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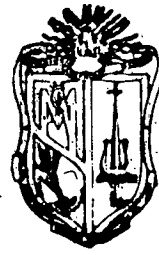
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FACULTAD DE LENGUAS Y LINGUISTICA

DEPARTAMENTO DE INGLES

DIAGNOSIS AND PERSPECTIVES ON THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN HIGHSCHOOLS OF CALVAS CANTON

**A RESEARCH WORK FOR LICENCIATE'S DEGREE
IN ENGLISH**

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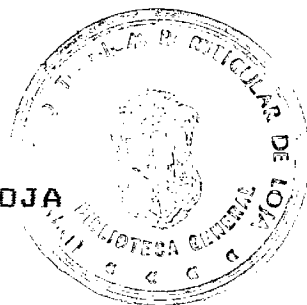
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PRIVATE TECHNICAL UNIVERSITY OF LOJA



FACULTY OF SCIENCES OF EDUCATION

"Diagnosis and perspectives
of English language
learning process in
highschools of Calvas
canton"

As a previous requirement
for getting the title of
"Licenciada" in Sciences of
Education, English major

AUTORS:

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LOJA - ECUADOR

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C E R T I F I E S:

That I have fully proceeded to review the thesis "DIAGNOSIS AND PERSPECTIVES OF THE ENGLISH LANGUAGE TEACHING LEARNING PROCESS IN HIGHSCHOOLS OF CALVAS CANTON", developed by the aspirants Eugenia Cueva and Dunia Vivanco, as a previous requirement for getting the title of "Licenciada" in Sciences of Education, English major, and after whole observations, and suggestions I have been done I authorize its presentation for law regulations.

Loja, 15-XI-1994


~~Lic. Margarita Samaniego Idrovo~~

DIRECTOR OF THESIS

AUTHORY

The thoughts and contents given
in this degree thesis are
exclusive responsibility of the
authors

EUGENIA CUEVA

DUNIA VIVANCO

DEDICATION

With pure and sincere love:

To my parents: who gave me life
and inspiration.

To my husband and children whose
love and understanding has been
a model each day for my happiness
and success.

To my family and friends because
each time they lend me a hand
they help me little by little.

To all my persons whom I love
and help me, especially
my husband, my son and my
daughter.

Eugenia

THANKS NOTE

We state our everlasting thanks note to authorities, teaching and administrative staff of college of sciences of Education belonging to Private Thechnical University of Loja due to the academic professional skill granted as well as to opportunities to carry out this research. Our special thanks to Lic. Margarita Samaniego Idrovo, Director of thesis for guides and supports broadly given for developing this investigation paper.

THE AUTHORS

PRESENTATION

At the end of our academic-professional skill gotten with a worthy support of teachers, authorities and administrative staff of Faculty of Sciences of Education of Private Technical University of Loja and accomplishing a previous requirement for getting title of "Licenciada" in Sciences of Education, English Major. We have proceeded to develop all studies to conduct the Degree Thesis "DIAGNOSIS AND PERSPECTIVES OF THE ENGLISH LANGUAGE-TEACHING LEARNING PROCESS IN HIGH SCHOOLS OF CALVAS CANTON" and with the purpose to aid to the perspectives of this University focused to a social context as to assist to the planning of solutions for an adequate English Language teaching-learning process in highschools of Calvas canton.

It is important to remark that this is the first work in the Calyas canton to extent, being a reason for a possible fail, nevertheless, this could serve as a starting for prompt carrying out other ones related with this theme

With all these antecedents, we make public our investigative paper.

Loja, 15-XI-1994

Eugenia

Dunia

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INTRODUCTION

In order to contribute in some way to the educative development by means of the knowledge of the problematic of English language teaching-learning process in highschools of Calvas canton and a consequent planning of solving alternatives, we have aimed to carry out the research, "DIAGNOSIS AND PERSPECTIVES OF ENGLISH LANGUAGE TEACHING LEARNING PROCESS IN HIGH SCHOOLS IN THE CALVAS CANTON".

As specific goals of the investigation are the following:

- To identify the methodology of the English language teaching applied in the highschools of Calvas canton and also.
- To determine the relation between English language methodology and the academic professional skill of English teachers in highschools of Calvas canton; establishing the suitability of the use of didactic aids for English teaching in highschools.
- To determine the sort of dedication to English teaching by teachers in highschools of Calvas

canton.

- To determine in the Calvas canton the conclusions of plans and programs of study of English language; and, to determine the control and supervision of the English language teaching-learning process by supervisors of secondary education

For developing this research the scientific and descriptive methods were look in to account. In reference to techniques, they were direct observation; surveys to students, English teachers, directors and supervisors of secondary education in the Calvas canton. The instruments used were:

- Questionnaires
- Registers and
- Bibliographic and nemothecnic cards.

The population was represented by 2170 students of basic and diversified cycles of Calvas canton. From that 1.103 were male and 1.067 female.

