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Influence of teachers' professional development on the application of interactive methods, strategies, and activities to teach English for communicative purpose.

TRABAJO DE TITULACIÓN.

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DEDICATION

The present work is dedicated with infinite love to my parents who have been the source of inspiration and sacrifice that has led me to conclude my English major. In the same way the following work is dedicated with lots of affection to God, brothers, friends and relatives who planted, in me, the seed of faith, perseverance, and sacrifice during this arduous but fruitful career.

Willan

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ABSTRACT

The current study aims to identify the influence of teacher professional development in the application of interactive methods, strategies, and activities to teach English for communicative purposes. The purpose of the study is to search and learn about professional development and interactive methods, strategies, and activities to teach EFL English. This study was conducted in three public high schools in Catacocha town; it was carried out with a sample of ten English teachers. The data was collected by using questionnaires, interviews and observation sheets. The methods used in this research were qualitative and quantitative; likewise, the results were described, analyzed and interpreted based on the objectives of the research. Concluding that half of participating teachers, in the current study, are concerned about professional development; however, not all of them apply what has been taught in the courses taken; this fact prevents students from learning in a more interesting and easier way.

Keywords: professional development, influence, methods, strategies, activities.

RESUMEN

El presente estudio tiene como objetivo identificar la influencia del desarrollo profesional de los maestros en la aplicación de métodos, estrategias y actividades interactivas para enseñar inglés con fines comunicativos. El propósito del estudio es buscar y aprender sobre desarrollo profesional y métodos interactivos, estrategias y actividades para enseñar EFL en inglés. Este estudio se realizó en tres escuelas públicas de la ciudad de Catacocha; se realizó con una muestra de diez profesores de inglés. Los datos se recopilaron mediante cuestionarios, entrevistas y hojas de observación. Los métodos utilizados en esta investigación fueron cualitativo y cuantitativo; asimismo, los resultados fueron descritos, analizados e interpretados en base a los objetivos de la investigación. Concluyendo que la mitad de los profesores participantes, en el estudio actual, están preocupados sobre su desarrollo profesional, sin embargo, no todos aplican lo que han aprendido en los cursos tomados; esto no ayuda a que los estudiantes aprendan de una forma más interesante y fácil.

Palabras clave: desarrollo profesional, influencia, métodos, estrategias, actividades.

INTRODUCTION

English language is considered to be universal language; besides, English language is the most widely spoken language, and the main means of communication between people through the world; furthermore, English language allows people to accomplish social, economic and cultural goals. That is why the teaching of English has been implemented in school, high schools and universities in non-English speaking countries. In Ecuador, a lot of time and effort has been devoted, especially in the last years to the teaching of English as a foreign language in elementary school and high schools. However, after twelve years of study, it seems that students have not acquired the knowledge in order to use English for communicative purposes.

Learning a language is not just learning grammar and vocabulary. Scarino and Liddicoat (2009, p. 16), point that "people use language for communication and learning a new language involves learning how to use words, rules, and knowledge in order to communicate".

The teaching-learning process of the English language depends on, mostly teachers; in other words, teachers influence learners; the good selection of the appropriate methods, strategies, and activities, by teachers, could help learners to learn the language successfully. However, for a teacher to be able to make a good selection of interactive methods, strategies and activities, it is necessary that the teacher has a wide and updated knowledge about these topics; hence, the teacher must be constantly developing his/her professional knowledge. In regard to professional development, it is crucial for teachers to keep updating their knowledge because they are responsible for students learning, mainly.

Seubsang and Boonphadung (2012, p. 384) say that " to achieve effective professional teachers, they must possess knowledge and skills in practicum, learning content, education, psychology communication, teaching methods, technology, innovation in teaching, classroom management, measurement and evaluation".

In this sense, it is necessary to have not only qualified teachers, but teachers who are updating their knowledge constantly.

Unfortunately, due to many factors, most of teachers do not get involved in formal professional development programs which causes teachers to use methods, strategies, and activities they were taught with.

Last of all, the current study aims to identify the influence of teacher´s professional development on the application of interactive methods, strategies, and activities to teach English for communicative purposes with EFL Teachers at high schools in the province of Loja. It is important to note that the results of this study will be of great value for the educational community since it will evidence the relation existing between teachers professional development, and their willingness to apply interactive methods, strategies, and activities; besides, these results, will serve the purpose of encouraging authorities to take staff professional development seriously; moreover, the results of the current study will encourage teachers to become part of formal development programs in order to become more effective teachers; hence, students will be indirect beneficiaries.

In order to solve the problem that learners face when learning English, many studies have been carried out; in most of the cases, those studies have focused on learners' issues, teachers' issues, and pedagogical aspects, but with respect to studies focused on professional development and its relationship to the application of interactive methods, strategies and activities to teach English, the information found is very limited.

One previous investigation related to this research was conducted by M'mbone, Kemboi, and Andiema (2015) focused on interactive teaching methods in developing oral communicative competence in learners of English language in Trans Nzoia West, District of Kenya. It was found that all the teachers involved in the study used varied interactive methods of teaching as the best way of teaching oral skills, so as to reach out to all the learners of different abilities.

Another study addressed by Intarapanich (2013) focused on teaching methods, approaches and strategies found in EFL Classrooms. The findings revealed that Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR) were three major methods/approaches found in the foreign language classrooms studied.

An additional study belongs to Yakovleva and Yakovlev (2014), who explored interactive teaching methods in contemporary higher education. The result showed that active learning methods modify the role of the teacher from the translator of information to the organizer and coordinator of the educational process and make it possible to form complex competences in future professional specialties via student activities that manifest as closely as possible the content of professional work.

CHAPTER I LITERATURE REVIEW

In order to develop the current study, it was necessary to develop a research of literature topics closely related to the theme being studied. In this sense, this section reviews the literature related to professional development and interactive methods, strategies, and activities to teach English for communicative purpose.

Professional development- definition

According to Morrison (2009), professional development is the continuous updating of the competences, professional skills, and experiences to acquire knowledge related with the labor, job task and labor environment. Likewise¸ in a great sense, professional development describes the growth of knowledge of a person in his or her professional role.

Moreover, Evans (2008) points that "Professional development is a key process within the wider agenda of raising standards and increasing societal growth capacity by improving policy and practice in all areas of public service provision, not least education"(p. 22).

According to Khan (2010), in their professional life, members of any profession through professional development maintain, improve and broaden their knowledge, skill and personal qualities required. It is a total commitment to improve skills enhancement and personal or professional competence. Therefore, "CPD can also be defined as the conscious updating of professional knowledge and the improvement of professional competence throughout a person's working life. It is the key to optimizing a person's career opportunities, both today and for the future." (p. 37).

Formal professional development

According to Ahmad (as cited in Glatthorn, 1995, p. 40), teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically" Furthermore, professional development context,

refers to formal practices acquired (for example participating in mentoring, workshops, and professional meetings etc.), and informal practices such as watching programs related to academic discipline, reading professional publication ect.) Reimers (as cited in Ganser, 2000).

Similarly, Rose and Reynolds (as cited in Lieberman, 1996) classify professional development into three types: direct teaching (this includes courses, workshops etc.); learning in school (this includes peer coaching, critical friendships, mentoring, action research, and task-related planning teams); and out of school learning (this includes networks, visits to other schools, school-university partnerships, etc.)

On the other hand, Richards and Richards (2005) claim that development does not focus on a specific job, that is, that development refers to general growth. Also, development seeks to facilitate growth of educators' understanding of teaching and of themselves as educators. It frequently includes observing different magnitudes of an educator's drill as a basis for reflective review. In general, "Strategies for teacher development often involve documenting different kinds of teaching practices; reflective analysis of teaching practices, examining beliefs, values, and principles; conversation with peers on core issues; and collaborating with peers on classroom projects" (Richards and Richards, 2005, p.4).

'The effects of professional development in teachers' professionalism'

When an educator fails to take professional development courses, this teacher will become an ineffective teacher; in this sense, according to Brennen (2015), ineffective teachers do not allow learners to develop and change, that is, teachers place learners in a box and then shut it down, so they will never learn anything outside de box. Ineffective teachers prevent learners in the improvement of new areas of interest. They do not allow learners to develop knowledge in areas that learners formerly lack. In this way, ineffective teachers do not make learners think freely thus.

In the same sense, an ineffective educator is a person that does not succeed at accomplishing a goal; she/he has poor ability, and cannot perform satisfactorily the teacher task. Additionally, an ineffective teacher makes the teaching learning process hard for learners and causes on them a low interest and desire to learn. (Inside the classroom, 2015).

On the other hand, when teachers care about their professional development, they become effective teachers;   According to Walker (2008), effective teachers are teachers who go to class ready to teach, that is why students learn in an easy way, teachers do not waste time and they start classes on time, during the whole class period. Likewise, effective teachers have positive attitudes in the teaching and good expectancies from learners. They use strategies to help students have good attitudes to work with their classmates. Therefore, effective teachers support and motivate students.

In the same sense, Rubio (2010) affirms that being an effective teacher is not an easy task. Effective teachers know how to choose the content, they make good planning with clear goals and more important they know how to call the students attention. Consequently, effective teachers think about their professional development with care, and they tend to be passionate, enthusiastic, motivated when they are teaching and learning.

Importance of professional development

According to Davis (2010), professional development is important for teachers, for it allows them to learn new fundamentals for teaching; teachers who take professional development programs will learn about new and updated methods, strategies and activity es; hence education without updating of knowledge is not good enough. Hence, professional development in education is about life-long learning and growing as an educator. In addition, professional development is important for new teachers and veteran teachers, due to the fact that continuous learning will keep teachers motivated to helping them gain confidence to face

any obstacle that comes to them in the classroom. Consequently, professional development of teachers as life-long learning should be an important part in their career development.

In this regards, Curl (2011) mentions that continuing professional development for teachers is important, and it cannot be underestimated. Similarly, professional development is recognized as the principal and the most important factor in determining learners' outcomes. Though, in the majority of schools, continuing professional development is understood as focused on leaving the schoolroom to go to courses that are passives and do not provided contextualized learning opportunities 'in the classroom' where it matters most.

Finally, Mizell (2010) argues that professional development refers to several types of learning experiences related to an individual's work. All professionals participate in professional development to learn and apply new knowledge and skills that will improve their performance in their work. In addition, professional development is the only important strategy that school systems have to strengthen in teachers' performance levels. Indeed, Professional development is the only important way teachers can learn so that they are able to improve their performance and raise learners' achievement.

Characteristics of an effective language teacher

As it was previously said, professional development enhances teachers´ characteristics; in this sense, Pettis (1997) identified three main characteristics for a professionally competent teacher. Pettis says that an effective teacher must firstly be knowledgeable, and skillful. Second, the needs of an effective language teacher must change over time and develop during her/his teaching. Thirdly, an effective teacher must be personally focused on her professional development.

Additionally, Shishavan (as cited in Brosh, 1996) mentions that some characteristics of an effective language teacher should be: having a good mastery and knowledge of the target

language; being able to awaken the motivation, and maintaining the interest among learners through activities; being honest with learners and do not show neither favoritism nor prejudice, and always being ready to help to students.

To the same regard, Shishavan (as cited in Kalebic, 2005) points that the characteristics described for an effective teacher are: capability to motivate learners for learning; linguistic and communicative competence; communication and presentation skills; capability to choose appropriate teaching strategies; ability to organize learning activities; aptitude to deal with unpredictable situations; ability to plan lessons; capability to organize learning activities; create friendly atmosphere in the classroom; capacity of pedagogical action; full domain of contents; awareness of methods and theoretical concepts in English language teaching; and have real interest in teaching and generate learning in students.

'Factors that hinder teacher's professional development'

When there is no help from government for teachers to improve their professional growth, there is no suitable development. According to Talis (OECD 2009) it is considered that there is a significant negative relationship between the existing lack of conditions for preparation and the lack of preparation they have. Teachers stated that there was a lack of suitable development on offer and for that reason they did not pursue further development.

Time can be broken down further into three different constituents: (1) work-time, (2) personal, leisure-time, and (3) family-time. The responsibilities of teachers have changed drastically over the years, and therefore the workload of teachers has noticeably increased substantially. They are not just spending time teaching in the classroom (Lohman, 2006); but they are spending much more time on teaching-related tasks outside the classroom.

