017, Ecuador is ranked 55 out of 80 countries that participated in the scale of the "English Proficiency Index". This low level of achievement is the consequence of many factors; among them, the use of teaching methods. This problem is mainly reflected in public schools since students from private schools have a higher level of knowledge of the language and this study aims to investigate what methods teachers use to obtain these results.

Certainly, it is known that the level of English in private schools is higher compared to public ones, therefore there are many aspects that need to be analyzed in order to know what the methods most used in these private institutions are and how they are used to teach English as a second language.

For this reason, the main purpose of this study is to know which methods are mostly used to teach English. In addition, to detect if teachers in private schools apply the methods properly and how effective they are for learning the language. This will be done by answering the following research questions; What are the most commonly used teaching methods in private high schools in our city? In which way do they apply? And, do they comply with the basic requirements? And, how effective are they?

There are several studies that are essential to review since they help know real situations on the application of different methods in the classes of different professionals around the world and to compare the results obtained. In the literature, it has been found that;

Ghulam (2011) did a research to compare teaching methods and assessment practices in the English subject of secondary English school certificate (SSC) and General Education Certificate (GCE-O-level) in Pakistan. He collected information through questionnaires for teachers. Through this study it was shown that the most traditional method is the Grammar Translation. It is applied in the system (SSC) giving the authoritative and central role to the teacher nevertheless, the (GCE) system uses methods such as Direct method and Audio, focusing on the student's interests and needs.

Besides, Intarapanich (2013) carried out a study focused on investigating EFL teaching methods, approaches and strategies that can be found in English as a Foreign Language classes in Lao PDR. For the data collection, she used interviews and observations. The results showed that the Grammar Translation Method (GTM), Communicative Language Teaching (CLT) and Total Physical Response (TPR) were the most used methods/approaches for the teaching of a foreign language.

As well as, the study of Ahmad and Rao (2013) had as objective the investigation of the comparative usefulness of the Grammar Translation Method (GTM) and the Communicative Language Teaching (CLT) in the teaching of English at an intermediate level and evaluate the teacher's perception of the CLT method. They used a questionnaire to collect data, and through their study, it was concluded that the CLT is better than the GTM for the teaching of English at the secondary level in Pakistan, the use of CLT increases the communicative ability and motivation of Pakistani students.

This work complies three chapters, Chapter I contains the Literature review and the results of previous studies related to the topic, in which the theory for supporting the study has been included. Chapter II corresponds to the sample, method and procedure used to carry out this investigation, the data obtained is organized in graphs and charts for a better interpretation of the answers provided from teachers and students about the most used methods, their application and effectiveness, finally in Chapter III the analysis of results and discussion is explained.

The objectives for this research work were totally fulfilled, in fact the instruments allowed to identify the methods mostly used in private institutions and their efficacy. On the other hand, the literature review also let me discern all the characteristics of methods in order to be able to identify them and their application during the observations.

Some of the beneficiaries of this study will be the institutions where the investigation was carried out as we will know how the different methodologies are implemented and suggest possible improvements to make them more efficient, also me as a future teacher because I could make use of this research in order to apply the best methods in my classes, other people interested in similar topics can benefit from this information too. This research will contribute to the educational field since knowing the methods that better work for teaching, teachers could use them in their institutions and as a result we will have the improvement in the teaching – learning process, consequently a better level of achievement of students.

As for limitations it can be said that time for observations was not actually enough to exactly perceive the teaching methods used, so it is suggested for future research on similar topics to assign more time for observations, also another limitation faced was that some of the classes assigned for observations were not new classes or were not focused on topics to be learned, but they were revision or reinforcement classes, so there was not much teacher-student interaction and was difficult to detect the methods used.

# CHAPTER I: LITERATURE REVIEW

There are several methods of teaching the English language that are used around the world within the classrooms of a variety of institutions; For this reason, several investigations have been carried out in order to know which are the most effective among the different levels and systems of education. In this first chapter, the different English teaching methods are described in some aspects such as their characteristics, the teachers and students' roles, the activities to be performed in each method and finally, their procedure. Also, at the end, a compilation on previous studies related to the topic is presented.

**Definition: approach, method and technique**

According to Richards & Rodgers (2014), the approach refers to a group of correlative assumptions that are related to the teaching and learning of a language, it is axiomatic because it describes the nature of the subject that is going to be taught. On the other hand, a method is a general map of a logical presentation of the language material, it is of procedures. Meanwhile, the technique is to implement, it is a kind of trick that serves to achieve a specific and immediate purpose and refers to what happens inside a classroom hence, techniques must be stable to a method and in accordance with the approach. As well as, Salandanan (2008) says that the method is a procedure, is the way to teach while the approach is more a technique or strategy.

**Grammar Translation Method**

*Definition*

This method is based on the teaching of a second language through the detailed analysis of the grammatical rules and their exceptions to then apply the knowledge acquired in the translation of sentences and texts that is carried out from the target language to the own and vice versa (Richards & Rodgers, 2014). Regarding its objectives, Tugrul (2013) says that, Grammar translation method helps students to read and understand the literature of a foreign language.

*Teacher's and learner's role*

In this method the teacher represents the authority of the classroom, Penny Ur, (1996), as cited in Afrin, (2014) the teacher has an authoritary role, where the teacher explains grammar rules of the foreign language and the meaning of the words through the learner's native language, also designs the practices and corrects the student's mistakes. On the other hand, the student's role consists on receiving the information, study and memorize rules and vocabulary,

pay attention to explanations and the mistake's corrections, and comply with the tasks and practices that the teacher establishes.

*Activities*

Regarding activities, this method allows to focus on reading and writing skills, leaving listening and speaking in the background. There is a variety of activities and techniques designed for this method, for example, translation activities, reading comprehension; looking for information in texts making inference and reflecting it in own experiences, antonyms /synonyms, looking for these types of words within a paragraph or text, cognates: through spelling / sound patterns in order to link the L1 and the target language; deductive applications of rules, teaching and use of grammatical rules in different examples; fill in the blanks with new words or specific grammar; memorization, of vocabulary lists, grammar rules and grammatical paradigms; practicing vocabulary, creating sentences and compositions (Rahman, 2012).

*Procedure*

The procedure of this method is simple and mechanical, in which the teacher gives the instructions in the target language followed by the translation in their native language and vice versa, the translation of grammatical structures, texts and vocabulary are fundamental for a good understanding of the language, Therefore, everything that is taught within the classroom is basically translated with the objective that learners relate the meanings of words, expressions or texts between both languages.

**Direct Method**

*Definition*

The direct method, also known as the natural method uses oral performance in the target language in an intensive way (Richards & Rodgers, 2014). Harun-Or-Rashid (2015) says that this method is also known as a method of immersion since in it all expositions of the target language are given, besides Larsen-Freeman (2011) suggests that, the basic rule in this method is not to use the native language, that is to say, communication only will be in the target language just with the help of demonstrations or visuals and without the help of the use of the native language.

*Teacher's and learner's role*

Larsen-Freeman (2011) indicates that in this method, the teacher also maintains an authoritarian role it means, he is who directs the classes by giving instructions and explaining the activities and when it is if necessary correcting the mistakes, however, the learner's role is less passive so that the student and the teacher work together as partners in the teaching process and learning.

*Activities*

Regarding this method Larsen-Freeman (2011) proposes the following activities, reading aloud, getting students to Self-correct, questions and answers exercises, conversations, fill in the blanks, dictation, map drawing and paragraph writing.

*Procedure*

In this methods the instructions are given only in the target language, daily vocabulary and grammar are taught or emphasized, communication skills are reinforced through the organization of question-answer activities exchanged among students and teachers in short intensive classes, the grammar is taught in an inductive way, the new topics or points are explained orally, the concrete vocabulary is taught through images, objects and demonstrations while the abstract through the association of concepts, emphasis is placed on the understanding of speaking/listening and it is showed in the correct pronunciation and grammar (Richards & Rodgers, 2014).

**Audiolingual Method**

*Definition*

This method is focused on the use of speech and listening for communication through the use of the target language. As Tugrul (2013) mentions, the audiolingual method consists of using the language in a communicative way, therefore, in this method the speech plays a very important role in teaching the language which is taught mainly through dialogues that focus on the formation of habits in students. Larsen-Freeman (2011) express that through these new habits of communication in the target language students will overcome the old ones of their native language thus achieving a better communicative competence. Further, Richards & Rodgers (2014) mention that the objective of this method is to form mechanical language habits, since that is the basic process of learning a foreign language.