Furthemore, 19 English language teachers, 7 directors and 2 supervisors of secondary education were considered. Additionally, we look, a sample of

651 students population.

The highschoools in which the research was carried out were the following: Instituto Pedagogico Superior N^o 11, Tecnico Cariamanga, Mariano Samaniego", "Eloy Alfaro", "Maria Auxiliadora", Tecnico "Colaisaca" and "14 de Octubre". The first 5 are located in Cariamanga and the other are the former in Colaisaca and in Lucero.

Formally, this research is constituted by the following chapters: Chapter I, The Calvas canton; Chapter II, The educative process; Chapter III. Methodology of the English language teaching-learning process; Chapter IV, academic professional skill of English language teachers for teaching; Chapter V Didactic aid; Chapter VI, dedication of teachers for teaching; Chapter VII plans and programs for studying the English language; Chapter VIII, Supervision of English language teaching-learning process; Chapter IX, Analysis of results; and, chapter X, Conclutions and suggestions.

CHAPTER ONE

CHAPTER ONE

1. THE CALVAS CANTON

1.1 HISTORICAL ASPECTS

The name of Cariamanga derives from a Quichua word with three meanings Cariamanga = golden pot; Cariamanga-male route ; and Cariamanga = cari male and manga = pot.

Cariamanga got the class of canton head on October the 14th, 1983 during the presidency of Gabriel García Moréno. Cariamanga urban parish was founded in 1546 by Gonzalo Pizarro.

Chile got the class of parish on december the 15th, 1946. San Vicente. got it on March the 16th, 1967. Colaisaca, on July the 16th, 1973. Utuana, on October the 15th, 1946 and the Lucero on August the 2th, 1974.

1.2 NATURAL AND SOCIOECONOMIC ASPECTS

The Calvas canton is limited northward, Paltas; Southward, by Espindola canton and Perú; Eastward, by the Gonzanamá canton and Quilanga; and Westward, by Sozoranga canton.

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The extension of the canton is 839 km², with a density of population of 35 inhabitants per km² distributed among parishes.

The capital of Calvas is Cariamanga; its urban parishes are: Chile, San Vicente and Cariamanga; its rural parishes are : Colaisaca, El Lucero and Utuana.

Cariamanga is located at a height of 2.200 meters above sea level with an average temperature of 18-20.

Calvas has a population of 20.389 inhabitants being 14.766 males and 14.662 females. 6.613 dwellings were registered in this canton¹.

Its plains are wide and fertile and used to sow different products.

The orography of the canton is irregular. Cariamanga is characterized by the prominent Ahuaca hill. Besides, mountain ranges as Totumos. Yeso. Tuntún, as well as Pán de Azucar, el Pongo and Los Cruceros Hills.

¹ INEC. V CENSO DE POBLACION, 1990

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Calvas canton has some rivers and streams. The Bella María river receives the water flow coming from Totoras, Samanca and Palancana streams toward the Catamayo river. Southwards there are Espindola, Amaluza and Pindo rivers that flow into Calvas river.

There is a varied and abundant flora in the valleys irrigated by Bella María river; there are wide areas of pastures for feeding cattle; furthermore coffee carob, sugar cane, beans and fruits are cultivated.

In the Calvas canton there is in a high percentage development and exportation of bovine, porcine, caprine and poultry too.

A significant training activity is carried out weekly in the canton by the farmers of the place.

It is comunicated by an asphalted road to Loja-Catamayo-Gonzanamá-Cariamanga and joined by a third class road to the Sozoranga canton and Macará . Inside the canton the different sites are comunicated by affirmed roads.

Cariamanga has 500 telephones and three

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broadcasting stations: "Ecuasur", "Cariamanga", "Ondas Calvenses"; the first one is on modulated frequency and the last, modulated amplitude.

Some places of touristic attraction are considered to be important.

Calvas river which flows in the sea; attracts a lot of tourists who receive the benefits of its healthy water and fishing. El Lucero site has a nice landscape. The Ahuaca hill is beautiful and charming and from its top flows a natural water fall called BAÑO DEL INCA. Another attractive and amusing activity is cockfights.

Some civic religious festivities of the canton are the following: Date stated as canton, October the 14th; religious and comercial celebration, August, the 24th, Corpus Cristi, June the 10TH, El lucero's festivity. August the 30th Utuana's, September the 18th; date Colaisaca state as parish, September the 8th.

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1.3. THE EDUCATION IN THE CALVAS CANTON

1.3.1 Elementary Education.

Nowdays the Calvas canton has 8 elementary schools served by 15 teachers to teach 276 students.

1.3.2 Primary Education.

In the Calvas canton there is a total of 122 primary schools functioning with 310 teachers and 6.311 students.

1.3.3 Secondary Education.

There are 7 highschoools that educate 5.006 students in which 324 teachers work.

1.3.4 Universitary Education.

In Cariamanga a branch of the Technical University operates in which there are the following careers; executive secretaryship and accounting. Besides, this canton is served by an associate center of the UTPL Open University with a

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major in Sciences of Education.