A number of studies have emphasized that time is one of the most influential factors impacting teacher participation in Professional Development activities and have shown that the

lack of time affects teachers' participation in these programs (Collinson & Cook, 2004; Easton, 2008.)

When there is an opportunity for teachers to invest in their professional growth, we can say that funding in involved. There is an agreement among researchers that funding is one of the key factors encouraging participation of teachers in Professional Development activities (Easton, 2008; Hodkinson & Hodkinson, 2005; Shafer, 2009). Hodkinson and Hodkinson (2005) have asserted, based on their findings, that "If spare teaching capacity could be funded in schools it would allow more teachers to work on their own professional development. (p.127). Leonard and Leonard (2003) agree with Hodkinson and Hodkinson (2005) about the importance of funding for the Professional Development of teachers and explained that "Making provisions for teachers to work together during and outside school hours may indeed require reallocation of resources or securing additional funding" (Leonard & Leonard, 2003, online, unpaged). The link between time and cost is an essential one to consider.

When the cost of the constant preparation for teachers is too high to be acquired, they just do not take it, for any personal economic reason. There is a solid relation between the extent to which teachers view cost as a barrier to taking more professional development and the salary they receive. This is most notable in Brazil and Mexico, as some 50% of teachers reported cost as a reason for not taking part in development course; both countries also reported relatively high percentages (18% and 19% respectively) of teachers having to pay the full cost of these activities. Poland has one of the highest proportions of teachers who had to pay something towards the cost of development, and around 50% reported cost as a barrier to taking part in more. (Talis OECD, 2009)

Teacher's role.

It is generally recognized that teacher is an important part of any educational system since learning is exchanged from the teachers to the students (Govt. of Pakistan, 2004).

Teachers assume fundamental roles in the lives of the learners, in their classrooms. Educators are best known for the role of teaching students that are put in their care. Beyond that, teachers serve numerous different parts in the classroom (Kayondo, 2015). Furthermore, Harmer (2001) says that inside the classroom teacher´s role may change starting with one movement then onto the next, or starting with one phase of an action then onto the next. If teachers make these changes their effectiveness as educators is incredibly upgraded. The word "facilitator" has officially suggested the teacher´s role in learner centred-lessons the way in which facilitator is generally used by numerous observers. Roles such as:

Controller: At the moment when teachers act as controllers they are responsible for the class and of the action occurring in a way that is substantially different from a situation where learners are working on their own groups. "Controllers take the roll, tell students things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher that stands in front of the class and does not move from there at all." (Harmer ,2001).

Organizer: One fundamental role that teachers need to perform is that learners need to do different exercises. This frequently includes giving the learners data, saying to them how they will do the activity, placing them into groups or pairs, and lastly shutting things down when the time has finished. (Harmer, 2001) for instance, a teacher that follows his/her lessons plan religiously and pays attention to it in every little detail.

Assessor: Something that learners anticipate from that point is an indication of whether or not they are getting their English right. This is the place where we need to act about as an assessor, offering feedback and correction and grading learners in different ways. A teacher who tries not to be involved in the students activities but he is constantly checking his/her students work. (Harmer, 2001)

Prompter: Occasionally, when learners are included in pretend activities, for instance, they lose the sequence of what is going on, or learners are "lost for words" (i.e. learners may in any case have the thread but they are not able to proceed productively for absence of vocabulary). Learners may not be very certain but rather be not able to continue. What should educators do in these conditions? Keep down and let them work things out for themselves or, rather, "nudge" them forward in an attentive and steady way. In the event that we opt on the last we are adopting some kind of a "prompting" role. (Harmer, 2001)

Participant: there are times when we might need to join in an activity not as an educator, but rather additionally as member in our own right, in this way, students feel more comfortable and more confident with teachers because they create this especial bound of friendship. (Harmer, 2001), For example, a teacher that participates in a 'Simon says' activity and he plays the role of Simon and also the role of the executor of the commands.

Resource: Learners may want to know how to say or to compose something in English or ask for the meaning of a phrase. Learners might need to know information in the inside of an action about that activity or they may need data about where to search for something, book, or a site; for example, a student asks for the meaning of an ancient expression, the teacher is not completely sure about the meaning of that phrase, and provides the student a website of ancient expressions. (Harmer, 2001)

Tutor: when learners are working on longer tasks, we can act as tutors, working with people in small groups guiding them in ways they have not considered yet, but letting them work on their own. (Harmer, 2001), for example, a talk show activity in groups, we can take turns in each group and give them new ideas of how to do the talking but not giving them the conversation topic, it is important to mention that in such circumstance we are consolidating the roles of prompter and resource, acting as a tutor.

Observer: We will need to watch what learners do (particularly in oral communicative activities) with the goal that we can give them useful group and individual feedback. While watching learners we should be mindful so as not to be excessively nosy by holding tight their each word, by getting excessively near them, or by officiously writing things down all the time. "Above all we should avoid drawing attention to ourselves since to do so may well distract them from the task they are involved in". For example, in an oral activity, teacher watches students do the activity with the small clues possible so they can do the right thing, being careful of not correcting them in each little word so students will not become insecure. (Harmer, 2001).

Method - Definition

According to Merry Webster (2012), a method is a procedure or process for attaining an object; a systematic plan followed in presenting material for instruction; process of doing something: a discipline that deals with the principles and techniques of scientific inquiry: orderly arrangement, development, or classification; the habitual practice of orderliness and regularity. Additionally to it, Cronholma and Ågerfalkb (as cited in Brinkkemper, 1996) define method as an "approach to performing systems development projects, based on a specific way of thinking, consisting of directions and rules, structured in a systematic way in development activities with corresponding development products." Finally, Richards and Rodgers (2001) mention that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is evident, a method is procedural. Within one approach, there may be many methods.

Teaching is an art, and if you want to be an effective teacher, you cannot show up in class just to improve the topic of the day, and expect good results from your students. You have to have your lesson plan, your material and more important the teaching method you are using. In this next part, we are talking about the most common methods to teach the English language.

Methods to teach Languages.

Cooperative language learning.

According to Richards and Rodgers (2001), cooperative language learning is a method of instruction also called collaborative learning. Cooperative language learning uses activities such as pairs, and small groups of students in the classroom. John Dewey is the promoter who gave the idea of build cooperation in learning into regular classrooms. Similarly, Arnold (1999) says that cooperative learning focus on small groups learning, giving the opportunity learners develop a range of cognitive, metacognitive and social, as well as linguistic skills while interacting and negotiating in the classroom.

Additionally, Johnson et al. (1994) claims that cooperative language learning seeks to raise the achievement of all students; help the teacher build positive relationships among students; gives students the experiences that they need, and cognitive development; replace the competitive organizational structure in schools with team-based, high-performance organizational structure. In addition, Johnson et al. (1994) says that cooperation means work together in order to achieve a goal. A clear example may be seen in cooperative situations, where people seek outcomes beneficial to themselves and all other group members.

Moreover, with the use of cooperative learning students work in small groups or together to maximize their own and each other's learning. In fact, Richard and Royer (2001) claim that cooperative language learning was designed to foster cooperation and not for competition, also this approach allows learners to develop critical thinking skills, and to develop communicative competence through socially structured interaction activities; that is, that cooperative language learning may be considered as the overall objectives of Cooperative Language Learning.

Grammar - translation method.

Freeman (2000) mentions that the grammar- translation method is known in different ways or it has had different names, this method has been used by many teachers for years. This

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method used to be called the classical method since it was used for teaching of the classical language, "Latin and Greek". The purpose of the grammar – translation method was to help learners to read and appreciate foreign language literature. Furthermore, this method hoped that through the study of the grammar of the target language, "students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better". At last, through this method and using foreign language learning would help learners grow intellectually; saying that learners probably never use the target language, so that "the mental exercise of learning would be beneficial anyway".

On the other hand, Elizabeth (2010), affirms that the grammar-translation method means teaching the target language by translation into the mother tongue. The aim of this method is that the foreign language is only taught through translation. The grammar translation is based on some principals: a) teaching a foreign language using translation is easy, quick, and cheap; b) the comparison of two languages about their structural patterns make learning clearer and firm; c) the fundamental principle of proceeding from known to unknown is followed throughout students analysis; d) the knowledge on rules helps to avoid any type of errors in the learners.

Lastly, Elizabeth (2010) points out between advantages and disadvantages of the grammar translation. Advantages: this method is used every day in class-rooms with a large number of students; teachers explain in the mother tongue the meaning of the words or sentences and they assure that learners understand, avoiding time consuming; giving the learners practice of reading with understanding; The comprehension is tested very easily by learners. Disadvantages: this method ignores the practice of the oral work for learners; reading is more important and speaking comes after; students spend time because everything has to be translated; learners are not able to learn things accurately; It does not help learners learn a correct pronunciation.

Communicative language teaching.

According to Richards and Rodgers (2001), in 1960 the communicative language teaching appeared in British as an answer to the Situational language, Grammar translation and Audio- Lingual methods through which the language was taught by practicing basic structures, concepts of grammar and vocabulary. So that, real communication was not used in the classroom, British educators and linguistics felt discontent with Grammar and Audio-lingual methods. So, they started to research a new approach that focuses on communication proficiency rather than on mastering language in isolated form. Dr. Wilkins offered a functional or communicative definition which serves as the base for developing the communicative language teaching approach. The main goal of communicative language teaching is to achieve the communication competence and develop the procedure of the four English skills in authentic contexts, which are fundamental to succeed in communication.

Additionally, Richards and Rodgers (as cited in Littlewoods 1981) states that communicative language teaching pays a systematic attention to functional as well as structural aspects of language. Where students work in groups or pairs using available language resources in problem solving tasks

In general, Cummins and Davison (2007), say that communicative language teaching is defined as having a turning point- one in which explicit direct elements are gaining significance in teaching communication abilities and skills.

The bilingual method.

Elizabeth (2010) says that the bilingual method is focus on two languages i.e. the mother tongue and the target language are used. Mother tongue is used to achieve the target language. The bilingual method is focused on similarities and differences that exist in two languages like sounds, vocabulary, structure etc. Therefore, "the advocates of bilingual method believed that is

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merely a waste of time as there is duplicity of, the same thing". This method suggests that the time saved may be used for giving practice in sentences patterns.

According to (Patrao et al., n.d), the Bilingual method was experimented by the Dr. Shastri at the Central Institute of English Language in Welsh [U.K.]. Dr. Shastri firmly believes that this method is highly successful, so that it provides satisfactory use in English, in classroom he tries to make the judicious use of mother tongue for teaching English.

Aslam (2006) explains that the bilingual method follows the three "P-P-P" structures, presentation-practice-production. First language is not taken into account as interfering with the learning process of second/foreign language. So that, the teacher can remove the native language from the classroom but cannot remove it from the students' mind. Therefore, just for difficult words the first language is used and not for translating all the language as was done in grammar-translation method. Lastly, this method provides access to meaning with the use of the mother tongue equivalents at sentences level to communicate meaning of unknown words or structures.

The silent way method.

According to Richards and Rodgers (2001), the silent way is a method designed by Caleb Gattegno. This method is based on that teachers should be silent as much as possible in the classroom but on the contrary students should be encouraged to produce as much as possible. The silent way method uses colors charts and the colored Cuisenaire rods. Therefore, the silent method allows students to discover or create rather than remember and repeat what is to be learned. Through the silent way method the learning is facilitated by accompanying physicals objects and it facilitates the learning through problem solving involving the material to be learned. Additionally to it, Knapp, Seidlhofer and Widdoson (2009) mention that the silent way method was a premise in which teachers should be silent in class and students should be encourage to think through and verbally produce, regardless, as many solicited language

utterance as possible. Furthermore, Nagaraj (1996) states that in the silent way method the teacher is almost silent and students do all the talking. Lastly, this method allows teachers build on what students already know, language is learned through block sounds, the teacher's silence encourage peer interaction and group cooperation, the teacher is a silent manager in the class and learners do not feel threatened, and students errors are dealt thorough peer correction.

Audio lingual method.