*Teacher's and learner's role*

According to Richards and Rodgers (2014), in this method, the teacher has a dominant role he models the target language controlling the direction and place in which the students learn and supervising their performance. According to the author, in this method, the performance and interaction of the student should be praised, creating motivation; as reinforcement, errors or mistakes should be corrected immediately. Therefore, the teacher should be actively demonstrating the language, organizing practical classes and correcting students who should pay careful attention, imitate and participate as much as possible in the oral practices.

*Activities*

In the case of the Audiolingual method, activities such as dialogues and drills are the main elements in classroom practices, as through dialogues some key structures can be contextualized and demonstrated the situations in which they can be used as cultural aspects of the target language as well. Dialogues serve to memorize through repetition, practice pronunciation, intonation, rhythm and stress (Richards & Rodgers, 2014). With regards to the use of drills Brooks, Richards & Rodgers (2014)  mention the following types of activities; repetition, students must repeat short sentences previously studied without looking at the text paying attention to sound, form and order;  inflection, a word is shown differently in another statement when is repeated; replacement, a word is replaced by another word that is related; restatement, statements will be reformulated to be directed towards another person according to the instructions; completion, students hear incomplete utterances by a word, to repeat them completely; transposition, the word order is necessarily changed when a new word is added; expansion, a word is added that takes an important place in sequence; contraction, a single word represents a sentence or clause; transformation, a sentence is changed to negative or interrogative through the change of tense, mode, aspect, modality or voice; integration, two sentences are integrated in a single one; rejoinder, the student has to make an adequate rejoinder of an expression in different ways such as, being educated, agreeing, expressing surprise among others, and finally restoration, students receive a set of words without sense or order to be ordered and modified with the aim of making sense, they can be given the verbal tense as a clue.

*Procedure*

The procedure is based on the modeling of learning by the teacher, the mother tongue remains inactive while learning the new language, a constant training of the ear and the language without resorting to graphic symbology, structures are learned through patterns of

sound, order and form instead of an explanation, the sounds are gradually replaced by graphic symbols, when the structures are familiar to the student, the main principles are summarized, the time between the performance and the statement is shortened without the interruption of the response, vocabulary is decreased until common structures are learned, vocabulary is studied only in context, recurrent practice using language, and translation is practiced only as a literary exercise for advanced levels (Richards & Rodgers, 2014).

## Communicative Language Teaching

### *Definition*

The communicative language teaching method deals with the use of real communication tasks applying fluently speaking, since this method is an approach to language teaching through the greatest interaction of communication for language learning. As Brown (2000) comments, the main objective of this method is the improvement of communicative abilities. CLT is based on Hymes' theory of " communicative competence ". "This theory emphasizes learner´s ability to use language in specific contexts and in terms of social demands of performance" McNamara, 2000 cited in (Afrin, 2014, p.22).

### *Teacher's and learner's role*

Teachers have two important roles in CLT, the first one is to facilitate communication between students in the classroom trying to get everyone to have their moment in participation, this is done through activities and texts Breen and Candlin (1980) as cited in (Richards & Rodgers, 2014). The second role is to participate independently as a teacher within the teaching-learning group. These roles allow the teacher perform a series of secondary roles such as generators of resources and as a resource in itself; guide for learners in the classroom and researcher and learner which transmits effective knowledge and abilities Breen and Candlin (1980) as cited in (Richards & Rodgers, 2014). Regarding the leaner's role, Afrin (2014) argues that the learner's role is very active since it is based on continuous participation in class activities with cooperative work in pair or groups activities without leaving all the responsibility on the teacher. Therefore, the student assumes a more responsible role in his/her learning.

### *Activities*

The activities in this method are focused on communication, everything is done with a communicative purpose in which the students use the language through activities such as role

play, picture strip story, language games, scramble sentences and using authentic materials (Larsen-Freeman, 2011).

*Procedure*

According to Larsen-Freeman (2011), in this method the teacher presents the lesson or a part of it, he can also simply be the facilitator of the activities but he will not always be the one who interacts with the students since he frequently establishes situations among the students to promote communication either in interactions in pairs, small groups or the whole class.

**Suggestopedia**

*Definition*

Suggestopedia refers to the set of recommendations that derive from the suggestology, this method tries to take advantage of these characteristics to redirect them in such a way as to improve learning. The features that most stand out the suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music, and the authoritative role of the teacher (Richards and Rodgers, 2014). Moreover, as Dwimarta, Slamet and Rukayah (2016) say, this method gives the students a lot of fun in the learning process and makes them learn more easily through the material they are taught, also they argue that the method provides tranquility, is pleasant, optimizes the learning process and create a better work atmosphere.

*Teacher's and learner's role*

Larsen-Freeman (2011) indicates that, the teacher is the authority of the classroom, so his/her role is authoritarian directing his students to do the tasks. Regarding the student's role, Richards and Rodgers (2014) assure that the role of learners is voluntary in such a way that they take part on the classes and their academic activities.

*Activities*

Richards and Rodgers (2014) propose a series of activities according to carry out when using this method, they are: imitation, question and answer, and role play, but above all the main activities for Suggestopedia are listening activities focused on textbooks or vocabulary.

*Procedure*

In this method the teacher initiates interacting with the whole class and with each student individually, in the beginning the students will only be able to answer using few words of the target language or in a non-verbal way, then, after some time of consonant practice, the students will be able to provide more appropriate answers and even interact with each other (Larsen Freeman, 2011).

**Total Physical Response**

*Definition*

According to Richards and Rodgers (2014) Total Physical Response (TPR) is based on the teaching of languages by combining speech and action. This method tries to teach the language through the use of physical activities and speech at the same time, in the same way in which children acquire their mother language (Sühendan, 2013).

*Teacher's and learner's role*

In this method, the main role of the teacher is active, since he/she is the one who gives the instructions, who decides what he/she is going to teach, who models the activities and chooses which materials are going to be used, therefore teachers must be prepared and organized so that the lesson is carried out correctly. Regarding the role of the learners, they play the roles of listeners and performers in such a way that they listen to the instructions and physically respond to the orders dictated by the teacher (Richards and Rodgers, 2014).

*Activities*

Larsen-Freeman (2011) suggests specific activities for TPR method, having as a main one the use of commands which is the best technique since the teacher gives a series of commands for the students to carry out the actions, another version of the method is a reversal role in which students give commands to the teacher or to other between the students in the classroom and action sequence: combining commands in order for the students learn more of the target language.

*Procedure*

The procedure in TPR begins with the teacher interaction with the whole group and then individually with each student, in the beginning, the interaction within the classroom will basically give spoken instructions and the students respond in a non-verbal way. With time and practice,

the students' verbal interaction will increase, the students can learn while they watch each other and in this way, they will begin to speak (Larsen-Freeman, 2011).

**CLIL**

*Definition*

Content and language integrated learning, is usually known as an education approach that is used for teaching and learning a new language through content and language (Van Kampen, Admiraal and Berry, 2018). The main objective of this approach is to improve the quality of learning through the teaching of subjects that are included in a particular curriculum by means of the use the target language (Goris, Densesen and Verhoeven, 2017).

*Teacher's and learner's role*

The role of the teacher in this approach must be creative and qualified with respect to what is going to be taught, therefore the teacher must teach the content in such a way that the student understands in a better way. The teacher should not be the only participant in this type of classes, therefore, the role of the student should be participatory in such a way that there is student-student interaction in a more autonomous way Cummins, 1994 cited in (Hurajová and Luprichová, 2015).

*Activities*

To design and apply different types of CLIL activities, the teacher must be completely familiarized with the "four Cs" of CLIL (content, communication, culture and cognition). Since this approach can be applied in any context for any curricular subject it should only be taken into account that its main objective is to make students able to think and express their ideas in order to improve their mastery of the new language, thinking more means having a better production of the language (Trigwell, 2014).

*Procedure*

According to Mariño, (2014), there is a process of several stages to plan and dictate a class under this approach, taking into account that this model is easy to adapt to any context therefore, the teacher has to focus on the idea of his/her project, then analyze and adapt its context, plan the unit, prepare the classes for that unit and finally monitor, evaluate and understand how CLIL works in the classroom in order to plan the following units with the information compiled.

**Task-Based Language Teaching**

*Definition*

According to Richards and Rodgers (2014), Task-Based Language Teaching (TBLT) is an approach that focuses on the use of tasks as the main element for the teaching of a language. Likewise, Duglas and Kim (2014) say that this approach to teaching languages offers students a variety of opportunities to use the language through tasks in a way that they learn the language while working by completing their tasks, which motivates them to expand their knowledge about the language.