Also, there is a University center anexed to the National University of Loja which majors in trade management Agriculture and cattle technological carreers.

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2. EDUCATIVE PROCESS

2.1 CONCEPT OF EDUCATIVE PROCESS

As a social process, education consists of a constant spread of values belonging to cultural inheritance of adult to youth one with the purpose of ensuring a continuity in culture and social organization as the progress of civilization by means of the analysis, critic and a constant reviewing of these values.

As an individual process, education consists of an advancing assimilation of values, knowledges, believes, thoughts and existing thecniques and methods that conduct to create new cultural values.

The result of the educative process has to be:

- a) to shape the student mentality and his nature;
- b) The development and enrichment of his personality with norms and, necessary mental resources for social life,
- c) The integration of the person to a physical

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and social environment and the ability to modify it in agreement with the human convenience²

2.2 PURPOSE OF EDUCATION

In agreement to plea N 3 of general BY-LAWS of law of education, the purposes of Ecuadorian education are the following:

- 1) To keep and mantain the Ecuadorian population's own values, its cultural identity and authenticity inside the Latin American and worldwide boundary
- 2) To develop the students physical, intellectual, creative and critical capacity respecting their selfidentity so that they contribute actively to moral, politic, social, cultural and economic change of the country.
- 3) To promote the exact knowledge of national reality to get a social, cultural and

² Luis A. de Mattos. COMPENDIO DE DIDACTICA GENERAL. Edit. Kapeluz, Buenos Aires, pág. 22-23.

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economic integration of the nation and overcome the underdevelopment in all different aspects.

- 4) To increase the knowledge, defense and best utilization of all resources of the country.
- 5) To encourage the students to develop their investigative genius as a creative and responsible activity in the work, the human solidarity principle and the susceptibility of social cooperation.
- 6) To impel the research and training in areas such as; technical, artistic and artisanal.

For a full accomplishment of purposes of education and culture it will be promoted the active and dynamic participation of public and private institutions of the whole community³

³ REGLAMENTO GENERAL A LA LEY DE EDUCACION, DECRETO EJECUTIVO Nº 935, REGISTRO OFICIAL Nº , 1985, p. 4-5.

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2.3 OBJECTIVES OF EDUCATION

The objectives of Ecuadorian education are the followings:

- 1) To promote the integral, armonic and permanent development of potentialities and values of Ecuadorians
- 2) To develop their critical, reflexive and creative mentality.
- 3) To shape their conscience of freedom, solidarity, responsability and participation inside the democratic system supported in the acknowledgment of human rights.
- 4) To develop artistic attitudes, creative imagination and valuation of aesthetic statements.
- 5) To offer a scientific humanistic, technical, artistic and practical shape, impeling the creativity and adopting the appropriate technologies for developing the

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country.

- 6) To integrate the education with work and educative procedures, specially in agriculture and cattle and industry with regard to requirements of the country.
- 7) To fortify the civic conscience freedom and nationality respecting the cultural identity of different ethnic groups and its genuine statements.
- 8) To develop the knowledge of natural resources and impeling the defense and reasonable and equitable exploitation to get an ecological balance and the socio economic growth of the country.
- 9) To promote the understanding, valuation, defense and preservation of health, through sports- physical training, individual and group recreation and adequate use of holidays.
- 10) To create adequate conditions of reciprocal knowledge and educative, cultural, civic

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and moral values of all communities and over all with all those of a greater analogy.

2.4.1 Learning

2.4.1.1 Concept

Learning is the change of behaviour that includes the conscience of it. It is the process of acquiring or developing a new conscience and knowledge. It is the acquisition of new meanings.⁴.

There are some classes of learning : attainment of knowledges, skills and attitude change.

2.4.1.2 Learning Process

The learning process of students is complex. The final learning of a systematic set of contents implicit in a subject is a slow, gradual and complex resembling process.

⁴ Luis Arturo Lemos. PEDAGOGIA, TEMAS FUNDAMENTALES. Edit. Kapeluz, Buenos Aires, 1983, pág. 208-210.

2.4.1.2.1 Stages

All the systematic process presents the following stages:

a) Stage of initial syncretism

This stage presents weak ideas confused and wrong.

b) Stage of analytical approach

Each element of the whole is examined and researched in its details and peculiarities.

c) Stage for integrating synthesis

In this fase, details are banished to a second place. Perspectives of the principal relations and importance of principles, data and fact already processed take force, integrating them in a coherent whole and of a great significance.

d) Final stage of consolidation and firmness

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By means of exercises and reviewings content is learnt analitically are strengthened until it becomes a definitive attainment in mind of the students.

2.5. ENGLISH LANGUAGE TEACHING - LEARNING PROCESS

Didactic of English language derives from general guides to be applied to exclusive teaching on English language as a second language.