Coady and Huckin (1997) mention that the audio lingual method or the structural approach was developed by American structural linguistics in the World War II, a method supported by government and institution for the teaching of foreign language. It was observed by founder Charles Fries as a new approach to be used in the Institute at the University of Michigan. This approach points that the majority of problems experimented by foreign learners are due to the conflict of different structural systems. The audio lingual method believes that language learning is a process of habit formation with grammar as its starting point, the audio lingual method paid systematic attention to pronunciation, and intensive oral drilling of basic sentences patterns. Learners have been taught grammatical points with examples and drills instead of analysis and memorization.

Similarly, Comings, Garner and Smith (2006) affirm that the audio lingual method dominated the English language instruction in the United States for many years. In the audio lingual method, oral skills are taught by having learners repeat sentences and recite memorized textbook dialogues. Repetition drills are a signal of the audio lingual method, and these are made up to familiarize learners with the structural patterns and sounds of the language. With the audio-lingual method learners learn to speak practicing grammatical structures until they can produce their own structures automatically. Consequently, "teaching oral language was thought to require no more than engineering the repeated oral production of structures, concerning on the development of grammatical and phonological accuracy combined with fluency". The

theoretical basis of the audio-lingual method is a good habit formation, this theory focuses on that learners need to form good habits, the lessons are through frequent repetition and correction. There is no explanation of grammar and vocabulary, repetition and practice are used to form good speaking habits. The disadvantage of audio-lingual method is that learners lose interest in language learning because the pattern practice and audio-lingual drills are boring.

Total physical response.

According to Richards and Rodgers (2001), the total physical response approach was developed by James Asher in 1964, a psychology professor at San Jose State University. The total physical response is a language teaching method built around the coordination of speech and action; the aim is to teach language through physical "motor" activity. Children respond to physically before they begin to produce verbal response. Also the total physical response involves gamelike movements which reduce students stress, creating a positive mood in the students which facilitates learning. Students with this method have the primary roles of listeners and performers. Teachers give commands and students listen attentively and respond, then students are encouraged to speak when they feel ready to speak.

Similarly, Cochingco (2004) states that the total physical response is an instrument for learning a new language through actions. Also March (1997) says that this method gives learners opportunities for acting out, retelling, and checking stories they hear or see.

Finally, Mühren (2003) states that total Physical Response can be used in any class of English or in an English lesson, it can be used with beginner level. In the first few weeks of an English start course, at school this method may even be the main activity that involves all learners.

Suggestopedia.

According to Hall (2011), suggestopedia is a teaching method that was developed by a Bulgarian psychologist and educator, George Lazanov in 1978. This method of learning, can be enhanced through the process of suggestion, relaxation and concentration. Suggestopedia method allows students to relax, and negative emotions are removed. Moreover, music is its central component comforting background; thus, students are "infantilized" creating an atmosphere in which "the self-confidence, spontaneity and receptivity of the "child" can be recuperated.

In addition, Knibbeler (1989) says that in class students sit in comfortable chairs, and tables are decorated with flowers where music is played during the lesson. So, classroom activities are interrupted by relaxation exercises, and both teacher and learners enjoy, so that, teaching materials consist of long texts and their translations in the mother tongue.

Lastly, Rosenthal (2003) affirms that Suggestopedia method consists in environmental, social, and psychological variables, it can be positive and negative for the learning of the student's ability in the target language. Also, this method emphasizes the importance of relaxation during the language learning process "listening to music" and a comfortable learning environment "sitting in a comfortable chair". Dialogues are used by students immediately, Lozanov believes that students learn best by focusing on using the language rather than on its form; hence, the errors made by students are not corrected and may be used in later lessons.

To sum up, from the methods mentioned above, some of them favor the communicative approach among them we have: (Cooperative language learning, Communicative language teaching, the silent way method, and Total physical response). On the other hand methods that do not favor the communicative approach are (Grammar - translation method, Bilingual method, Audio lingual method, and Suggestopedia).

Strategy - definition

According to Igor, Nikita, and Tatyana (2015), "A strategy is defined as a formalized plan of actions or an integrated model of the measures, defining the priorities of the set objectives, directions of activity, resources and sequence of the steps on achievement of the global purpose" (p. 290)**.**

In the same sense, Merry Webster's dictionary 2012), a variety of or instance of the use of strategy: the art of devising or employing plans towards a goal: an adaptation or complex of adaptations that serve or appear to serve an important function in achieving evolutionary success.

In addition, Ellis (1994) states that a strategy is the mental activity or behavioral activity related to any specific stage in the overall process of use of the language or language acquisition.

Regarding strategy, it is important to mention that there are two types of strategies that foster communication, and strategies that foster acquisition of linguistic aspect. Among them are communicative competence and linguistic competence. In this regard, Gladday (as cited in Grethead, 2007), points out that the following strategies enhance communicative competence (feedback, repetition, simple task, memory mapping, storytelling skills and diffused patterns). Therefore, linguistic competence is acquired with strategies as (reading, word sheets, crosswords, and taking notes).

Strategies to teach Languages

Pair work.

Pair work is a fundamental part of the communicative approach, and it works as collaborative learning. According to Abdulla (as cited in Moon, 2000), pair work is a strategy to organize learners. Pair work allows learners to collaborate with their pairs, to develop tasks and

to reach its aim. Additionally to it, Abdulla (as cited in Lightbown and Spada, 1999) claims that when children are in an interactive situation they are capable to go forward to a higher level of knowledge and performance than they would be able to be autonomous. Working in pairs could help to promote a relevant interaction between the students and as a result it will increment their passion. Moreover, applying pair work in class is an accomplishment strategy that guides the success in language learning, so it helps to increase learners' motivation in terms of the oral tasks.

Furthermore, Moon (2000) says that pair work is a valuable method to practice in EFL classrooms, so that, it provides learners delete opportunities to use the language. It is beneficial for learners because it gives them more opportunities to practice their language. Likewise, Abdulla (as cited in Nuan, 2003) states that "pair work strategies can be used to increase the amount of time that learners get to speak in the target language during lessons".

Story Maps

Smith (1990) claims that "Story maps are a visual at strategies that allows students to connect their thoughts to important elements in the text". Likewise, Adlit (2008) affirms that story maps are used to teach learners to have a better understanding and work with the story structure. This strategy allows learners to organize important elements of a story using visual representations. Learners learn to use this strategy with the aim to summarize the main ideas, characters, setting, and plot of an assigned reading. Additionally, Pasquarelli and McCormack (2009) say that a story map is a graphic organizer that allows the basic elements of a story which are recorded by the reader helping comprehension. Moreover, this strategy was first introduced in 1990s in the elementary reading curriculum with children who were both experienced and inexperienced readers, to know if recording elements of story helped comprehension. When children record the elements of a story, any map can be used as a

source of information to teach. Lastly, story maps can be used to teach children to write a summary or retell a story orally.

Think-pair-share.

According to Lyman (1987), the think-pair-share strategy is designed to allow learners to think in a given topic, allowing them to make individual ideas and share these ideas with another learner. This strategy was developed by Lyman with aim to encourage learner's classroom participation, also it is a cooperative discussion strategy to help learners work in group. With the use of this strategy teachers ask questions to learners giving them a minute to think in a right answer. Likewise, Ministry of Education (2006) points that the strategy Think-Pair-Share is a cooperative learning strategy; this strategy can promote and support higher level thinking. The teacher asks the students to think about a specific theme, then the teacher asks them to form couples with other students to discuss and after that, to share their thinking with the larger group. Finally, Richards and Rodgers, (2001) describe that the strategy think-pair-share usually are low consensus questions. While, learners are thinking in a response, they are working together and debating in their responses with their classmates, so that, they finally will share their responses with the class.

Cloze procedure.

According to Oller and Jonz (1994), the credit of the strategy cloze procedure was given to Wilson Taylor in 1953. Taylor insisted that cloze procedure should be implemented only to meaningful, coupled segments of discourse. Further, Bender (2007) claims that a cloze procedure is a structured fill-in-the-blank that emphasizes words comprehension and clues. Cloze can be used in different grade levels and in a variety of subject areas. Using cloze procedure, the semantic and syntactic clues embedded into the reading passage helps learner's selection of the correct content term, then it would be used to fill blank spaces. Moreover, Roe, Smith and Burns (2011) affirm that the cloze procedure is a strategy for teaching

comprehension. With cloze strategy the teacher deletes some information from a passage and ask learners to fill it in as they read, taking advantage of their knowledge of syntax, semantic, and graphic cues. In this way allows English learners understand that a reader does not have to be able to read every word of a passage to grasp the meaning. Finally, Booth (1998) says that cloze procedure involves deletions of parts of information in a passage text. "Clozing" requires children to scan the text, recognize and process contextual cues, and then choose the most appropriate word. The reader learns to use context to help find unfamiliar words. So that, cloze is an active, constructive language strategy.

The four corners.

Brunner (2012) claim that the aim of the strategy four corners debate is to do the discussion easier and encourage more than one point of view. Motivate learners to consider what was read, express ideas, listen to ideas and opinions of others, and make their own conclusion. Additionally, Jonson (2005) states that four corners debate is a strategy that provide discussion among learners with different opinions about a complex issue present within a text. The four corners strategy involves whole the class and make learners to support and form their opinions with evidence from the text. Finally, Dickens (2007) affirms that four corners is a powerful strategy to get learners involve in the main topic of a book before starting to study it. It supports learners to recognize their own beliefs and the ability to communicate and debate with others. The benefit of this strategy is that it encourages the independent thinking, not just repeating what the teacher says, giving in this way learners the opportunity to participate.

Syntax surgery.

Herrell (1998) claims that syntax surgery allows learners to observe the elements within sentences that are difficult or confusing to understand. Likewise, Baltra (1998) states that English syntax, in the first language of students, is often different in word order, sometimes for English language learners it is difficult to understand sentences that they read, or they may

confuse word order when they speak or write in English. Moreover, Fisher, Rothenberg and Frey (2007) say that when learners use syntax surgery, they write and construct sentences into sentences strip, cutting apart the sentences and placing in problematic places, with the aim to rearrange the words into a correct English sequence, so that learners practice the reading through the sentences in the correct English word. Finally, Herrell and Jordan (2012) point out that syntax surgery make English visible to the learners allowing them see and hear the differences in the word order or separate the thoughts in a complex sentence.

Talk show.

According to Herrell and Jordan (2004), the talk show is a strategy that encourage the production of verbal English based on information and verbalizations studied ahead of time. This strategy works in small groups and helps English language learners gain confidence and competence in the production of spoken English. Involves three learners working together to create an interview, the first learner plays the role of the talk show host, the second learner take the role as the person that is interviewed, and the third learner just take the role as interpreter of non-English speaker. The use of the third person in the group provide nonverbal communication, but it adds a very entertaining twist to the interview. Moreover, Clark and Coan (2007) point out that the talk show strategy gets learners involved in dialogues, opinions, and interview characters, with the aim to show their knowledge of a particular concept or idea. Learners use their book or worksheet to plan their talk show working in cooperative groups, then they will show their talk show to the rest of the class. Lastly, Herrell and Jordan (2004) say that the talk show is an interactive presentation strategy that search oral presentation skills. Allowing participants of different levels. The interviewer must have a high knowledge of how to ask oral questions to provide an opportunity for extended talk from the interviewee. The interviewee needs to know how to respond the specific questions. The work of the interpreter is to listen

carefully and respond physically without have strong verbal skills. It is a strategy that is easily adapted to different curriculum areas and grade levels.

KWL charts.

According to Harada and Yoshina (2010), the K-W-L, originally created by Donna Ogle (1986), and illustrated by James Bellanca (1992), is an instrument commonly used to help students plan and assess their research projects. The chart usually consists of three columns (Know, Want, and Learned). In addition, Publishing (2004) states that KWL has aspects for what students KNOW, What students WANT to know, and what students LEARNED. The first step is to see what students already know about the topic and write all the information that learners already know. In the second step students write any questions that they have about their topic, thinking about what students might want to know, as well as their purpose for writing. Then, once learners done some preliminary research, they can write down what they have learned in the L part of the chart. Lastly, Herrell and Jordan (2012) point out that KWL charts is an effective strategy to active engage learners in exploring text and documenting information that they find. This charts provide students to learn from written text, organize their new knowledge and use the information gathered to create oral and written reports.