*Teacher's and learner's role*

Larsen-Freeman (2011) indicates that the role of the teacher is to select the appropriate tasks for the students based on their needs and level of the students, in addition, the teacher fulfills the role of a monitor of student development. In other hand, the learner on his part fulfills the role of participant since many tasks are performed in group also they play an autonomous role due to they sometimes have to work by themselves trying to solve their own tasks (Richards and Rodgers, 2014).

*Activities*

Willis, 1996 cited in Richards and Rodgers (2014) proposes a series of traditional activities based on basic knowledge such as, ordering and sorting, listing, problem solving, comparing, creating tasks and sharing personal experiences.

*Procedure*

Regarding the procedure in TBLT, the teacher is the one who provides the input in the initial phase of learning, chooses the task for the students, pays attention to the performance of the students and directing them in what they should focus, in addition he/she provides students feedback whenever it is necessary. Also, students often work as a team with the objective of helping each other in the completion of tasks (Larsen-Freeman, 2011).

**Content-Based Instruction**

*Definition*

Content-based instruction (CBI) is an approach in which the teaching of a second language focuses on the content that students will learn which is not simply focused on teaching

a language curriculum (Richards and Rodgers, 2014). In the same way, Brinton, Snow, and Wesche, 1989 cited in Cenoz (2015) define CBI as, "the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material".

*Teacher's and learner's role*

The teacher's role in CBI, is not simply the role of a teacher who knows the language, he/she must be qualified and knows very well the content that will teach to transmit all the knowledge to his/her students, Stryker and Leaver, 1993 cited in (Richards and Rodgers, 2014). Fong's 2003 study (as cited in Bertram, 2009) found that older students' memory can be as good as that of young people, but this depends on how memory is tested. Regarding the students´ role Stryker and Leaver, 1993 cited in Richards and Rodgers (2014), learners' role is a little more autonomous since they must understand their way of learning in order to take charge of their learning throughout the process. Therefore, this assumes a more active role for the students in which they contribute more, seek and experience new learning alternatives.

*Activities*

Stoller proposes a series of activities to improve linguistic skills focused on this approach, such as vocabulary building, discourse organization, communicative interaction, study skills and synthesis of content materials and grammar Stoller, 1997 cited in (Richards and Rodgers, 2014).

*Procedure*

The teacher guides the students during the development of the classes showing them how to works with the language through scaffolding their language development, students on their part, work in teams collaborating with each other in such a way that the use of the language is always active (Larsen-Freeman, 2011).

**Cooperative Language Learning**

*Definition*

According to Zarrabi, (2016) Cooperative language learning (CLL) is a method where students work as a team helping each other in the process of acquiring the language. Also, through the use of this method students are more active in the use of language focusing on speech activities. Indeed, Richards and Rodgers, (2014) indicate that cooperative learning encourages students to improve their performance in the classroom.

16

*Teacher's and learner's role*

The role of the teacher in Cooperative Language Learning is mainly as a creator of an adequate, structured and organized environment for the proper functioning of the classes, also he/she must establish the goals of the class, plan tasks and organize students in groups and roles assign roles and materials to work. In addition, the teacher monitors the activities in order to help and solve any doubts that students may have (Johnson et al. 1994) cited in (Richards and Rodgers, 2014). While the role of the learners is more active, as a participant and collaborator in group activities for which they must know how to work as a team, they are also a bit more autonomous since they must learn how to plan, control and evaluate their learning process by themselves (Richards and Rodgers, 2014).

*Activities*

This method is focused on collaborative work, Johnson (1994) proposes a series of group lessons-activities, such as formal cooperative learning groups, which focuses on specific tasks that will be carried out by students with the objective of working together in order to obtain shared learning outcomes; informal cooperative learning groups, consists of activities carried out in groups for short periods of time with the objective of facilitating direct teaching; and cooperative base groups, which refers to heterogeneous groups of students which will be established for long periods during the course with the aim of helping each other and providing support between them to succeed in academic activities Johnson et ah, 1994 cited in (Richards and Rodgers, 2014).

*Procedure*

There is no specific procedure for the application of this method since it can be adapted to any topic in any class trying to accomplish the group task, cooperative activities help students in their social abilities developing (Zhan, 2010).

**Competency-Based Language Teaching**

*Definition*

According to Bader and Tasnimi (2014), "Competency-based language teaching (CBLT) is an application of the principles of competence-based education" (p. 9). It refers to the interaction of the language in our reality, that is to say in which context and what students need

to communicate, therefore the students learn the language through their function in mainly social environments (Saadi, Saeedi and Karbalaei, 2016).

*Teacher's and learner's role*

According to Organization Griffith and Lim (2014), the teacher plays the role of information facilitator, as Richards and Rodgers (2014) say, the teacher should devote time and effort to create specific activities according to the requirements that must be accomplished according to the students' competencies. Nevertheless, students play a more active role during the learning process becoming more autonomous in their own performance and development of work.

*Activities*

Richards and Rodgers (2014) suggests a type of activities focused on real-world situations, depending on the context in which they are to be applied, they can be activities related to the labor field, or survival in a new place, among others.

*Procedure*

Regarding the procedure in CBLT, the students first attend an initial evaluation which is then used to organize them regarding their language proficiency level, their learning pace, their needs and the social objectives they have to learn the language (Richards and Rodgers, 2014).

**Multiple Intelligences**

*Definition*

The theory of multiple intelligences was developed by Howard Gardner in 1983, which states that human intellect is divided into nine categories. Recent theories about MI have classified it as an approach with which teachers can teach a new language (Dewie, 2017). According to Arnold & Fonseca (2004, p.125), as cited in Spirovska, (2013)

 "With MIT applied in the language classroom, teachers are better able to tap into the areas of personal meaningfulness of their students since they are recognizing the differences inherent in the students and putting individuals with their different ways of learning where they belong, back at the center of the learning process".

*Activities*

According to Spirovska (2013), the activities that within this approach to the teaching of a language, are classified according to each type of intelligence, for example there are activities such as: reading stories, sequence of events, drawing, dramatizations, conceptual maps, songs, tongue twisters, analyze characters, activities of reflection or discussion, comparisons between novels and movies, among others.

**Neurolinguistic-programming**

*Definition*

Neurolinguistic programming (NLP) is a set of techniques, patterns, and strategies that are used within a training philosophy, it helps maintaining an effective communication, have a personal growth. In the learning process, it is based on some characteristics people's mind and how they act and interact (Richards and Rodgers, 2014). NLP encourages the process of communication and helps in the learning process of the person (Yameen and Iftikhar, 2014). In addition, NLP is not considered as a method but it has been proven that it serves to improve the learning environment, being one of the most effective recourses that improves effectiveness especially in language teaching (Priya, 2017).

*Teacher's and learner's role*

There is no specific role for teachers or learners since NLP is a resource that helps students to master the language and teachers to improve the effectiveness of teaching in such a way that communication within the classroom improves and the students feel more motivated to interact (Priya, 2017). This resource increases student's motivation and improves the relationship between the student and teacher (Richard and Rodgers, 2014).

Many authors have carried out studies on the most used and effective methods for teaching English language as a target language. Some of them are referenced here.

The study conducted by Ghulam (2011) is one of them. It had the purpose of comparing teaching methods and assessment practices in the subject of secondary English school certificate (SSC) and general education certificate (GCE-O-level) in Pakistan. This study was conducted in Punjab Province among the experts, teachers, and students who teach and study in both educational systems. The instruments used in this study were questionnaires done by the experts and the teachers. It showed that the most traditional method as is the Grammar

Translation Method is applied in the system (SSC) giving the authoritative and central role to the teacher while the system of (GCE) use different methods such as Direct method and Audio Lingual for teaching languages, focusing on the students, respecting their interests and needs.

Besides, Gholami, Sarkhosh and Abdi (2016) conducted a research that examined the contextual factors, the variations among teachers and the degree of behavior among three groups of teachers of high school, private language institute, and public-private teachers in Iran. The population of this study was sixty teachers, twenty of each group. The data was collected through a checklist and it was concluded that, the communicative approach in the private schools was considerably noticeable during the classes, using more activities in pairs or groups with the purpose that there is more communication among them leaving aside the use of L1, focused on the students while this was not reflected in the public schools.