Didactics of English language includes some aspects as:

- a) The objectives of English language teaching-learning process referred to attainment of knowledges, and development of the four skills - listening, speaking, reading and writing.

Partial objectives can be considered too.

- b) The fitting of the subject, the use of material and environment enter in dynamic relation with the proposed objectives. The

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development of the process subordinated to general laws of learning and to an specific set of principles for teaching.

- c) The way to determine and organize activities, resources and contents of subject to be managed in a period of time conventionally called hour or period of class, or in a set of periods of different extent and level so that the parcial objectives obtained should be methodical and coincident to the attainment of terminal objectives.
- d) The methods, procedures, techniques, and didactic aids teacher uses to teach English.

2.5.2 Didactic of English language for a secondary teaching

In highschoools, the didactics of English language requires at least the following details:

In regard to the objectives, these are fixed by

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an official administrative direction. This direction comes from the Minister. The teacher, as a direct responsible of the attainment of goals, has a proper space of participation. When choosing the methods and procedures to get the mentioned goals. Besides, He has an opportunity to express his critical point of view use the specific circumstances of his environment.

In the teaching-learning process, the circumstances of the elements and above all those related pupil (age, attitude, educational level, interests, and other) have to be considered.

Contents of subject as the objectives are defined by means of official actions. In this respect, it is cognizance of the teacher to apply their own initiative and creative sense to a gradual development of the programs as the necessary changes of the contents.

Methods, procedures, techniques and didactic aids are subordinated by objectives of secondary level and closely related with the professional skill of the teacher and with the resources and organization of the secondary teaching.

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3. METHODOLOGY OF TEACHING

3.1 TRADITIONAL AND MODERN DIDACTICS

3.1.1 *Traditional didactics*

The traditional didactics of English teaching considers the following didactical elements:

a) Teacher.

He plays in teaching development a protagonist role. He is arbitral and despot, commands by compulsion, neither takes care of problems and difficulties that affect students nor the resulting consequences.

b) Pupil

Is passive element of teaching. He is a receiver of the knowledge imparted by the teacher. His purpose is listening, repeating and obeying objectly.

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c) Objective

If recognized it becomes theoretic and remote with no influence on didactic situation. The assignment of home tasks are not close related to him nor related to his present and coming life.

d) Subjects

Subjects have an unconditional and self governing value that students take with conformism. They learn by heart, no more possibilities. Teachers are a sort of slaves and the subjects too, They repeat them with no changes.

e) Method

This attempts only to the subject and it is a problem of the teacher who teaches and not belonging to students who learn. Teachers do not concern if students learn or not. The important fact is to control them. It is supposed that students learn as they can, nobody guides them about how to

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learn and how to study.

3.1.2 *Modern Didactics*

Modern didactics of English teaching considers didactical elements in this way:

a) Pupil

He is a decisive and personal factor in scholar environment. He is active and enterpriser. He is the challenge because educative center is organized and teaching is managed. Teachers offer them services, guides, and inducements for their education and learning in order to develop their intelligence and shape their character and personality.

b) Teacher

He is the element that induces, guides and controls the process of the students learning, changing or adapting read capacities and restrictions, solving inquires and helping them in doubts and

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difficulties.

c) Objective

The objective is the decisive factor that involves the scholar function granting it sense, value and direction. All activities teacher and students perform are developed around the objective in agreement with the purposed and the planned aims.

d) Subject

It is the means of culture that teacher uses in the educative task. It is in accordance with the needs and real capacity of the students to learn. The student does not exist for the subject, the subject exists to help at the student.

e) Method

The method is already a problem of learning and does not depend on teaching only. A good method is the best way of getting a student learn, it lets teacher shows and

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organize knowledges to impart to student.

In part, it is subordinated to specific nature of subject, but first it is related with special psychology of student who is going to learn.

3.2 METHODS OF TEACHING

3.2.1 *Concept*

A method of teaching is a set of moments and techniques logically coordinated to lead learning of students towards certain objectives. The method is which gets unity sense in all steps, the teaching and learning process needs mainly the aspects of presentation and planning it.

A didactical method is a logic and unitary set of didactical procedures that approach to conduct learning including the presentation and elaboration of subject to proof and efficient correction of learning.

3.2.2 *Types of teaching methods*

Teaching methods can be structured in

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three types: investigation, organization and transference.

3.2.2.1 Methods of investigation

They are methods that point to find out new truths and elucidate unknown facts or strengthen the set of knowledges. In addition, it intends to increase our knowledges.

3.2.2.2 Methods of organization

These are methods operating above known facts, intending to order and conduct efforts to get efficiency in all what is desired to reach. Principles and goals are known. It is necessary to fit actions for a reasonable exploitation of efforts and material and human resources.

3.2.2.3 Methods of transference

They are methods assigned to transmit knowledges, attitudes and thoughts. They are organized to conduct already known objectives for whom they are transmitted and unknown for whom they are received.