Role play.

According to Ladousse (1987), a very extensive variety of experience can be brought into the classroom through role play. The range of functions, structures and vocabulary may be introduced, beyond the limits of other activities of communication. Role play allows teachers to teach learners speaking skills in any situations, putting learners in situations in which they are required to use and develop the language. Also, role play helps many tense or nervous learners to participate in difficult conversations about themselves that is, it helps learners liberate their own personality. As a consequence, role play is a communicative strategy that develop fluency in language learners, and promote interaction in the classroom.

In the same line, Utbildning (as cited in Yardley-Matwiejczuk, 1997), says that role-play details activities where people are involved in situation, across to circumstances and simulated events. So that, it is expected that the people involved act as if they were in real situations, taking different models of behaviors, purposes and reasons. The different roles details and prerequisites for those who take part are set up in the preparatory work of role-play (Grysell and Winka, 2010).

At last, role-play is described as pedagogical strategy that gives the opportunity of socializing among student-to-student and student-to-faculty partnerships in the classroom. Subsequently, students are called participants, and teachers the facilitators of learning, highlighting that role-play is learning by doing in an authentic environment (Alkin and Christie, 2002).

Shared reading.

According to Herrell and Jordan (as cited in Holdaway, 1979), shared reading is a strategy used by teachers and student with the help of books, charts, and other text, the aim of this strategy is to help students understand when the text is too difficult for them to read independently. Both teachers and learners read the text aloud together. Even when the students cannot follow the reading with their teacher they can see and hear the words pronounced. Shared reading strategy can be applied trough book, poetry, song lyrics or any text for that matter, as long as learners and teachers can all see the words (Tompkins, 2009). Moreover, Johnson (2008) points out that shared reading allow all learners share ideas and do a common discussion around a book or text. Here learners of all skill levels work together with new ideas, see vocabulary words in real context, and participate in high level thinking and creative activities. Lastly, TESS-India (n.d.) states that shared reading means that the teacher leads students in the reading text being the teacher the model. Students and teacher work together, then students are able to follow and see the reading text. As well as in shared reading, teacher: Encourage all

students to follow the text as they read; have students join in the reading or read in chorus; teacher shows how to read with expression; teach how to read and pronounce new words; to summarize focusing on main ideas, sentences, words, and letters, but always keeping the overall meaning and enjoyment.

Of all the strategies mentioned above, the ones that motivate communication are: Pair work; Think-pair-share; The four corners; Talk show; And Role play. On the other hand Strategies that do not favor the communicative approach are (Story Maps; Cloze procedure; Syntax surgery; KWL charts; and Shared reading).

Activity - Definition

According to Merry Webster's Dicctionary (2012) an activity is the quality of being active natural or normal function, a similar process actually or potentially involving mental functions. It can also be an educational procedure designed to stimulate learning by firsthand experience, a pursuit in which a person is active. A form organized, supervised, an organizational unit for performing a specific function. Likewise, Porto (2015) declares that an activity is a concept that comes from the Latin word 'activities'; hence, it is an action that develops a person or an institution on a daily basis, as part of their responsibilities, tasks or roles. As Bannon, Robinson, and Schmidt (1991) confirm; an activity has a material object, and activities can be distinguished according to their objects. The transformation of the object towards some desired state or in some direction motivates the existence of an activity. Also, they say that an activity is a collective phenomenon. At the same time, an activity has an active subject, who understands the motive of the activity. Contradictions are the force behind the development of an activity. An activity is developed through conscious and purposeful actions by participants. The relationships within an activity are culturally mediated.

Activities to teach Languages

Information-Gap Activities

According to Richards (2006, p. 18), information-gap activities can be done applying the

following steps:

> Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. In a different application of this activity, students practice a role play in pairs. One student is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure times, prices, etc. They role-play the interaction without looking at each other's cue cards.

Write a story.

According to Holmes (2004, p.33), in order to develop this activity, the following steps have to be

followed.

> Start off the task by providing a student a beginning sentence to get the story started, and then go around the classroom from student to student, getting each one to add a new sentence to keep the story going.

> This task should be done spontaneously, allowing only a little time to think, while the other students write down the sentences in order so that they can read them back to the teacher later.

Jigsaw activities.

Richards (2006, p. 19) says that the teacher provides a recording where students are listening

different points of view in a discussion about a topic of interest, then students will work in groups

taking roles as A, B, and C with aim to play roles of discussion. To a better understanding of this

activity Richard suggests educators to take into account the following procedures:

> The teacher plays a recording in which three people with different points of view discuss their opinions on a topic of interest. The teacher prepares three different listening tasks, one focusing on each of the three speaker's points of view. Students are divided into three groups and each group listens and takes notes on one of the three speaker's opinions. Students are then rearranged into groups containing a student from groups A, B, and C. They now role-play the discussion using the information they obtained. The teacher takes

a narrative and divides it into twenty sections (or as many sections as there are students in the class). Each student gets one section of the story. Students must then move around the class, and by listening to each section students read aloud, decide where in the story their section belongs. Eventually the students have to put the entire story together in the correct sequence.

Snake pit

According to Maley and Peachey (2010, p. 161), by using this activity in class students will be able to practice their grammar structures with a writing follow-up. Therefore, Maley and Peachey suggest educators the following steps to accomplish this activity:

Students stand in a circle (if there are more than 15 students in your class you may choose to form more circles), with one student standing inside the circle and telling the daily routine of someone they know very well.
Whenever the student inside the circle omit the –s ending of third person singular verbs, the class should hiss like snakes, while the teacher touches the head of the student in the circle, which means that he has been bitten; three bites are fatal.
Each student chosen has two minutes to survive the snake pit. The game can be played with other structures, like articles (a 'bite' for each article omitted) and past-tense narratives (a 'bite' for each incorrect verb).
They can write up what they said as a follow-up activity.

Newspaper picture

Lindstromberg (2004, p. 61) says that newspaper picture activity makes students work with a partner discussing or speaking about a picture. These are activities that create conversation, that is, that the teacher provides students enough pictures taken from newspaper or magazines for each student to have one. In addition, the author suggests who performs this activity to follow these procedures in order to apply this activity successfully:

Distribute the pictures and ask the students to look at them in silence for a few moments. Say that shortly you will be giving them some topic instructions concerning their pictures. Add that each time you specify a topic, everyone should say something about it to their partner and that they should, each, begin by speaking about their own picture. Each time you announce a topic, let the exchanges run out before announcing the next one.

a) Say something factual about your picture, e.g. this is a picture of a big red   American car.
b) Say something you like and/or do not like about it and why, e.g. I like the house just next to the beach, because it looks old and interesting.

c) Say something it reminds you of, e.g. this restaurant is like the one I went to on holiday in Spain last year.

d) Talk about something in your picture which is related to something in your partner's, e.g. the apples in my picture were grown in the garden in yours.

e) Each of you say one way in which the two pictures are different, e.g. My picture was taken in the city and yours in the country.

f) Say something about what is on the back, e.g. there is part of an article about politics in Australia, and part of an advert for some kind of new mobile phone.

Peer review.

Maley and Peachey (2010, p. 100) state that this peer-review activity helps students develop their writing in many different situations, that is make students understand that writing is a part of language similarly to speaking; hence, they need to think that the idea can be written in different ways. To get the best results of this activity educators can take the following steps:

> Write a short piece of text, three to five sentences, on a given topic; summary of a story, of a topic we have discussed in class, or of what we have learned in the session, on a sheet of paper.
> Pass the papers with their texts to the person sitting on their left, or right.
> Read their classmate's text and suggest two changes; we have to clearly explain that a 'change' does not always mean 'improvement'. Students can write a synonym or different version of something which is correct and clear already, or they can correct a mistake if they spot one.) Students get some minutes for this step. Then, students send their papers in the same direction two or three more times doing the same activity with only one new rule – they cannot repeat the changes their classmates have already come up with; they have to suggest new ones.
> Return papers to the authors of the original texts. The original authors read the suggested changes carefully (six to eight of them) and decide whether they accept them or not.
> Discuss what types of changes they have accepted, and which they have not, or if the ideas of their peers have showed them some new point of view.

Can You Guess Who Am I?

Holmes (2004, p. 35) says that using this activity students feel happy and enjoy taking roles of personalities that the group admire. In the performing of this game, all the students know who the character; except the person who is in front, Holmes says that the educator can apply this activity following these steps:

> This is a game where a person pretends to be someone or something that he/she is not, and the others have to guess who he/she is impersonating.

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First, the teacher gives one person a piece of paper with the name of a very famous personality (like Superman) on it and puts that person at the front of the room for questioning.

The class members are given only one hint to guide their questioning, such as for example, "This is a famous Hollywood comic strip movie figure." Then, the students in front has to start asking questions to find out who is being impersonated.

Creating a story.

According to Maley and Peachey (2010, p.125), in this activity students feel comfortable working with music and pictures, the teacher then allows students to think for themselves with the aim to create their own story, in that way giving students the opportunity to develop their vocabulary and grammar structures. For optimal performance, authors recommend follow these steps:

Put learners into small groups and give each group a set of eight to ten pictures. Each group can have different sets or you can use the same set for each of them.
Instruct the learners to spread the pictures in front of them so that everyone can see them. Ask them to discuss the pictures briefly and to ask if they have any questions about vocabulary.
Tell them that they are going to hear a piece of music. Based on what they hear, feel and see, they are to create a story on their own.
Play the piece of music for the learners.
While listening, they can either begin to put the pictures into order or they can wait until the music is finished and then decide on the story.
 Give them enough time to finish their story. They can write it down if they like, just make notes or remember it.
Play the music again and have them look through the pictures and rehearse the story in their minds.
 Ask each group to tell the others their story.

Describe and draw . . . the opposite.

According to Lindstromberg (2004, p. 59), this is an information gap activity where students take an unusual twist. To apply this activity, Lindstromberg recommend teachers must use the following steps:

Students pair up and decide who is Student A and who is B.
Explain that:
a) Each A will get a picture to describe to B. But Student B should draw something opposite to what A says. For example, if A says *There is a man* B should draw a child, a woman, a

dog, a ghost – anything that B thinks is the opposite of a man. If A says there is a tree in the foreground, B may draw a telephone pole in the background.
b) They will then compare pictures.
c) B will then try to tell A what A's actual instructions were.
As and Bs swap roles. Give B a picture and collect A's picture and give it to
a) B in another pair (unless you have enough pictures to give each student one of their own).
Organize a mini-exhibition of what your students have drawn.

Personal mind maps.

The following procedure can be followed:

Ask each learner to draw a personal mind map. They first draw a circle in the middle of the page and write their name in it, and then add six to eight lines which connect the circle to other circles.
They fill in these circles with dates, names, abbreviations, words, numbers, etc. that mean something to them personally.
When they have finished, they exchange their mind maps with their classmates who then ask questions about the meaning of the information in the circles.
After 'interviewing' each other, they introduce their partners to the rest of the class).
(Maley & Peachey, 2010, p. 130).

To sum up, Some of the activities mentioned above favor the communicative approach among them we have: Information-Gap Activities, Jigsaw activities, Newspaper picture, Can You Guess Who am I?, Describe and draw.. the opposite). On the other hand, strategies that do not favor the communicative approach are Write a story, Snake pit, Peer reviews, Creating a story, Personal mind maps.

There are not many studies related to the influence of teachers' professional development on the application of interactive methods, strategies, and activities to teach English for communicative purpose, but I am going to mention some that are directly related to this research.

The first study, conducted by Yakovleva and Yakovlev (2014) examined interactive teaching methods in contemporary higher education. They used a questionnaire or checklist with questions on training them for this purpose. As a conclusion, they stated that active learning methods modify the role of the teacher from the translator of information to the organizer and

coordinator of the educational process and make it possible to form complex competences in future professional specialties via student activities that manifest as closely as possible the content of professional work.

A second study by Intarapanich (2013) focused on teaching methods, approaches and strategies found in EFL Classrooms. This qualitative research aimed to investigate the EFL teaching methods, approaches and strategies which would be found in English as a foreign language classes in Lao PDR. The methodology consisted on observations and interviews were both administered with five English teachers. The results of the study revealed that Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR) were three major methods/approaches found in the foreign language classrooms studied.