Another study was carried out by Shah and Ilyas (2014). This research study had the purpose of knowing the existing methodologies and their application for the teaching of English in the private schools of Dir Upper, KPK. The sample for the study included 33 randomly selected teachers from eight secondary schools in Dir Upper (Khyber Pakhtun-khwa). The researchers used as instrument a single questionnaire with (Yes/no) and multiple choice questions. They found out that most teachers used outdated methods to teach, being the Grammar Translation Method used by the majority of them, followed by the Direct method and to a lesser extent the communicative approach, which lacked motivation in the students and their effective learning.

Another research is the one conducted by Intarapanich (2013) which was focused on investigating EFL teaching methods, approaches and strategies that can be found in the classes of English as a Foreign Language in Lao PDR. The population of the research was five English teachers from the Municipality of Vientiane. In the data collection, she used interviews and observations. The result of her research was that the Grammar Translation Method (GTM), Communicative Language Teaching (CLT) and Total Physical Response (TPR) were the most used methods/approaches for the teaching of a foreign language.

The study conducted by Khurshid, Gul Gillani, Jabbar and Noureen (2013) had the purpose of knowing the perception of teachers about the most suitable methods for teaching English in secondary school students. The sample of that study was one hundred and twenty-seven professors of male and female schools in the district of Layyah. The instrument used was, a questionnaire. The research concluded that the professors of the government secondary

schools were in favor of the Grammatical Translation Method (GTM) for teaching English to secondary school students and their preparation for higher education.

Finally, the study done by Ahmad and Rao (2013) wanted to investigate the comparative the usefulness of the Grammar Translation Method (GTM) and the Communicative Language Teaching (CLT) in the teaching of English at an intermediate level and to evaluate the teacher's perception of the CLT method. A total of ten Pakistani teachers were the participants in this research and data was collected through. At the end it was concluded that the communicative approach is better than the GTM for the teaching of English at the secondary level in Pakistan and that the use of CLT increases the communicative ability and motivation of Pakistani students as well.

**CHAPTER II: METHOD**

**Setting and participants**

This research was carried out in three private high schools of Loja city, in the province of Loja. The whole population was forty-eight secondary English teachers, from which sixteen were taken as a sample; teachers were from twenty-five to more than fifty years old, between men and women. The sample also included the students, one hundred and sixty-nine men and women participated among three high schools, from eight grade to the third of baccalaureate.

**Procedure**

For this study, the use of qualitative and quantitative methods was required; the quantitative method in order to calculate the percentage of the answers supplied by teacher's and student's questionnaires; and the qualitative method was used to analyze all the information that was observed in the classes and some of the comments made by teachers and area coordinators. In order to collect the data, it was necessary to design suitable instruments such as questionnaires for teachers and students and an observation sheet, the teacher's questionnaire was designed to obtain information about the methods used in the classes, the teacher's and student's role presented during each class, the activities applied and the appreciation of effectiveness of the methods used to their English classes, the student's questionnaire was composed by a single question to know the effectiveness of the methods that their teachers apply in theirs classes, and the observation to verify what methods are being used in each class, it contained thirteen items about teaching methods and their characteristics.

This study aims to discover which teaching methods are mostly used in private schools in Loja city, more specifically being aware of the teaching methods mostly used in private high schools in our city, analyze the way they are applied in order to know if they fulfill the basic requirements and analyze their effectiveness. These objectives were totally achieved by answering the following research questions; What are the most commonly used teaching methods in private high schools in our city? In which way do they apply? And, do they comply with the basic requirements? And, how effective are they?

After data was gathered it was tabulated and quantified, Microsoft Excel allowed us to calculate the percentage of answers in each question and also represent them through graphs and charts for a better interpretation of the results. The information obtained was essential to analyze and support the results and then, to be compared and contrasted with the literature.

**CHAPTER III: RESULTS AND DISCUSSION**

**Description, Analysis and Interpretation of Results**

In this section it is shown the analysis of the data obtained in the field research. The responses for each one of the items in the interview are analyzed quantitatively and qualitatively in order to answer the research questions stated for the study.

*Which of the following teaching methods do you use in your classes?*
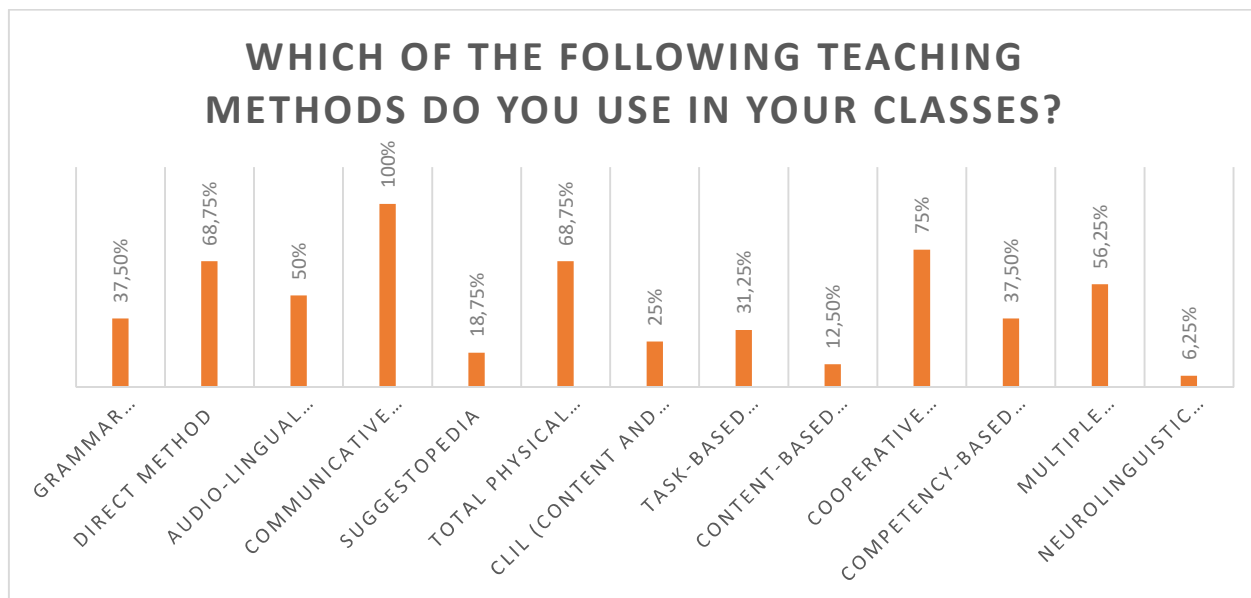


Graph 1: Methods most used.
Source: Teacher's questionnaire.
Elaboration: González Alvarado, Danny.

Through this study, it has been seen that teachers from private schools in Loja do not use a single method, instead, they use a mix of teaching methods in their classes. The graph above shows that the most used method is the Communicative Language Teaching (CLT). All of the teachers which corresponds to 100% (16) indicated that they use this method in their classes, however, through the observations carried out, it was seen that thirteen of the teachers actually used the CLT. It should be noted that even though it did not fulfill with all the parameters that the method required, CLT was the most notorious during the observed classes; the second method most used according to teachers is the Cooperative Language Learning (CLL), 75% (12) of the interviewed teachers marked that option, nevertheless during the class observations only eight of them used this method. On the contrary from the observations, I could notice that the second method that predominates was the Direct method (DM) which was used by twelve of the participating teachers. The following methods Direct Method (DM) and Total Physical Response (TPR) were also indicated as used for English teaching, 68% (11) of the teachers said they used

25

both of them; however; during the observations it could be observed that the DM was actually among the most used methods but TPR passed unnoticed during most of the classes. Finally, another method that was used in a less proportion but taken very much into account was the Multiple Intelligences (MI) method which was selected by a 56% (9) of teachers; effectively, a large part of the teachers took this method into consideration during their classes as could be observed.

As it has been seen, Communicative Language Teaching is the method mostly used by teachers; regarding this, it is important to mention that, the coordinators of the English area of the different private High Schools said that they used that method in their classes as the main approach because it is good for the students since they have the opportunity to communicate using the new language, giving them the opportunity to interact each other and improve their speaking and listening skills. It is important to mention that their conception of teaching English is right, in fact, according to Brown (2000) says that this method has as a main objective to improve the communicative skills through communication.

The results found in this study are similar to the ones done by Intarapanich (2013) who concluded that, the Communicative Language Teaching was one of the most used methods for teaching English. Other similar results are the ones by Ahmad and Rao, 2013 for whom the CLT is better for the teaching of English at a secondary level because it increases the communicative ability and motivation of the students.