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3.2.3 *Classification of methods*

To classify teaching methods, several aspects are considered; the way of reasoning, coordination of subject, concretion of teaching, systematization of subject, activities of students, overall knowledge, relation teacher-student, acceptance of the taught content and introduction to study the theme.

3.2.3.1 For the way of reasoning

- a) Deductive method
- b) Inductive method
- c) Analogous or comparative method

3.2.3 *For the coordination of subject*

- a) Logic method
- b) Psychologic method

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3.2.3.3 For the concretion of teaching

- a) Symbolic or verbal method
- b) Intuitive method

3.2.3.4 For the systematization of subject

- a) Systematization method
 - Inflexive systematization
 - Halfflexible systematization
- b) Casual method

3.2.3.5 For the activities of the students

- a) Passive method

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3.2.3.6 For the generalization of knowledge

- a) Method of generalization
- b) Method of no generalization
- c) Method of transformation

3.2.3.7 For the relation Teacher-Students

- a) Individual method
- b) Reciprocal method
- c) Collective method

3.2.3.8 For the work student develops

- a) Individual work method
- b) Collective work method
- c) Mixed work method

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3.2.3.9 For the acceptance of the taught content

- a) Dogmatic method
- b) Neuristic method

3.2.3.10 For entering upon the study theme

- a) Analytic method
- b) Synthetic method

3.3 TEACHING TECHNIQUES

3.3.1 *Concept*

A teaching technique is a didactic resource people attends to concrete a moment of the lesson or a part of the methods in developing learning. The technique represents the way of becoming affective a well defined purpose of teaching.

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3.3.2 *Clasification of teaching techniques*

There are a lot of teaching techniques and they may vary in agreement with subjects, circumstances and present objectives.

All techniques have value since they may be applied in an active way inducting the exercise of thinking or reflexion and a critical spirit of student. Validity of technique lays on the way and spirit that impregnates it when used.

The most common teaching techniques are the following ones:

- | | |
|--------------------|-----------------------|
| 1) Explanatory | 9) copying |
| 3) bibliographical | 2) Exgetica |
| 10) chronological | 6) concretion circles |
| 3) ephemeris | 11) interrogatory |
| 9) arguing | 4) dialogue |
| 12) cathechetical | 13) desission |
| 14) debate | 15) seminary |
| 16) study of cases | 17) language teaching |
| 18) problems | 19) experience |
| 20) researching | 21) rediscovery |

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22) managed study 23) managed task

24) supervised study

3.3.2.1 Thechique of teaching of Language

3.3.2.1.1 Clasification

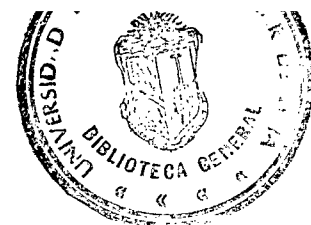
The technique of teaching foreing language such as English language is classified as direct and indirect.

a) Indirect thechnique

This belongs to old time. It is justified in the case of teaching dead languages as Latin and Greek because is based essentially in grammar teaching, translation and version.

b) Direct thechnique

This consists on teaching the language trough the same language. Teaching is achieved in much language in which it has being studied.



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This technique tries to lay aside the habits imposed by another language so that students attain proper habits of language that is being studied

Results are not immediate because teacher at the beginning supposes they are not learning. However, if the technique is applied correctly, the future results will be compensating.

Direct thecniques has to be based on these principles:

- A lot of care when teaching pronunciation during the first months.
- Before reading it is needed an oral introduction of text.
- Teaching grammar only need students get inside the rules that have to be learned by means of varied examples.
- Written task have to treat about materials assimilated by students.
- No traslations in early stages of language learning. This is adviceable in higher levels the less as posible.
- Using in high grades objectivity and correction based on didactic aids and surround reality.

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4. ACADEMIC PROFESSIONAL SKILL FOR ENGLISH LANGUAGE TEACHERS

4.1. SECONDARY EDUCATION TEACHER

A teacher of secondary education develops an essential role in shaping adolescents, because is in charge of level of teaching when students are passing through lives in a full crisis of pubescence, in an intellectual increasing and with a rough critical spirit. It is the age in which certainties of social nature, moral and yet religious come down confussing the adolescent. Then he builds his world of values, acts and participates in social life. This is because a teacher has to be trained to help him solve his problems in order to reconcile him with the world, in harmony with people and the universe things.

4.1.1 Basic requirements for a real teacher

A real teacher ought to have some basic requirements:

- a) Genuine vocation for teaching.

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- b) Specific attitude for teaching.
- c) Specialized skill in subjects he teaches.
- d) Professional enabling in techniques of teaching.

These four conditions are not always present. There are a lot of people that evidence a vocation for teaching but lack specific attitudes. Others, show unmistakable vocation and have the required specific attitudes for this profession but they do not have chances to cope their natural talents with a professional enabling.