A third research belongs to Garet, Yoon and Birman (2002), who examined the effects of professional development on teachers' instruction. A sample of about two hundred and seven teachers in thirty school were used. They conducted analyses on the basis of data from all three waves of the longitudinal teacher survey. The findings reported here provide partial support for the importance of four of the additional five features of professional development identified in the national study. Their longitudinal data indicated that professional development is more effective in changing teachers' classroom practice when it has collective participation of teachers from the same school, department, or grade; and active learning opportunities, such as reviewing student work or obtaining feedback on teaching; and coherence.

A fourth study carried out by Coskun (2011) focused on the application of communicative language teaching in the English Language Classroom – A Case Study on Teachers' Attitudes in Turkey. The purpose of this study was to observe two English teachers' lessons and to analyze their attitudes towards CLT to determine to what extent the latter are reflected in their classroom interaction. Observation checklist and an open-ended questionnaire were used. As a conclusion, he stated that both teachers favored pair and group work by mentioning their advantages, but

when it came to actual teaching, they seemed to ignore course book instructions like "work in pairs" or "work in groups" and forwarded questions to the whole class.

A fifth research belongs to M'mbone, Kemboi, and Andiema (2015), who explored interactive teaching methods in developing oral communicative competence in learners of English language in Trans Nzoia West, District of Kenya. The purpose was to investigate on interactive teaching methods in developing oral communicative competence in learners of English. The target populations comprised teachers of English and form three students, drawn from thirty three schools. The study made use of Classroom observation, teacher interview, audio tape recording and document analysis as instruments for data collection. The data revealed that interactive teaching methods are crucial in the development of oral communication skills in learners. In addition, this study revealed that all the teachers involved in the study used varied interactive methods of teaching as the best way of teaching oral skills, so as to reach out to all the learners of different abilities.

The last study develop by Hismanoglu (2010) investigated about effective professional development strategies of English language teachers. The aims of the study explained what 'professional development' means in ELT teachers' perspectives and which professional development strategies they prefer using in their teaching career. The researcher prepared a questionnaire including three open- ended questions responded by 50 language teachers. The results were analyzed through descriptive statistics. The findings showed that the majority of ELT teachers are aware of the necessity of the term 'professional development'; however, only 30% of the participants give importance to their on-going professional development by using mainly such strategies as participatory practitioner research, professional development portfolios, study groups, and so on.

CHAPTER II: METHOD

Setting and Participants

     This research was conducted in Catacocha town, Province of Loja. A sample of 10 teachers of 3 different public high schools were selected in order to gather data. The age of the teachers at the schools ranged from 25 to 50 years old, and the years of experience ranged from 2 to 30 years.

Procedure

     To develop the current research it was necessary to carry out a bibliographic research from different sources as: journal articles, books, internet and previous research works. The current literature review was focused on topics related to professional development, importance of professional development, characteristics of teachers, teacher roles, methods, strategies and activities. To start with the field research process; it was necessary to ask permission to high school authorities by sending them official letters, and explain to them the purpose and objectives of this research. The instruments used in this research were: questionnaires, observation sheets, interviews, and anecdotal notes. The questionnaire consisted of multiple choice questions; they were about professional development information, teaching methods, teaching strategies, and activities to teach English as a foreign language. While, the interview and observation sheet were applied to teachers. This study used quantitative and qualitative methods for data analysis. The qualitative method was applied in order to analyze the information gathered from the observation sheets, interviews, and anecdotal notes. While, quantitative method was applied to analyze the statistical data which was represented in pie charts. It is important to restate that the main source of information was the teacher's questionnaire. Finally, this information was interpreted taking into consideration the theoretical support which serves as the basis to compare the quantitative results, and consequently be able to provide accurate results, conclusions and recommendations for this study.

CHAPTER III: RESULTS AND DISCUSSION

DESCRIPTION, ANALYSIS, AND INTERPRETATION OF RESULTS

This section presents a quantitative and qualitative analysis of the results gathered during the field investigation about "Influence of teachers' professional development on the application of interactive methods, strategies, and activities to teach English for communicative. The results are based on the statistical analysis of the data collected through the questionnaire submitted to 10 teachers, and the information gather from observations and interviews made during the current research.
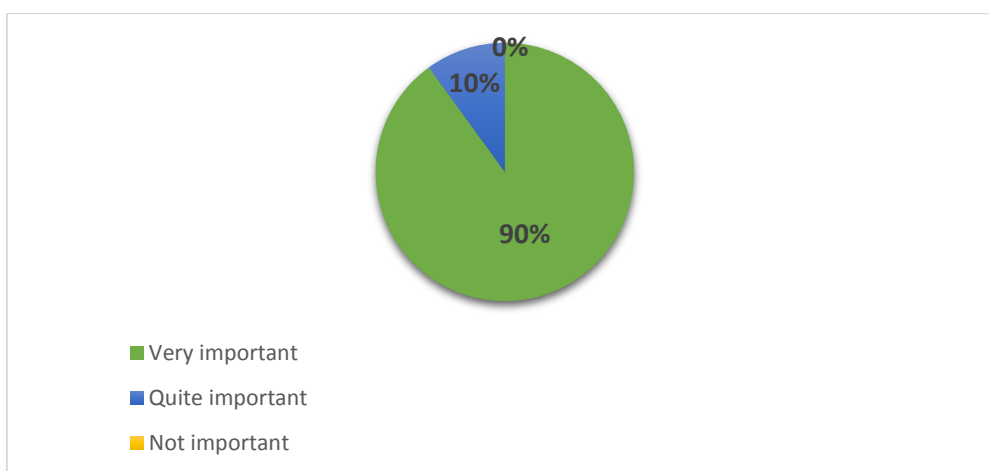
TEACHER'S QUESTIONNAIRE
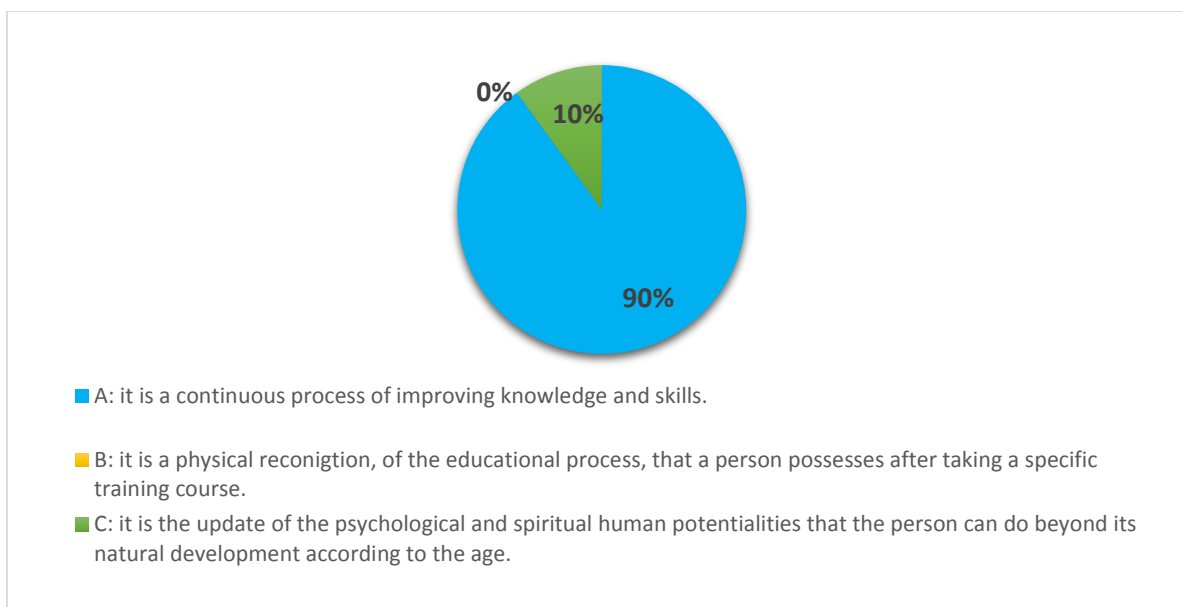
Graph 1. Teachers' understanding about professional development.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph one shows that 90% of teachers think that professional development is a continuous process of improving knowledge and skills, the other 10% of teachers believe that it is the update of the psychological and spiritual human potentialities that the person can do beyond its natural development according to the age. As it is stated in the literature review

according to Morrison (2009), professional development is the continuous updating of the competences, professional skills and experiences to acquire. This information lets in evidence that the major percentage of teachers know what professional development means and according to the interviewees, they think that professional development needs to be improved all the time, In order to be better prepared to do a better professional performance.

Graph 2. Importance of professional development for teachers.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph two shows that 90% of teachers think that professional development is very important, the other 10% of teachers believe that it is quite important. According to Davis (2010), professional development is important for teachers, so it allows them to learn new methods that are being updated and constantly changing, it means that holding a title will not be enough. Hence, professional development in education is about life-long learning and growing as an educator. In addition, professional development is important for new teachers and experienced teachers; in this sense, continuous learning will keep teachers motivated to obtain confidence to face any obstacle that comes to them in the classroom. Consequently, professional development of teachers as life-long learning should be an important part in their career development; these facts let in evidence that the major percentage of teachers know that professional development is very important in their teaching life. And according to the results gathered from the interview,

they think that professional development is very important due to the fact that it will help them to handle the new challenges that teachers may face in class, they also think that it helps them to develop a better self-learning attitude.
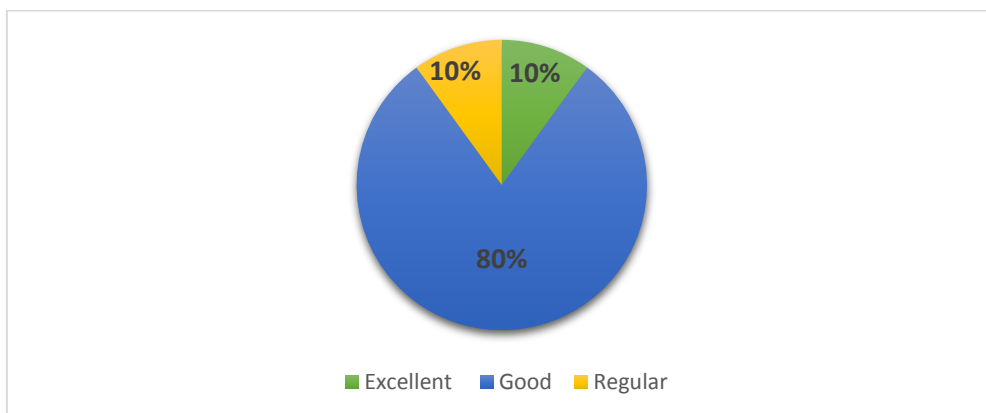
Graph 3. Teachers' perception of their own performance during class.
Author: Willan Stalin Ramirez Tandazo.
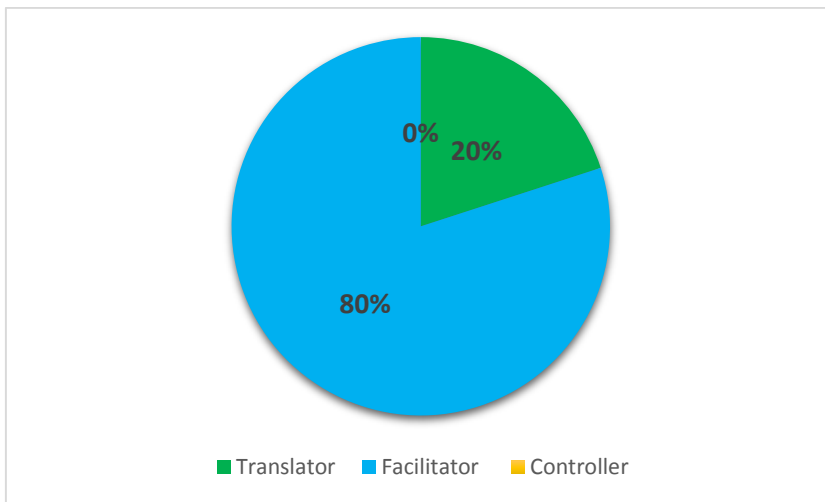**Source: Teacher's questionnaire.**