*Which do you consider is your role as a teacher?*



**WHICH DO YOU CONSIDER IS YOUR ROLE AS A TEACHER?**

AUTHORITY 62,50% — INSTRUCTOR 93,75% — DOMINANT 100% — CONTROLLER 37,50% — FACILITATOR 56,25% — PARTICIPANT 43,75% — CREATOR OF… 62,50% — ACTIVE 68,75% — COOPERATOR 81,25% — MONITOR 75% — DEVELOPER,… 50% — ORGANIZER 62,50%
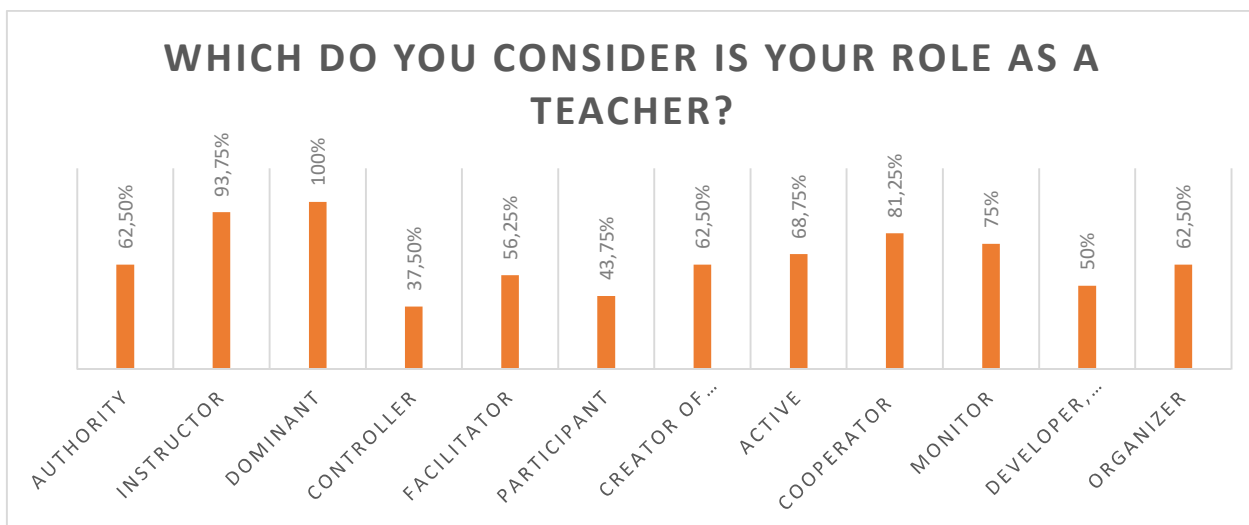
Graph 2. Teacher's role.
Source: Teacher's questionnaire.
Elaboration: González Alvarado, Danny.

This graph shows that, the 100% (16) of the interviewed teachers indicated that the most prevalent role in their classes is the Dominant one which according to the question before (*Which of the following teaching methods do you use in your classes?*) does not correspond to any of the methods indicated as most used. Another most chosen role was the one of Giving Instructions which corresponds to the DM, the 95% (15) of the teachers chose that option; the role of Cooperator was selected by an 81% (13) of the participants. However, it does not belong to any of the methods chosen in the previous item; the Monitor was another role chosen by teachers; in fact, there was a 75% (12) of the participants but again it does not belong to any of the methods previously mentioned either; finally, 68 % (11) of the teachers chose the Active role.

In regards to the results from the observations, it has been seen that they have given different results from the ones obtained through the questionnaire to teachers, indeed, the most prominent were the Instructor and Facilitator as it was observed during the classes of twelve of the participating teachers. In fact, these roles are characteristic of the methods used during the observed classes, which shows that the teachers pointed out roles that do not belong to the methods they use, especially the Dominant role which  according to Richards and Rodgers (2014) is a characteristic of the audiolingual method, in which  the teacher models the language, controls the way and direction in which the students learn and, supervise them during the learning process; however, that was not what was perceived in the observed classes, because

27

teachers largely showed a role of Instructor which corresponds to the Direct Method in which the teacher plays a role of directing the classes with a little more authority giving instructions and correcting mistakes (Larsen-Freeman, 2011), in the same way another role that could be perceived was the one of facilitator which, according to Richards and Rodgers (2014) is characteristic of the Communicative Language Teaching method in which, the teacher is the one who facilitates the communication of the students during the classes, fostering interaction during all the activities.

Therefore, it can be noted that most of the teachers chose many of the roles that do not really reflect the role they actually perform during their classes, this means that they probably do not know exactly the roles they have to perform according to the method declared, however, it is important to mention that the roles that were mostly perceived are favorable to the methods that are used during classes and actually benefit students.

*Which do you consider is the role of your students?*



## WHICH DO YOU CONSIDER IS THE ROLE OF YOUR STUDENTS?

| | |
|---|---|
| RECEIVER | 62,50% |
| ACTIVE | 100% |
| IMITATOR | 37,50% |
| COOPERATIVE | 75% |
| VOLUNTEER | 50% |
| PASSIVE | 12,50% |
| LISTENER | 68,75% |
| PERFORMER | 87,50% |
| AUTONOMOUS | 56,25% |
| SUPPORTIVE | 43,75% |
| COLLABORATOR | 62,50% |
| DECIDE IF THE… | 25% |
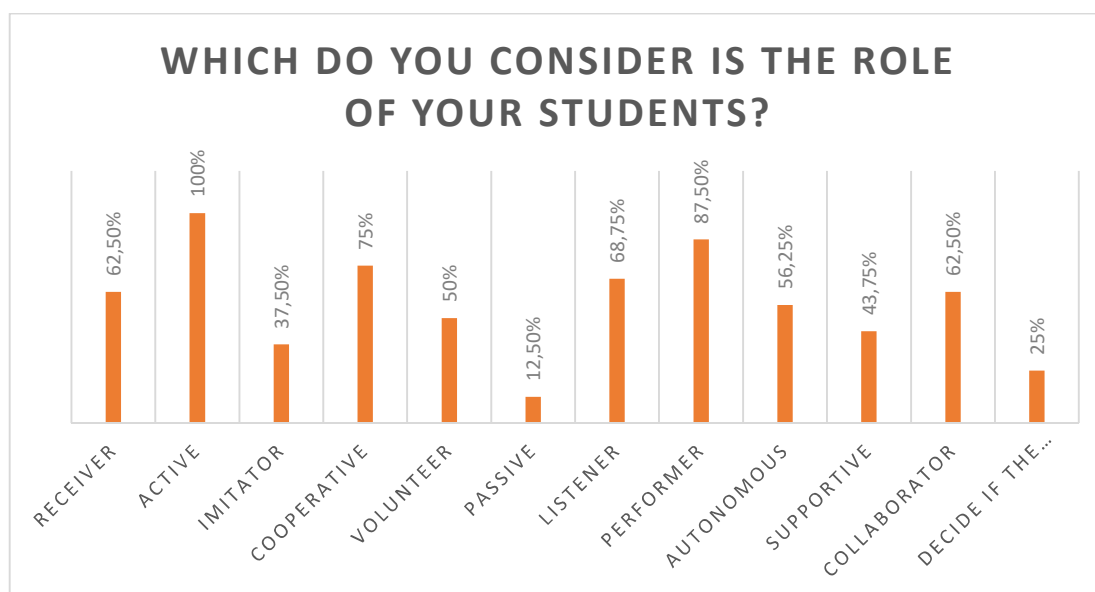
Graph 3. Students' role.
Source: Teacher's questionnaire.
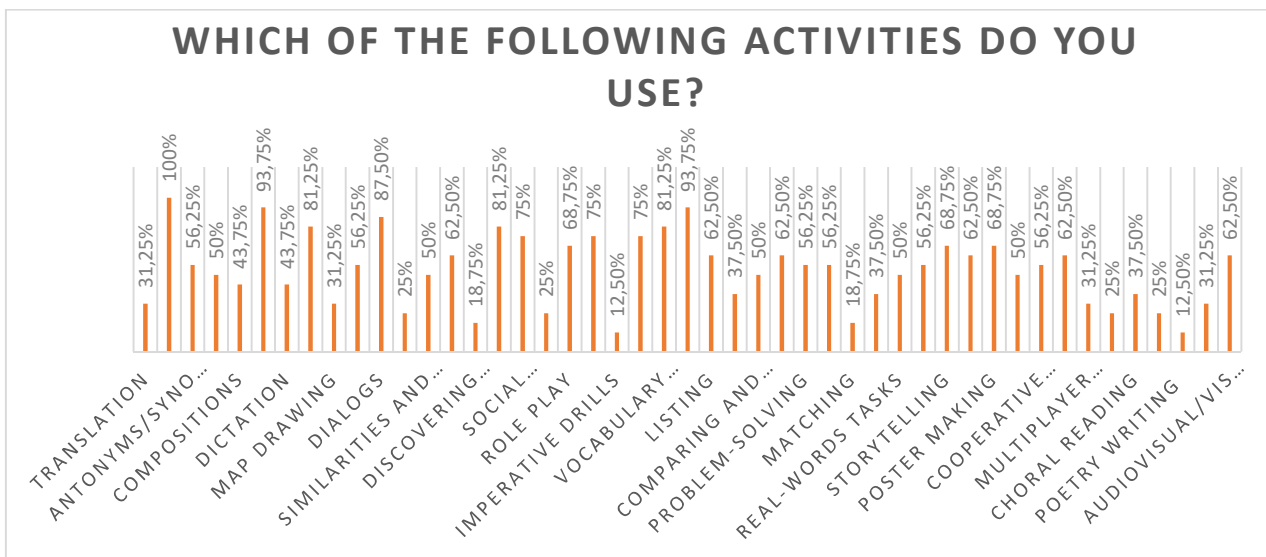Elaboration: González Alvarado, Danny.