4.1.2 Inherent qualities to teacher

There are some qualities that teacher of secondary level has to have, such as:

- a) Adaptation capacity
- b) Emotional balance.
- c) Intuitive capacity.
- d) Perception of duty

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- e) Management capacity
- f) Love to fellow being
- g) Sincerity
- h) Scientific, humanistic and aesthetic interest
- i) Spirit of justice
- j) disposition
- k) Message.

4.1.3 *Functions of the teacher*

Nowdays, there are three basic functions of the teacher: technical, didactical and guidance.

a) Technical function

The teacher must have enough knowledges related to practice of teaching. That is why the teacher has to train himself daily, not only in the specific subject but in all referred to facts and happenings that increase general culture that manages our age.

b) Didactical function

To develop teaching, the teacher has to use methods and techniques that command an active participation of the students in the attainment of knowledges, abilities, attitudes and thoughts. This function consists on guiding teaching so that, it contribute to discussing, creativity and attitude for researching.

e) Funtion of guidance

It is adviceable that the teacher understand students and their problems in order to help them to find solutions and answers to their difficulties to be succesful in the society.

This function intends to establish the link between teacher and student, to know them better in virtues and restrictions with the purpose of obtain an adequate quidance.

4.2 PROFESSIONAL ENABLING FOR TEACHING

There are two subfactors for professional enabling of secondary teaching: pedagogic fundamental principle and technique enabling:

a) Subfase of pedagogic fundamental principle

In this one, the aspirants to form teachers, study in half deep term philosophy and history of education as well as consciously analysis of scientific principle he gets so a familiar ideological and historical perspectives in which all educative labor involves at the same time it attains objective and sure vision of biological, physcological and social realities that characterize to student whose education, the teacher could guide.

b) Subphase of technical enabling

In this phase, the aspirant with a perspective of pedagogical world, begins the control of techniques of his professional work reading systematic

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courses of general didactic and Special Didactics. The principles, rules, criteria and practical standards of action, programs, plans, and didactical procedures are discussed, tested, demonstrated and applied by the aspirant, under a critical and suggestible guide that shows his habilities.

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CHAPTER FIVE

5. DIDACTIC AIDS

5.1 CONCEPT

In the teaching process, didactic aids become the bond between words and reality. Sometimes didactic aids have to substitute reality approaching it as well as possible to the student's objectivity.

It is adviceable to note again that didactic aids need the teacher to make them as real as possible.

5.2 PURPOSE

The purpose of didactic aids are the following :

- a) Approaching the students to reality to be taught offering a more exact idea of studied facts and phenomenaus.
- b) Stimulating the class.
- c) Easing learning of facts and concepts.
- d) Concreting and elucidating thing stated

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orally.

- e) Saving efforts to conduct students towards the learning of facts and concepts.
- f) Contributing to fix learning through the use of appropriate didactic aids.
- g) Giving the chance to express attitudes and develop specific abilities such as functioning devices and their construct by students.

Nowdays didactic aids rather than illustrating, conduct the student, to work research, description and construction. In this way, it acquires a functional and dynamic aspect, providing a chance of enrichment the student's experience and approaching him to reality offering him opportunity to be active.

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CHAPTER SIX

6. DEDICATION OF TEACHERS TO TEACHING

6.1 KIND OF TEACHERS

The most relievant kind of teachers are the next:

a) Shiring

He worries more for the effect he could cause in the students rather than their prograss.

b) Scrupulous

He is interested on insignificant details of disciplinor by the laws of the education center, for that reason his vision is limited.

c) The pure professional

The classes are imparted to earn money only. His life is full of ups and downs.

d) Euphoric

He judges the students in an open progress

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and as excellent.

e) Unpleasant

He is always late in the achievement of scholar tasks, this is, in the development of the program as in the fulfillment of programs and demands of bureaucracy.

f) Depressive

He puts attention to negative aspects of students rather than positive ones.

g) Poet

He is far distant from the students' reality and teaching requirements. He sees all from the point of view of fantasy

h) Distrustful

He supposes acts against his dignity in all participations of students.



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i) Absorbent

He becomes expansive, attractive and shining. He tries to get wonder from students.

j) Suggestive

He imbues ideas and is emotive with good actions of students. He is not afraid of students being as he is or better. He eases the students to astonish progress and the truth is the main goal¹

6.2 CATEGORIES OF SECONDARY EDUCATION TEACHERS

In agreement to Plea number 139 to by-laws of Education, teachers can be:

6.1.1 *Principal teachers*

They have appointment for the highschool in which they work.

¹ Edelaide Kisboa de Oliveira. EL PROFESOR. ESCUELA SECUNDARIA Nº 2

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6.1.2 Substituting teachers

They substitute the principal teacher who is in service comission or using license.

6.2.3 Teacher by contract

They accomplish specific functions during a certain time and they are paid with the entry of special remuneration.

6.3 DUTIES AND RIGHTS OF SECONDARY EDUCATION TEACHERS

Plea 139 of General By-Law of Education considers duties attributions of teachers of secondary level, the following:

- a) Be present at highschool on time and conduct the teaching process being subordinated to the schedule and standing program as well to guidance of authorities, internal entities and supervision.
- b) Be example of probity, discipline and work.