Graph three shows that 80% of teachers consider that their performance during class is good, the other 10% of teachers consider that it is excellent and the last 10% of teachers left consider that their performance is regular; the previous information let in evidence that most of the teachers consider their performance as good, and that they need to improve themselves a bit so they all can be excellent. According to Walker (2008), effective teachers are the ones who go to class ready to teach; that is, teachers who make students learn in a very easy manners; effective teachers do not waste time and they start classes on time, during the whole class period. Likewise, effective teachers have positive attitudes in the teaching and a positive viewpoint of learners. They use strategies to help students to have good attitudes to work with their classmates; regarding to the observations made in class, it is agreed that teachers did a good job managing the class because they started the classes on time, they provided clear instructions, and showed professional behavior during their class period; however, in most of the cases, they did not achieve the class objectives.
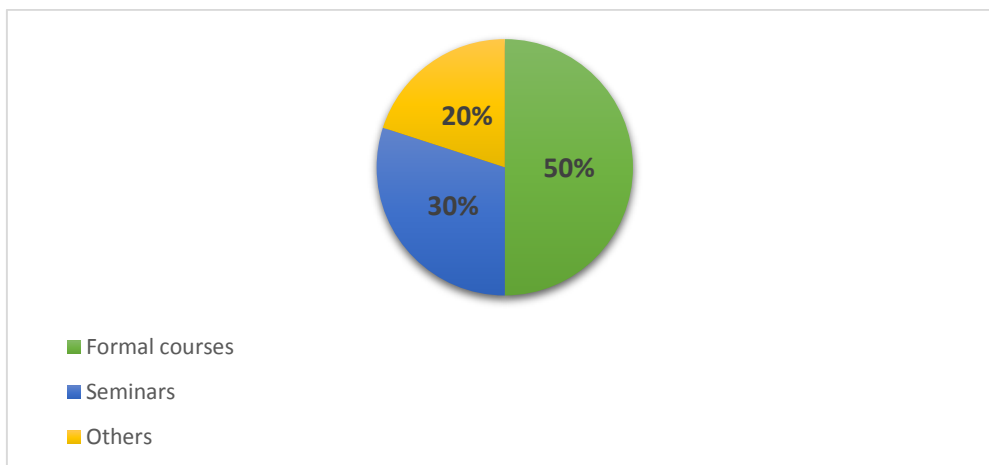
Graph 4. Teachers' professional training: formal courses, seminars, others.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph four shows that 50% of teachers' last professional training was a formal course, the other 30% attended to a seminar, and the last 20% left assisted to others. According to Ahmad (as cited in Glatthorn, 1995, p. 40) states that "teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining her teaching systematically" Furthermore, professional development context refers to formal practices acquired (for example participating in mentoring, workshops, and professional meetings etc.), and informal practices (such as watching programs related to academic discipline, reading professional publication ect.) Reimers (as cited in Ganser, 2000). The previous information shows that most of the teachers have enrolled to a course that lasted more than 3 months. A few of the teachers have attended short period of time seminars; finally, some of them have participated in 3 days workshops or congresses. Regarding interviewees, these courses have been helpful for the teaching process in class because they can practice what they have learned. They also say that professional development is very important, and this professional training made them feel more confident professionals, so they feel ready to perform well in class.

Graph 5. Self-perspective of teacher's role.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph five shows that 80% of teachers consider themselves as a facilitator, the other

20% of teachers left considered themselves as a translator. When teachers act as facilitator,

teachers should create a learning environment that supports problem solving and then act as the

guide on the side, observing learners and giving assistance when students experience learning

difficulties. "In the role of the facilitator, the teacher engages in a series of dialogical exchanges

that include questions, explanations, feedback, praise, and the presentation of different tasks to

students"(Goodyear and Dudley, 2015, p. 279). The previous information evidences that most of

the teachers are just facilitators for their students learning process, letting them have their own

doubts and arguments about the topic being taught. And according to the interview held,

teachers mentioned that they are motivating student all the time, using self-assessment

strategies, so they can be aware of their own knowledge. Nonetheless, regarding the

observation made in class, it can be said that most of the teachers act as controllers because

they organize drills, they used a lot of commands; in other words, it was a teacher centered
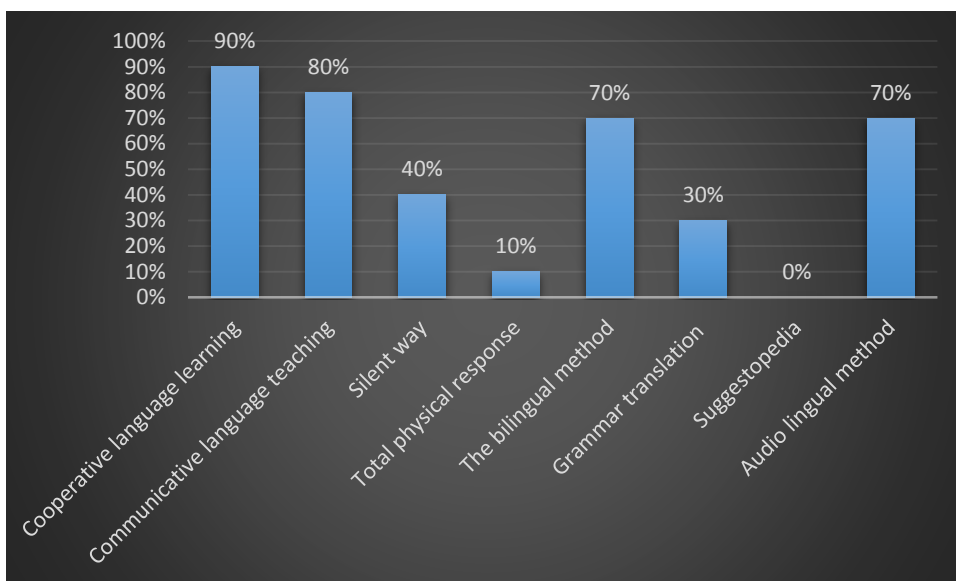
class.
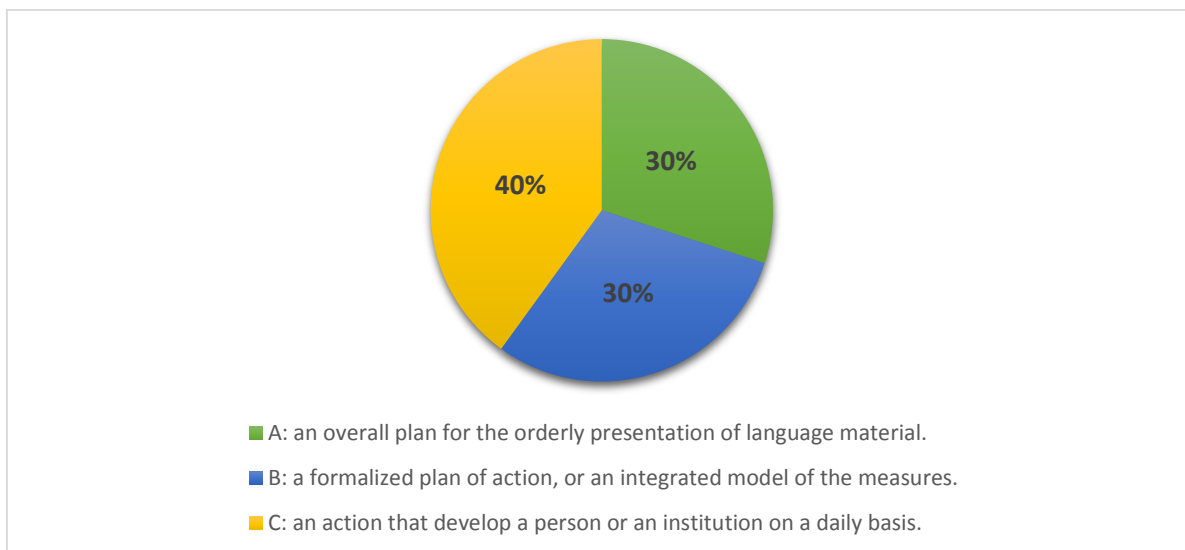
Graph 6. Teachers' definition of teaching methods.
Author: Willan Stalin Ramirez Tandazo.
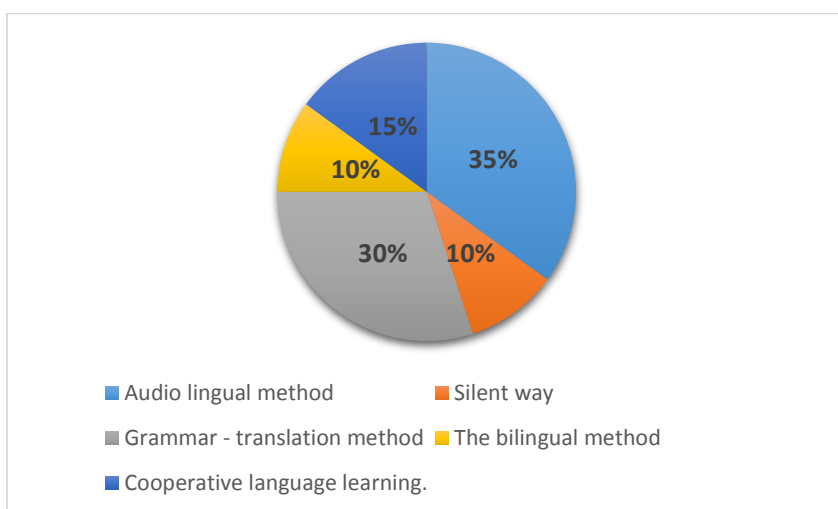**Source: Teacher's questionnaire.**

Graph six shows that 40% of the teachers think that a method is an action developed by a person or an institution on a daily basis. 30% of them think that a method is a formalized plan of actions, or an integrated model of the measures and the 30% left think that a method is an overall plan for the orderly presentation of language material, which is the right response. These let us know that only 30% of them know the correct definition of a method for the academic field. In this regard, Richards and Rodgers (2001), mention that a method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. In regard to the interviewees, they think that a method is a parameter applied during the teaching learning phase, and they also say that it is a guide to get students use learning strategies which are not correct definitions either.

Graph 7-10. Teachers' perception about methods that foster communication in students.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph seven shows that 90% of the teachers think that the cooperative language learning method fosters communication, 80% of them think that the communicative language teaching method fosters communication, 70% of them believe that the bilingual and audio lingual methods foster communication, 40% of them believe that the silent way method fosters communication, 30% of them think that grammar translation method fosters communication and finally the 10% think that the total physical response fosters communication. Using the communicative method is a great choice, because according to Richards and Rodgers (2001), the main goal of communicative language teaching is to achieve the communication competence and develop the procedure of the four English skills in authentic contexts, which are fundamental to succeed in communication. At the same time, other authors state that cooperative language, silent way and total physical response are methods that foster communication. In this regard, the interviewees say they usually use communicative language teaching, grammar translation and audio lingual methods. These facts show that teachers need to know more about the methods that foster communication; it is evident that there is discrepancy between questionnaire and interview responses, because most of them say that the two more important methods that they

use to teach are the cooperative language learning and the communicative language teaching; meanwhile, in the interview they affirm to use communicative language teaching, grammar translation method and audio-lingual, it lets us know that teachers really do not have a clear idea about methods that fosters communication. Finally, it's important to mention that in the observation made, the methods that it could be observed the most were grammar translation method and audio-lingual method; it is a consequence that they do not have a good command of the methods that foster communication.