As it is seen in graph 3, the 100% of the teachers who participated in this research responded the active role as the main role that their students play during their classes; the student's role of Performer was another one chosen by an 87% (14) of the interviewed teachers; 75% (12) of the participants selected the Cooperator role; the 68% (11) chose the role of listener

and the 62% (10) the role of Collaborator, those roles were what teachers marked as the most representative for them during their classes.

Regarding the observations, it could be noticed that the Active role was the predominant during the classes. Some other observed roles were Receiver, Collaborator and Autonomous. It can be pointed out that both in the questionnaire and during the observations the active role was the one that predominated. This role is characteristic of the Communicative Language Teaching method and the Cooperative Language Learning method that are two of the most used during the classes and it is supported by Afrin's (2014) idea, which affirms that when the Communicative Language Teaching method is applied the students are more active during the participation in class activities and they learn to work in pairs or groups. Besides, as Richards and Rodgers (2014) said, in the Cooperative Language Learning method the students participate actively as participants and collaborators in the group activities motivating them to work as a team.

The interviewed teachers expressed that most of the time the students are predisposed to participate in the activities carried out during classes which means to the greatest extent that they have a positive attitude to work, they are collaborators and they try to work autonomously according to their capabilities, nonetheless, there is a small group of students who do not show much interest in the subject and as a consequence, their performance is not good.

*Which of the following activities do you use?*



Graph 4. Activities.
Source: Teacher's questionnaire.
Elaboration: González Alvarado, Danny.

The present graph shows that among the most used activities are the following, Fill in the Blanks which corresponds to the 100% of the teachers' answers; the 93% (15) of the interviewed participants said they use Question and Answer and Communicative Activities during the class; Dialogs were also selected by the 87% (14) of them; and finally activities such as Reading Aloud, Giving Instructions and Vocabulary Building were selected by the 81% (13) of the participating teachers. As it can be seen in the graph, there is a variety of activities with different percentages selected however, the six activities already mentioned were the ones that predominated in the questionnaires.

During the observations it was noted that most of the teachers, regardless of the school or the course level, used in their classes Question and Answer, as well as Social Interaction and Communicative Activities, something which is important to mention is that, all of the activities are related to the methods that were mostly used by teachers. Perhaps, due to the mixture of methods used it is not possible to comply with all the activities that each method. These results are similar to the ones found in Muhassin's (2016) research, in which asking questions activities predominated in the classes, with which he concluded that this type of activities motivates the students to speak up giving them positive effects in their learning and promoting the communication inside the classroom.

Further, The English coordinators of all educational institutions stated that their purpose as English teachers is that students learn to express themselves without fear, using the new language and improving each one of the language skills they have to develop, thus teachers try to use activities in which the students are the focus of the attention, with the purpose of working the communication between them regardless of the possible mistakes that they can commit, since they are part of process of learning.

*How efficient are the methods used?*

Chart 1. Efficacy of methods (Teachers)

|  | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| Teamwork | 0 | 1 | 2 | 6 | 7 |
| Individual work | 0 | 0 | 1 | 6 | 9 |
| Application of knowledge | 0 | 0 | 2 | 4 | 10 |
| Prepare for exams and lessons | 0 | 0 | 1 | 7 | 8 |
| Actively participate in clases | 0 | 0 | 1 | 6 | 9 |
| Achieve the learning objectives | 0 | 0 | 0 | 6 | 10 |
| Easily learn the topics studied | 0 | 0 | 1 | 7 | 8 |

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| Awakening interest in the subject | 0 | 0 | 0 | 7 | 9 |
| Motivate to participate in classes | 0 | 0 | 0 | 6 | 10 |
| Perform intra and extraclass tasks | 0 | 0 | 0 | 5 | 11 |

Source: Teacher's questionnaire.
Elaboration: González Alvarado, Danny.

Chart 2. Efficacy of methods (Students)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|---|---|---|---|---|
| Teamwork | 4 | 9 | 37 | 51 | 68 |
| Individual work | 6 | 13 | 35 | 62 | 53 |
| Application of knowledge | 6 | 12 | 38 | 65 | 51 |
| Prepare for exams and lessons | 3 | 9 | 42 | 68 | 50 |
| Actively participate in clases | 2 | 10 | 39 | 63 | 55 |
| Achieve the learning objectives | 2 | 11 | 37 | 65 | 53 |
| Easily learn the topics studied | 6 | 9 | 43 | 59 | 52 |
| Awakening interest in the subject | 7 | 7 | 46 | 58 | 51 |
| Motivate to participate in classes | 5 | 7 | 43 | 61 | 53 |
| Perform intra and extraclass tasks | 4 | 9 | 38 | 64 | 54 |

Source: Students' questionnaire.
Elaboration: González Alvarado, Danny.

In the previous charts, which shows the efficacy of methods used, the highest scores fall on the agree and strongly agree scale, for all the items proposed in the chart, which means that both, teachers and students feel satisfied with the methods used in class and the most important, that they are effective and actually help students to learn the language.

Summarizing the results, regarding the methods used, it could be noted that teachers marked more methods that they actually use during their classes, however not all of them coincided with the methods used during the observations in each school. In general, the most used methods were Communicative Language teaching, Direct method, Multiple Intelligences and Cooperative Language Learning.

Regarding the proper application of the methods graphs 2, 3, and 4 allow us to observe that does not match what the teachers answered and what could really be observed during the classes, since the teachers pointed out a variety of roles and activities that were not shown during their classes. It means that that teachers are not completely aware of all the existing teaching methods, the activities that can be used in each one of the methods or the roles that teachers and students play in each one of them.

Concerning Chart 1 and 2, it could be noted that the vast majority of teachers and students agree in their answers pointing out that the methodologies applied in their English classes are effective, since the most prominent answers were between "strongly agree" and "agree" which means that the teacher works effectively using a mix of methodologies and students consider that it guarantees a better learning. According to what was discussed with the coordinators of all the institutions that participated in this research study, most of the students have a high level and good language management, which is reflected in their grades.

To conclude this analysis, the communicative approach was notorious in private schools, being the CLT method the most observed in classes, it was indicated in the questionnaires and in the same way the students reflected it through their participation during the classes. As Manalullaili (2015) concluded, the communicative approach is the best way for the teaching of English, since many teachers consider that the Communicative Language Teaching method is focused on the communication and development of the four language skills, however, the application of this method is not easy, many teachers are not very competent when teaching the language,  this was reflected in this research, most of the teachers did not use this methods correctly therefore, in my opinion the need to improve their knowledge on teaching methods and particularly on the use of the aforementioned  method so they use it correctly o have a better teaching results.

## CONCLUSIONS

Regarding the use of methods, this research work has clearly identified that the most used methods in private schools are Communicative Language Teaching, Direct Method, Collaborative Language Learning and the Multiple Intelligences.

In the three private institutions, teachers do not apply the methods correctly, since they did not comply the requirements for each method. Specially in what concern to the activities used and role performed in class.

Concerning to the effectiveness, the methods used by teachers actually work, both teachers and students agree, that they permit interaction in class and therefore learning is significant.

This research also demonstrates that some of the participating teachers need to be updated on what concerns to teaching methods and the way to use them in class.

Also, it can be concluded that although some of the methods marked in the questionnaires are not used, the ones used are effective and help the students to learn.

## RECOMMENDATIONS

It is necessary that school authorities provide practical training to teachers regarding teaching methods, their use and the way to work with each one of them, so they can replicate those practices in classes with their students.