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- c) Be responsible with educative authorities and parents with respect to students yield.
- d) Elaborating didactic planning developing plans of the course and unit; employing materials and other didactic resources for an objective learning and evaluating permanently the program reached by students in relation with the proposed goals.
- e) Carrying out permanent actions for a professional improving.
- f) Availing all favorable circumstance for practicing civism, health rules, moral principles, good customs, and human affairs of students.
- g) Respecting dignity and personal integrity of students.
- h) Participating in meetings and schedules of work of the course and area board and the fulfillment of comission assigned by entities and authotities of the highschool.

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- i) Controlling and watching over the maintenance of order and discipline of students inside the higschool and outside.
- j) Making daily registers and didactic planning, attendance, behaviour and evaluation of students.
- k) Reviewing together with students corrected and qualed tests and presenting quaterly califications charts to the course meeting.
- l) Attending to meetings and others events convened by the authorities.
- ll) Report to parents about students' affairs related with their tasks.
- m) Coordinating with the guide teacher and solving difficulties and problems present in teaching activities
- n) Cooperating actively in the development of programmed actions through the department of vocational guidance.

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- Å) Fulfillment of the rest of duties stated in the internal by-laws and dispositions of authorities.

6.4 DUTIES OF SECONDARY EDUCATION TEACHERS

In fulfillment to the stated in Plea 136 of general By-Laws of Education, teachers of secondary level have to work 22 hours of class weekly distributed in five workable days. From these days 20 hours are dedicated to teach the subject and two to didactical planning, meeting of area board, course board, permanent commission and advising of thesis.

6.5 DEDICATION OF TEACHERS TO ENGLISH TEACHING

Teachers have their own duties and rights and have to fulfill 22 hours of classes weekly as mentioned above.

6.5.1 *Exclusive dedication to english teaching in highschool*

A teacher, accomplishing efficiently, by teaching 22 hours of his schedule, dedicates some additional time at home to plan and

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the teaching-learning process.

6.5.2 Dedication to english teaching in other additional educative center

There is the case of teachers who besides, accomplishing all the classes stated in the highschool schedule, they have some more hours of english classes in one or more other highschools. This occurs generally in different workdays: vespertine and nocturnal.

6.5.3 Dedication of english teachers to other additional economical activities

There are several cases in which, English teachers in addition, to the hours stated in the schedule of their highschool, have other activities. They are clasified as simple professionals. This activities are achieved in different workdays, in the afternoon or at night. The main activities they develop are trade or some other private service.

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6.5.3.1 Reason

The main reasons that cause the teachers dedicate time to other additional economically activities, are these:

- a) Getting a greater economical income

In opposition to other employments, working as teacher of secondary education means a low wage, which make difficult to solve basic needs of home. This causes the teacher to look for other additional economical income different from teaching.

- b) Using the time available

There is the case of other teachers who develop other economical activities ensuring this way they take advantage of their free time available.

6.5.3.2 Effects on teaching-learning process

The main effect of the fact

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of dedication to other economicaly activities on the unfulfillment of teaching labor. Teachers neither dispose of time for planning the English teaching-learning process nor for contributing with efficiency in fixing and integrating learning among students.

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CHAPTER SEVEN

7. PLANS AND PROGRAMS OF STUDY OF ENGLISH LANGUAGE

7.1 CONCEPT

Plans and programs of study of english language are prepared periodically by technical staff of the departament of Education and Culture stated in this country. They consist of the whole foresight of all months that teachers and students have to achieve during schoolar year. They are characterized not so much by details of subject or method rather by general disposal, distribution and delimitation of developing of works during the course.

7.2 CONTENTS

Plans and programs elaborated and stated by the departament of Education and Culture are formed by the following elements:²

- 1) introduction
- 2) objectives

² Ministerio de Educación y Cultura. PLANES DE ESTUDIO, Quito, 1989.

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3) contents

7.3. PLANING OF THE ENGLISH SUBJECT

The planning of the subject together with extracurricular activities give deep content to the plan of study by means of its objectives to be gotten.

This kind of planning makes these subjects and activities out of class possible.

Planning English subject includes: plan of course, unit and class.

7.3.1 *Plan of Course*

It sets up a foresight work of a scholar year of English subject activities, including a relation of dependence with last and next year and coordination with other subjects (close related or not) so that teaching be achieved more efficiently, more organized and with a continuity sense.