Graph 11. Methods used by teachers, more frequently, in order to improve students' communication.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph eleven shows that 35% of the teachers use the audio lingual method, 30% of them use grammar- translation method, 15% of teachers' use cooperative language learning, 10% of participants use the bilingual method, and finally 10% of teachers use the silent way method. According to Richards and Rodgers (2001), the main goal of communicative language teaching is to achieve the communicative competence, and develop the four English skills in authentic contexts, which are fundamental to succeed in communication. Additionally, Richards and Rodgers (as cited in Littlewoods 1981) states that communicative language teaching pays a systematic attention to functional as well as structural aspects of language. Where students work in groups or pairs using available language resources in problem solving tasks. According to the

current results the methods that help to improve the students' communication are: the silent way and cooperative learning. And according to the interviewees most of them think that the communicative method is the best method to improve students' communication. Finally, it is important to say that according to the class observation, the method they used the most is the grammar translation.
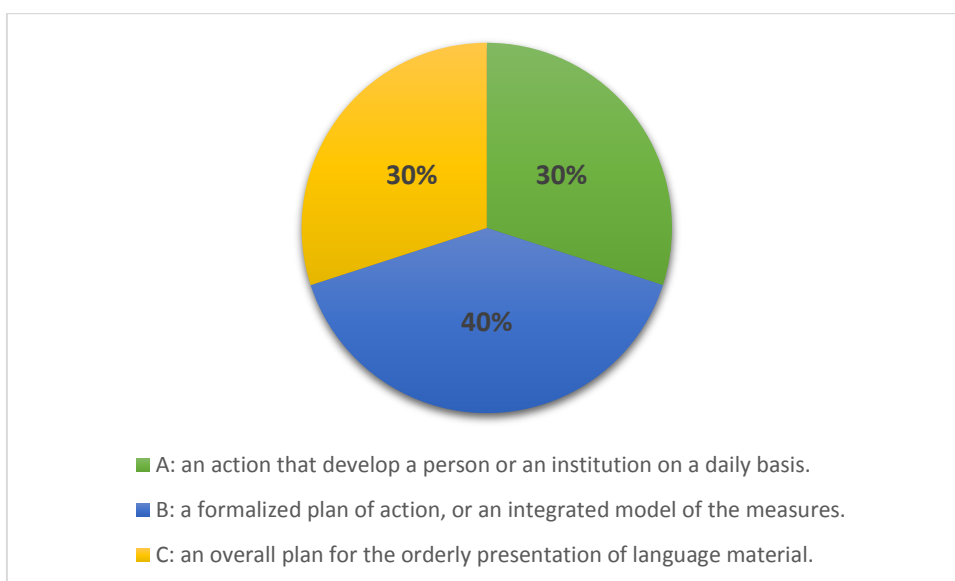
Graph 12. Teachers' definition of teaching strategy.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph twelve shows that 40% of the teachers think that a teaching strategy is a formalized plan of actions or an integrated model of measurement; 30% of them think that a teaching strategy is an action that a person develops in an institution on a daily basis, and the last 30% left think that a teaching strategy is an overall plan for the orderly presentation of language material which is the right response; to this regard, Igor, Nikita, and Tatyana (2015) state that "a strategy is defined as a formalized plan of actions or an integrated model of the measures, defining the priorities of the set objectives, directions of activity, resources and sequence of the steps on achievement of the global purpose" (p. 290). The information above let us know that only 30% of them know the correct definition of a teaching strategy. And according

to the interviewees, they think that a teaching strategy is a tool that they use to achieve a better teaching, and they also say that it is a tool that helps teachers to provide a better education.
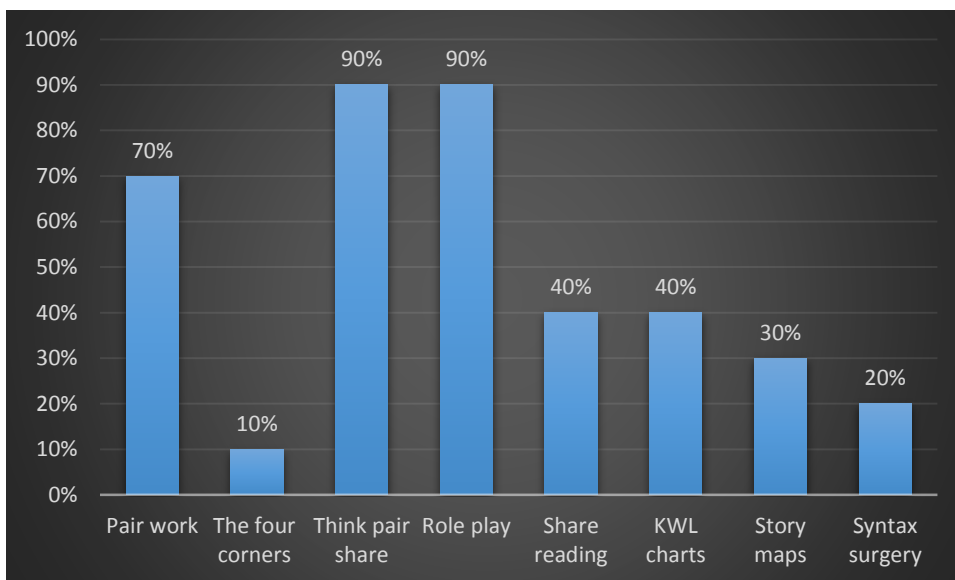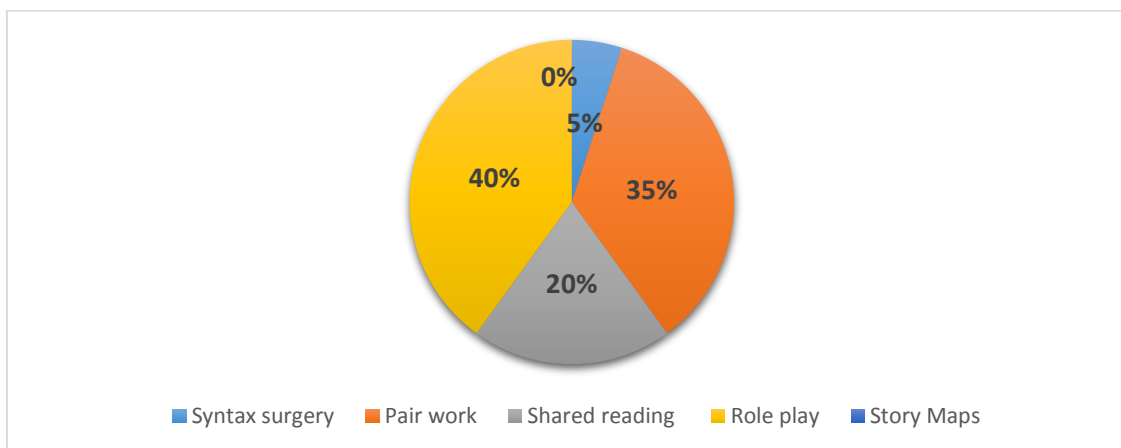

Graph 13-16. Teaching strategies used to improve communication.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph thirteen shows that 90% of the teachers think that think pair share and role play strategies improve communication, 70% of them think that the pair work strategy improves communication, 40% of them believe that share reading and KWL charts strategies improve communication, 30% of them believe that the story maps strategy improves communication, 20% of them think that the syntax surgery strategy improves communication and finally the 10% left think that the four corners strategy improves communication. According to Abdulla (as cited in Moon, 2000), pair work is a fundamental part of the communicative approach, and it works as collaborative learning. Some authors states that the four corners, think pair share, and role play are strategies that are used to improve communication. And according to the interviewees, it can be said that most of the teachers do not know what strategies are used to improve communication because they gave different improvised ideas about them; besides, some of them could not tell the difference between strategy and activity. However, during the class observation, it was seen that most of the teachers taught their classes using the pair work and

role play strategies but they were not focus on communication, all they care about was to fill a book in pairs and reading dialogues taking roles as student A and student B. It is not ok because they never use the strategy with the purpose of improving communication.


Graph 17. Strategies used by teachers, more frequently, in order to improve students' communication.
Author: Willan Stalin Ramirez Tandazo.
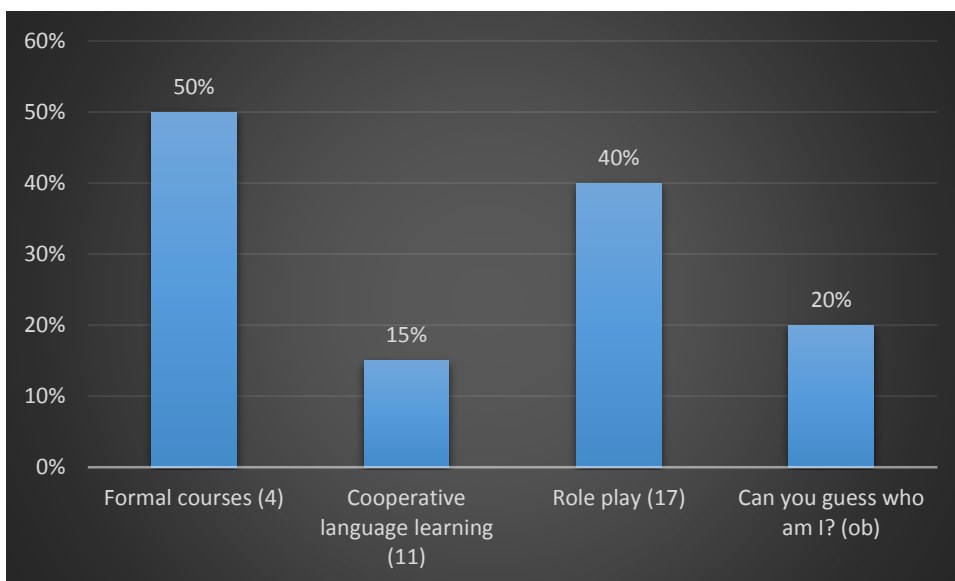**Source: Teacher's questionnaire.**

Graph seventeen shows that 40% of the teachers use role play strategy, 35% of teachers use pair work strategy, 20% of teachers use shared reading strategy, and finally 10% of teachers use the silent way strategy, all of these with the main objective to improve the students' communicative skill. According to Abdulla (as cited in Moon, 2000), pair work is a strategy to organize learners giving them the opportunity for learning. Pair work allows learners collaborate with their pairs to develop tasks and reach its aim. To the same regard, Abdulla (as cited in Nuan, 2003) sates that "pair work strategies can be used to increase the amount of time that learners get to speak in the target language during lessons". According to the statistical results the strategies that help to improve the students' communication are: pair work and role play, and according to the interviewees most of them think that role play is the best strategy to improve students' communication. It is also important to say that according to the class observation the strategy they used the most is pair work using the book, reading dialogues and filling blanks, but not for communicative purpose.
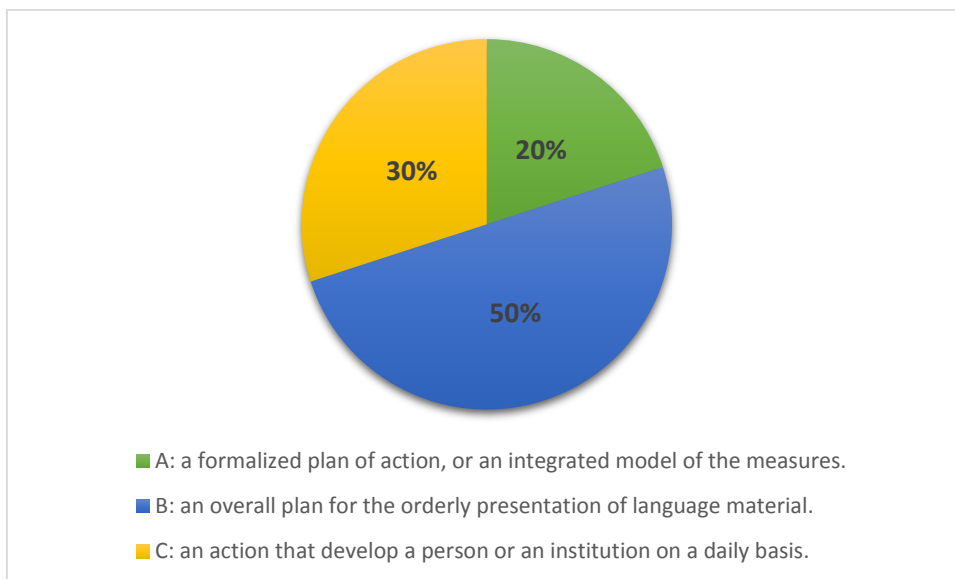
Graph 18. Teachers' definition of teaching activity.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph eighteen shows that 50% of the teachers think that a teaching activity is an overall plan for the orderly presentation of language material. 30% of them think that it is an action that develop a person or an institutions on a daily basis, and the 20% left think that a teaching strategy is a formalized plan of actions or an integrated model of measurement. In this regard, Dictionary Merry Webster (2012) states that a teaching activity is an educational procedure designed to stimulate learning by firsthand experience: a form organized, supervised, an organizational unit for performing a specific function. The previous definition let in evidence that only 30% of them know the correct definition of a teaching activity. On the other hand, 50% of teachers think that this is a method which is wrong because a method is an overall plan for the orderly presentation of language material. In the same regard, the information gathered from the interview shows that teachers think that a teaching activity is a teaching learning process that is applied based on strategies and methods. They also think that it is a process that you have to follow according to the strategy or methodology. This facts show that teachers are not right, because they tend to confuse teaching activity with a method to teach.