It is advised that teachers are in constant training regarding new methodologies, teaching techniques and activities so they feel confident on using diversity of them in their classes.

It is recommended that teachers take advantage of the communicative method since there are still a variety of activities that have not been use in classes and if used, they will improve the results obtained.

# REFERENCES

Afrin, S. (2014). *Teaching Methods and Approaches in ESL Classrooms in Dhaka. A Comparative Study between English and Bangla Medium School.* BRAC University, Mohakhali, Dhaka, Bangladesh.

Ahmad, S., & Rao, C. (2013). Applying Communicative Approach in Teaching English as a Foreign Language: A Case Study of Pakistan. *Porta Linguarum, 20*, 187-203.

Bader, K., & Tasnimi, M. (2014). Competency-Based Language Teaching. *Multi Disciplinary Research, 1*(7).

Bertram, S.A. (2009). *How we remember: Testing our capacity to remember*. San Francisco: Jossey-Bass Publishers.

Brow, H.D. (2000). *Teaching by principles: An interactive approach to language pedagogy.* (2nded.). San Francisco: A Pearson Education Company.

Cenoz, J. (2015). Content-based instruction and content and language integrated learning: the same or different? *Language, Culture and Curriculum, 28*(1), 8-24. DOI: 10.1080/07908318.2014.1000922

Dewie, D. (2017). Teaching English using a Multiple Intelligences Approach. *English Education Journal, 8*(2), 245-257.

Duglas, S., & Kim, M. (2014). Task-Based Language Teaching and English for Academic Purposes: An investigation into instructor perceptions and practice in the Canadian context. *Tesl Canada Journal/Revue Tesl du Canada, 31*(8), 1-22.

Dwimarta, R., Slamet, Y., & Rukayah. (2016). The effect of Suggestopedia learning method on descriptions writing skills of fourth grade elementary pupils. *Proceeding The 2nd International Conference On Teacher Training and Education Sebelas Maret Univerity, 2(*1), 270-276.

Ghulam, M. (2011). Comparative analyses of the teaching methods and evaluation practices in English subject at Secondary School Certificate (SSC) and General Certificate of Education (GCE O-Level) in Pakistan. *International Education Studies, 4(*1), 202-211.

Griffith, W., & Lim, H. (2014). Introduction to Competency-Based Language Teaching. *MEXTESOL Journal, 38*(2), 1-9.

Goris, J., Densesen, E., & Verhoeven, L. (2017). The contribution of CLIL to learners' international orientation and EFL confidence. *The language Learning Journal.* DOI: 10.1080/09571736.2016.1275034

Harun-Or-Rashid, Md. (2015). *A comparative study on teaching methods and approaches in ESL classrooms of Bangla and English version secondary schools in Bangladesh.* BRAC University, Dhaka.

Hurajová, L., & Luprichová, J. (2015).8 Being a CLIL teacher. *CLIL in Foreign Language Education: e-textbook for foreign language teachers.* DOI: 10.17846/CLIL.2015.99-111

Intarapanich, C. (2013). Teaching methods, approaches and strategies Found in EFL Classrooms: A Case Study in Lao PDR. *Procedia - Social and Behavioral Sciences, 88*(2013), 306-311. DOI: 10.1016/j.sbspro.2013.08.510

Khurshid, K., Gul Gillani, I., Jabbar, A., & Noureen, S. (2013). A study of the perception of teachers regarding suitable method of teaching English at secondary level. *Journal of Elementary Education, 23*(1), 23-40.

Larsen, D. & Freeman. & Anderson, M. (2011*). Techniques & Principles in Language Teaching (3rd ed.).* Oxford University Press.

Manalullaili, M. (2015). Applying Communicative Language Teaching in teaching English for foreign language learners. *Ahmad Dahlan Journal of English Studies (ADJES), 2*(3), 1-8.

Mariño, C. (2014). Towards implementing CLIL (Content and Language Integrated Learning) at CBS (Tunja, Colombia). *Colombian Applied Linguistics Journal, 16*(2), 151-160.

Muhassin, M. (2016). Teachers' communicative activities in teaching English as a foreign language (TEFL) a study at Sman 9 Bandar Lampung. *Humanoria, 7*(4), 485-492.

Rahman, M. (2012). *Grammar Translation Method (GTM): An effective and feasible method in Bangladeshi context.* BRAC University, Dhaka, Bangladesh.

Richards, J., & Rodgers, T.S. (2014). *Approaches and methods in language teaching (3rd ed.).* New York, United States: Cambridge University Press.

Priya, V. (2017). Neuro-Linguistic Programming and ELT. *Research Journal of English Language and Literature (RJELAL), 5*(3), 207-209.

Saadi, M., Saeedi, A., & Karbalaei, A. (2016). Competency-based English teaching and learning: Investigating the Learning Experience of Islamic Azad University Teachers in Iran. International Journal of Humanities and Cultural Studies*, 3*(1), 1181-1206.

Salandanan, G. G. (2008). *Teaching approaches and strategies.* Quezon, Philippines: Katha.

Shah, M., & Ilyas, M. (2014). The teaching of English language in the private schools of DIR, UPPER, KPK, Pakista. *BEST: International Journal of Humanities, Arts, Medicine and Sciences (BEST: IJHAMS), 2*(11), 43-54.

Spirovska, E. (2013). Integrating multiple intelligences in teaching English as a foreign language – SEEU experiences and practices. *SEEU Review, 9*(1), 1-12. DOI: 10.2478/seeur-2013-0002

Sühendan, E. (2013). 3rd World conference on learning, teaching and educational leadership – WCLTA 2012. *Procedia - Social and Behavioral Sciences, 93*(2013), 1766-1768. DOI: 10.1016/j.sbspro.2013.10.113

Trigwell, K. (2014). Pimp your questions: ten tips for CLIL. CLIL magazine. p.4

Tugrul, C. (2013). The Direct-Method: a good start to teach oral language. *International Journal of Academic Research in Business and Social Sciences, 3*(11), 182-184.

Van Kampen, E., Admiraal, W., & Berry, A. (2018). Content and language integrated learning in the Netherlands: teachers' self-reported pedagogical practices. *International Journal of Bilingual Education and Bilingualism, 21*(2), 222–236. DOI: 10.1080/13670050.2016.1154004

Yameen, A., & Iftikhar, L. (2014). Neuro-linguistic Programming as an Instructional strategy to enhance communicative competence of language teachers. *Journal of Applied Environmental and Biological Sciences, 4*(7) 331-336.

Zarrabi, F. (2016). A study on cooperative language learning: The impact of CLL approach on English language proficiency of EFL learners. *European Journal of Education Studies, 1*(2), 119-132. DOI: dx.doi.org/10.6084/m9.figshare.3175618

Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research, 1*(1), 81-83. DOI: 10.4304/jltr.1.1.81-83

**ANNEXES**

# UNIVERSIDAD TECNICA PARTICULAR DE LOJA

# TEACHER'S QUESTIONNAIRE

School: …………….......................................  Course: ……………………………….

Gender: M ( )    F ( )                             Age:  20-25 ( )   26-30 ( )   31-35 ( )

                                                        36-40 ( )   41-45 ( )   46-50 ( )

                                                        más de 50 ( )

The purpose of this questionnaire is to collect information about the teaching methods used in your English classes. It will take 10 minutes. The information will be confidential.