Graph. 19 Analysis of relationship existing among relevant statements on the current study.
Author: Willan Stalin Ramirez Tandazo.
Source: Teacher's questionnaire.

Graph nineteen shows that 50% of the teachers follow formal courses, this shows us that the majority of the teachers are immersed in formal courses; in regard to used methods to foster the students' communicative skill, it is shown that 15% of the teachers use more frequently the cooperative language learning method in order to improve students' communication; it is the most advisable method to improve communicative skills; however, a few teachers chose this option; in regard to teaching strategies, 40% of the teachers use more frequently the role play strategy in order to improve students' communication which is a correct choice, however, it is not the major of teachers who chose this right option. In regard to teaching activities used to motivate communication, it is seen that 20% of the teachers use Can you guess who am I? activity, more frequently, in order to improve students' communication; this fact shows that not enough teachers are using the right activities to improve student's communicative skills. Finally, it can be said, based in the whole analysis, that half of the participating teachers in the current study are taking professional development seriously; however, the relationship that exists between teacher's professional development and its influence in the application of methods, strategies and activities to teach English with the purpose of communication is very little.

CONCLUSIONS

1. Half of participating teachers, in the current study, are concern about professional development; however, not all of them apply what has been taught in the courses taken; this fact prevents students from learning in a more interesting and easier way.

2. The research reveals that more than half of participating teachers do not use the correct methods that improve communication; Moreover, most of participating teachers were not able to recognize the features of the different teaching methods; the poor knowledge and use of interactive methods will not allow students to interact and improve communication in their class.

3. The majority of teachers use strategies suitable to develop communication; however, they used those activities to foster grammar and reading skills; hence students do not have enough opportunities to improve communicative skill.

4. Teachers apply teaching activities that focus on the development of grammatical competence, mostly. In this sense, the students are developing structural competences mostly which is not the only goal when learning a new language.

5. Even though it was found that most of the teachers mostly play the role of facilitator, in the observation made, in class, they mainly act as controllers because they told students what and how to do things; teachers did not encourage students to become independent learners; hence, students will not develop independent learning skills.

RECOMMENDATIONS

1. Teachers should be willing to reproduce the knowledge they learned in the courses, for professional development, they have taken; in this way, students will learn in a more interesting and easier way.

2. Teachers ought to learn about the different methods use to teach languages in order to be able to use the most appropriated ones according to the skill being developed, and according to the students' needs.

3. Besides using strategies suitable for improving communicative purpose, teachers need to make sure that they do not mislead the right use of the strategies being used.

4. Since the purpose of learning a new language is to use the language for communicative purposes, it is advisable that teachers use, more frequently, teaching activities that encourage communicative skill.

5. Teachers should play more than one role in class, depending on the issue being taught; however, they should not play the role of controllers but facilitators, mostly; it will help students develop skills to become independent learners and users of the language.

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ANNEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD PRESENCIAL
TITULACIÓN DE INGLÉS

Dear teacher,

The following information will only be used for academic/research purpose. Please answer the following questions as honestly as possible.

1. What do you understand about professional development?

    A. (   ) It is a continuous process of improving knowledge and skills.

    B. (   ) It is the physical recognition, of the educational process, that a person possesses after taking a specific training course.

    C. (   ) It is the update of the psychological and spiritual human potentialities that the person can do beyond its natural development according to the age.

2. How important is for you, as a teacher, professional development?

    A. (   ) Very important

    B. (   ) Quite important

    C. (   ) Not important

3. How do you consider your performance during class?

    A. (   ) Excellent

    B. (   ) Good

    C. (   ) Regular

4. The last professional training you attended was a:

    A. (   ) Formal courses

    B. (   ) Seminars

    C. (   ) Others

Explain:……………………………………………………………………………………………
………
………
…………………………………………………………………………………

5. What is your role as a teacher?

A. (   ) Translator

B. (   ) Facilitator

C. (   ) Controller

6. What is the correct definition for teaching method?

A. (   ) an overall plan for the orderly presentation of language material.

B. (   ) a formalized plan of actions, or an integrated model of the measures.

C. (   ) an action that develop a person or an institution on a daily basis.

7. From the listed methods, mark the one that fosters communication.

A. (   ) The bilingual method

B. (   ) Cooperative language learning

C. (   ) Grammar - translation method

8. From the listed methods, mark the one that fosters communication.

A. (   ) Audio lingual method

B. (   ) Suggestopedia

C. (   ) Communicative language teaching

9. From the listed methods, mark the one that fosters communication.

A. (   ) Silent way method

B. (   ) Suggestopedia

C. (   ) Audio lingual method

10. From the listed methods, mark the one that fosters communication.

A. (   ) Total physical response

B. (   ) The bilingual method

C. (   ) Grammar - translation method

11. What is the most highlighted feature of the cooperative language learning method?

A. (   ) fosters cooperation, relationship, and pairs work

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B. (   ) fosters cooperation, competition, and group work.

C. (   ) fosters competition, cooperation, pair work.

12. Which of the methods provided do you use more frequently in order to improve students' communication? (It is acceptable to choose more than one option.)

A. (   ) Audio lingual method

B. (   ) Silent way

C. (   ) Grammar - translation method

D. (   ) The bilingual method

E. (   ) Cooperative language learning.

13. What is the correct definition for teaching strategy?

A. (   ) an action that a person, or institution develops on a daily basis.

B. (   ) a formalized plan of actions or an integrated model of the measures.

C. (   ) an overall plan for the orderly presentation of language material.

14. Which of the following strategies are used to improve communication?
A. (   ) The four corners

B. (   ) Shared reading

C. (   ) KWL charts

15. Which of the following strategies are used to improve communication?
A. (   ) Story Maps

B. (   ) Pair work

C. (   ) KWL charts

16. Which of the following strategies are used to improve communication?
A. (   ) Story Maps

B. (   ) Syntax surgery

C. (   ) Think-pair-share

17. Which of the following strategies are used to improve communication?

A. (   ) Role play

B. (   ) Syntax surgery

C. (   ) Story Maps

18. What are the main features of the pair work strategy?

A. (   ) Opportunity to use the language through interaction.

B. (   ) Opportunity to practice, interaction, in big groups

C. (   ) Opportunity to practice, discussion, and fill blank spaces

19. Which of the strategies provided do you use more frequently in order to improve students' communication? (It is acceptable to choose more than one option.)

A. (   ) Syntax surgery

B. (   )   Pair work

C. (   ) Shared reading

D. (   )   Role play

E. (   )   Story Maps

20. What is the correct definition for teaching activity?

A. (   ) A formalized plan of actions or an integrated model of measurement.

B. (   ) An overall plan for the orderly presentation of language material.

C. (   ) An action develop by a person or institutions on a daily basis.

21. What are the main features of the (*information-gap activities*) activity?

A. (   ) Pair work, ask questions, interaction.

B. (   ) Ask questions, write questions, pair work

C. (   ) Pair work, interaction, write questions.

22. What is the main feature of the (*jigsaw*) *activity*?

A. (   ) Pair and individual work, discussion, reconstruction of the activity

B. (   ) Group work, pair and individual work, reconstruction of the activity.

C. (   ) Group work, discussion, reconstruction of the activity.

23. What is the main feature of the (*newspaper picture*) activity?

A. (   ) Partner discussing, big groups, work with newspaper or magazines.

B. (   ) Big groups, partner discussing, work with newspaper or books.

C. (   ) Partner discussing, work with newspaper or magazines.

24. What is the main feature of the (*Can you guess who Am I?*) activity?

A. (   ) Students take roles, write, and read.

B. (   ) **S**tudents enjoy, describe, and take roles.

C. (   ) Students read, take roles, and write.

Universidad Técnica Particular de Loja

Fecha…………………………………………………………..

La entrevista tiene como objetivo conocer acerca del desarrollo profesional y su influencia en la aplicación de, los métodos, estrategias y actividades para la enseñanza del idioma inglés.

TEACHER'S INTERVIEW

1 ¿Qué opina usted acerca del desarrollo profesional de los profesores?

_____
_____
_____

2 ¿Qué piensa de la importancia del desarrollo profesional de los profesores?

_____
_____
_____

3 ¿La institución para la que trabaja, provee de capacitación continua a sus trabajadores?

___ Si

___ No

4 ¿A su criterio, cuál debería ser el rol del profesor en el aula?

_____
_____
_____

5 ¿En los últimos tres años, ha asistido usted a: seminarios, cursos formales, o congresos?

¿Qué clase de curso tomo?

_____

¿Cómo han contribuido a mejorar su práctica profesional la/las capacitación/es mencionada?

_____
_____
_____

6. ¿Qué entiende usted por método de enseñanza?

_____
_____
_____

7. ¿Cuáles son los métodos de enseñanza, del idioma Inglés, que Ud. más utiliza para fomentar la comunicación entre estudiantes?

_____
_____
_____

8. De los métodos mencionados anterior mente. ¿Cuál es el que más influye en el desarrollo de la destreza comunicativa del idioma inglés?

_____
_____
_____

9. ¿Cómo definiría Ud. a las *estrategias* de enseñanza del idioma Inglés?

_____
_____
_____

10. ¿Cuáles son las estrategias de enseñanza, del idioma Inglés, que Ud. más utiliza?

_____
_____
_____

11. De las estrategias mencionadas anterior mente. ¿Cuál es la que más influye en el desarrollo de la destreza comunicativa del idioma inglés?

_____
_____
_____

12. ¿Cómo definiría Ud. a las *actividades* de enseñanza del idioma Inglés?

_____
_____
_____

13. ¿Cuáles son las actividades de enseñanza, del idioma inglés, que Ud. más utiliza?

_____
_____
_____

14. De las actividades mencionadas anterior mente. ¿Cuál es la que más Influye en el desarrollo de la destreza comunicativa del idioma inglés?

_____
_____
_____

Thanks a lot for your time.

Universidad Técnica Particular de Loja

The aim of this brief observation sheet is to obtain information about professional development and its influence on the application of methods, strategies and activities to teach English for communicative purpose.

TYPE OF INSTITUTION: PUBLIC (   )   PRIVATE (   )

DATE: _____.

OBSERVATION SHEET

Type of material		Yes	No
Visual	Pictures, handouts, posters		
Audio visual	Videos, movies, documentaries		
Realia	Classroom items		
Media	Websites, internet, television, radio		

Methods used	**Yes**	**No**	**Other methods**
Cooperative language learning			
Grammar - translation method			
Communicative language teaching			
Direct Method			
The silent way method			
Audio lingual method			
Total physical response			
Suggestopedia			

Strategies applied	Yes	No	Other strategies applied
Pair work			
Story Maps			
Think-pair-share			
Cloze procedure			
The four corners			
Syntax surgery			
Talk show			
KWL charts			
Role play			
Shared reading			

Activities developed	Yes	No	Other Activities developed
Information-Gap Activities			
Write a story			
Jigsaw activities			
Snake pit			
Newspaper picture			

Peer review			
Can You Guess Who I Am?			
Creating a story			
Describe and draw. .. the opposite			
Personal mind maps			

Teacher's aspects	Yes	No
Start classes on time		
Showed positive attitude		
Wasted time		
Achieved the aim of the class		
Showed professional behavior		
Did the teacher show mastery of the content being presented?		