**A.  Mark with an X the corresponding item.**

**1.  Which of the following teaching methods do you use in your classes? You can mark more than one**

| | |
|---|---|
| Grammar Translation Method | ( ) |
| Direct Method | ( ) |
| Audio-Lingual Method | ( ) |
| Communicative Language Teaching | ( ) |
| Suggestopedia | ( ) |
| Total Physical Response | ( ) |
| CLIL (Content and Language Integrated Learning) | ( ) |
| Task-Based Language Teaching | ( ) |
| Content-Based Instruction | ( ) |
| Cooperative Language Learning | ( ) |
| Competency-Based Language Teaching | ( ) |
| Multiple Intelligences | ( ) |
| Neurolinguistic Programming | ( ) |

Other………..…………………………………………………………………………………

**2.  Which do you consider is your role as a teacher?**

| | | | |
|---|---|---|---|
| Authority | ( ) | Direct | ( ) |
| Give instructions | ( ) | Qualified | ( ) |
| Correct mistakes | ( ) | Efficient | ( ) |
| Dominant | ( ) | Cooperator | ( ) |
| Controller | ( ) | Monitor | ( ) |
| Facilitator | ( ) | Give immediate corrections | ( ) |
| Participant | ( ) | Feedback | ( ) |
| Creator of situations | ( ) | Developer, designer and analyst | ( ) |
| Reliable | ( ) | Organizer | ( ) |

Active                          (   )


### 3. Which do you consider is the role of your students?

| | | | |
|---|---|---|---|
| Receiver | (   ) | Performer | (   ) |
| Active | (   ) | Autonomous | (   ) |
| Imitator | (   ) | Supportive | (   ) |
| Cooperative | (   ) | Collaborator | (   ) |
| Volunteer | (   ) | Decide if the competencies are | (   ) |
| Passive | (   ) | useful and relevant | |
| Listener | (   ) | | |

### 4. Which of the following activities do you use?

| | | | |
|---|---|---|---|
| Translation | (   ) | Communicative activities | (   ) |
| Fill in the blanks | (   ) | Listing | (   ) |
| Antonyms/synonyms | (   ) | Ordering and sorting | (   ) |
| Memorization | (   ) | Comparing and contrasting | (   ) |
| Composition | (   ) | Projects and creative tasks | (   ) |
| Question and Answer | (   ) | Problem-solving | (   ) |
| Dictation | (   ) | Sharing personal experiences | (   ) |
| Reading Aloud | (   ) | Marching | (   ) |
| Map drawing | (   ) | Instructions | (   ) |
| Paragraph writing | (   ) | Real-words tasks | (   ) |
| Dialogs | (   ) | Speeches | (   ) |
| Drills | (   ) | Storytelling | (   ) |
| Similarities and | (   ) | Written report | (   ) |
| differences | | Poster making | (   ) |
| Sequence of events | (   ) | Projections | (   ) |
| Discovering missing | (   ) | Cooperative activities | (   ) |
| features | | Discussions | (   ) |
| Giving instructions | (   ) | Multiplayer games | (   ) |
| Social interaction | (   ) | Riddles | (   ) |
| activities | | Choral reading | (   ) |
| Imitation | (   ) | Lyric poems | (   ) |
| Role play | (   ) | Poetry writing | (   ) |
| Listening activities | (   ) | Meditation/Reflection | (   ) |
| Imperative drills | (   ) | Audio/visual/Kinesthetic | (   ) |
| Commands | (   ) | | |
| Vocabulary building | (   ) | | |

**B. Rate the following items from 1 to 5, with 1 being the lowest and 5 being the highest.**

**5. The methodology applied allows your students:**

| | | | | | |
|---|---|---|---|---|---|
| Teamwork | 1 | 2 | 3 | 4 | 5 |
| Individual work | 1 | 2 | 3 | 4 | 5 |
| Application of knowledge | 1 | 2 | 3 | 4 | 5 |
| Prepare for exams and lessons | 1 | 2 | 3 | 4 | 5 |
| Actively participate in classes | 1 | 2 | 3 | 4 | 5 |
| Achieve the learning objectives | 1 | 2 | 3 | 4 | 5 |
| Easily learn the topics studied | 1 | 2 | 3 | 4 | 5 |
| Awakening interest in the subject | 1 | 2 | 3 | 4 | 5 |
| Motivate to participate in classes | 1 | 2 | 3 | 4 | 5 |
| Perform intra and extraclass tasks. | 1 | 2 | 3 | 4 | 5 |

**Thank you!**

# UNIVERSIDAD TECNICA PARTICULAR DE LOJA

# STUDENT'S QUESTIONNAIRE

Colegio: …………..................................  Curso: ..……………………………………

Género: M (   )    F (   )                        Edad: 13-15 (   )  16-18 (   )  19-21 (   )

El propósito de este cuestionario es recopilar información sobre el uso de métodos de enseñanza en sus clases de inglés, le tomará 5 minutos. Su información será confidencial.

**A. Valore los siguientes ítems de 1 a 5, siendo 1 el más bajo y 5 el más alto.**

**1. La metodología aplicada le permite:**

| | |
|---|---|
| Trabajo en equipo | 1  2  3  4  5 |
| Trabajo individual | 1  2  3  4  5 |
| Aplicación de los conocimientos | 1  2  3  4  5 |
| Prepararse para los exámenes y lecciones | 1  2  3  4  5 |
| Participar activamente en clases | 1  2  3  4  5 |
| Lograr los objetivos de aprendizaje | 1  2  3  4  5 |
| Aprender con facilidad los temas estudiados | 1  2  3  4  5 |
| Despertar el interés por la materia | 1  2  3  4  5 |
| Motivarse a participar en clases | 1  2  3  4  5 |
| Realizar las tareas intra y extraclases. | 1  2  3  4  5 |

**¡GRACIAS!**

**Annex 3. Format of the observation sheet**

# UNIVERSIDAD TECNICA PARTICULAR DE LOJA

# OBSERVATION SHEET

The purpose of this observation is to collect information about which methods and their activities are applied in English classes.

School: …………….....................................    Course: ………………………………….

Gender: M (   )    F (   )

Age: 20-25 (   )   26-30 (   )   31-35 (   )

36-40 (   )   41-45 (   )   46-50 (   )

más de 50 (   )

| Grammar Translation Method | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |
| Authority (   ) | Receiver (   ) | Translation (   )<br>Fill in the blanks (   )<br>Antonyms /synonyms (   )<br>Memorization (   )<br>Composition (   ) |

| Direct Method | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |
| Give instructions (   )<br>Correct mistakes (   ) | Receiver (   )<br>Active (   ) | Question and Answer (   )<br>Dictation (   )<br>Reading Aloud (   )<br>Map drawing (   )<br>Paragraph writing (   ) |

| Audio-Lingual Method | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |
| Dominant (   )<br>Controller (   ) | Imitator (   ) | Dialogs (   )<br>Drills (   ) |

| Communicative Language Teaching | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |
| Facilitator (   )<br>Participant (   ) | Active (   )<br>Cooperative(   ) | Similarities and differences (   )<br>Sequence of events (   )<br>Discovering missing features (   )<br>Giving instructions (   )<br>Social interaction activities (   ) |

| Suggestopedia | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |

| Creator of situations ( ) Reliable ( ) | Volunteer ( ) Passive ( ) | Imitation ( ) Question and answer ( ) Role play ( ) listening activities ( ) |
|---|---|---|

| Total Physical Response | | |
|---|---|---|
| Teacher's role | Learner's role | Activities |
| Active ( ) Direct ( ) | Listener ( ) Performer ( ) | Imperative drills ( ) Role plays ( ) Commands ( ) |

| CLIL | | |
|---|---|---|
| Teacher's role | Learner's role | Activities |
| Qualified ( ) Efficient ( ) Creative ( ) | Autonomous( ) Supportive ( ) Active ( ) | Vocabulary building ( ) Communicative activities ( ) |

| Task-Based Language Teaching | | |
|---|---|---|
| Teacher's role | Learner's role | Activities |
| Cooperator ( ) Monitor ( ) Facilitator ( ) | Autonomous( ) Active ( ) | Listing ( ) Ordering and sorting ( ) Comparing and contrasting ( ) Projects and creative tasks ( ) Problem-solving ( ) Sharing personal experiences ( ) Matching ( ) |

| Content-Based Instruction | | |
|---|---|---|
| Teacher's role | Learner's role | Activities |
| Qualified ( ) Efficient ( ) | Autonomous( ) Supportive ( ) Active ( ) | Vocabulary building ( ) Communicative activities ( ) |

| Cooperative Language Learning | | |
|---|---|---|
| Teacher's role | Learner's role | Activities |
| Organizer ( ) Facilitator ( ) | Collaborator( ) Autonomous( ) Active ( ) | Instructions ( ) Communicative activities ( ) |

| Competency-Based Language Teaching | | |
|---|---|---|
| Teacher's role | Learner's role | Activities |
| Give immediate corrections ( ) Feedback ( ) | Decide if the competencies are useful and relevant ( ) | Real-world tasks ( ) |

| Multiple Intelligences | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |
| Developer, designer and analyst (　) Organizer (　) | Active (　) | Speeches (　) Storytelling (　) Written report (　) Poster making (　) Projections (　) Cooperative activities (　) Role play (　) Discussions (　) Multiplayer games (　) Problem solving (　) Riddles (　) Choral reading (　) Lyric poems (　) Poetry writing (　) Meditation/Reflection (　) |

| Neurolinguistic Programming | | |
|---|---|---|
| **Teacher's role** | **Learner's role** | **Activities** |
| None (　) | None (　) | Audio activities (　) Visual activities (　) Kinesthetic Activities (　) According to the level of students (　) |