7.3.1.1 Elements

The course plan must be

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structured in agreement with all the elements by means of which planning has been elaborated. The main elements are the next:

- 1) Objectives of subject in agreement to those of the highschool.
- 2) Available hours for teaching the subject.
- 3) The content to be developed. Themes and units must be chosen considering:
 - a) Main aspect
 - b) Present time
 - c) Functionality
 - d) Social value
 - e) Theoretical and practical aspects.
- 4) Peculiar conditions of the environment
- 5) Availabilities of highschool

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- 6) Available didactic aids and materials that could be made by students.
- 7) Tasks to be done. They are of two sorts: one helping to develop the program and other to extend it.
- 8) Bibliography and information. A minimum and main reach is done mentioning one or two basic books that should be studied deeply. Books to be gotten by students must be mentioned; the best ones available in the market. Bibliography is chosen as it is presented main developing the program.

7.2.2 *Plan of unit*

Organisation of the work program together with teaching techniques that the teacher apply in a certain period of time.

Units in a set are not widely spread or too short. Nevertheless, they have an innermost structure that make them understandable and significative.

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7.2.2.1 Elements of the unit.

These are the elements of the unit:

- a) Specific objectives of the unit in agreement with those of the course.
- b) Number of classes.
- c) Motivation of the unit
- d) Division of the unit in branches to ease as much as possible the development of the class.
- e) Foresight of coordination with subject close related or not
- h) Foresight of tasks and additional readings
- i) Foresight of unit manners and integration of learning
- j) Foresight of Extracurricular activities.
- k) Specific bibliography and other sources of

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information, besides appropriate books.

1) Foresight of the sort of classes to be practiced.

11) Way of testing learning.

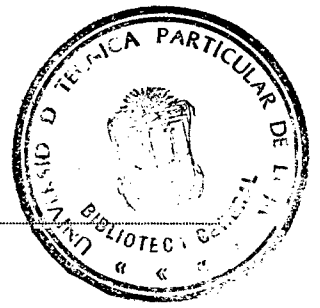
Units must be completed meanwhile developing the scholar year in agreement with reached results of last units.

7.2.3 *Plan of class*

A plan of class is a project of activity. It is focused to show concrete elements of achievement of didactic unit, consequently, focused to the plan of course.

A plan of class causes the teacher be reflexive about what he is going to do, about the things students will do, and about necessary didactic aids and procedures that best reconcile with the sort of tasks to be executed carried out done.

The plan of class is only a reflection about the work to be carried out in class.



7.2.3.1 Elements

The following are the elements of a plan of class:

- 1) Headline
- 2) Objectives
 - a) Informative
 - b) Formative
- 3) Causing
- 4) Development of the class
 - a) Reviewing of last class and coordination of past experiences of the student.
 - b) new subject.
 - c) Synthesis or summary

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5) Didactic procedures

- a) teaching techniques to be used
- b) Didactic aids to be used
- c) Foreseen activities for students
- d) Fixing and verifying learning
- e) Tasks

6) Additional notes

- a) Enrichment of vocabulary
- b) Material proposed to be taught over
- c) Probable material for the next class
- d) Bibliography

7) Opinions about the class

- a) what was omitted?

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- b) Why?
- c) What facts must pass the next class and which one must be planned again?
- d) How to improve the class?
- e) Notes and suggestions about the development of the class

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8. SUPERVISION OF ENGLISH LANGUAGE TEACHING- LEARNING PROCESS

8.1 SUPERVISION AND LEGISLATION

Supervision is the whole of actions directed to an improvement of conditions of the teaching learning process in teachers and students, to perfect the professional teachers staff in service and the to improve the educative situation

Legislation is referred to norms of written laws to regulate of activities of human elements in charge of education.

8.2 PRINCIPLES OF SUPERVISION

The general principles of supervision of teaching-learning process are these :

*8.2.1 Supervision must be extended to
all elements of teaching staff*

*8.2.2 It must not be imposed to a
situation, rather it must be
derived from it*

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- 8.2.3 *It must be cooperative*
- 8.2.4 *It must be respectable of
individual differences*
- 8.2.5 *It must recognize merits and
efforts as well as faults*
- 8.2.6 *It must carry out with actions
rather than words*
- 8.2.7 *It must be scientific and
democratic*
- 8.2.8 *It must be professional rather
than individual*
- 8.2.9 *It must use different means*
- 8.2.10 *It must be continuous and
progressive*
- 8.2.11 *It must be kind and get trust and
understanding of staff*
- 8.2.12 *It must be unconventional as*

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posible

8.2.13 *It must be personal and
collective*

8.2.14 *It must be organized and planned
in advance*

8.2.15 *It must be frequently evaluated*³

8.3 KINDS OF SUPERVISION

There are some kinds of educative supervision:

1. Corrective supervision
2. Preventive supervision
3. Constructive supervision
4. Creative supervision

³ Universidad Técnica Particular de Loja. ADMINISTRACION Y SUPERVISION EDUCATIVA. Modalidad Abierta, Loja, 199, pág. 2-3, 122-125, 127, 128, 292-339, 348-350

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8.4 PROGRAM OF SUPERVISION

A plan of action is essential to ensure efficiency when accomplishing tasks as well for saving time and efforts that in a different way may be misspent. There is a lot to do in the field of education and if time, money and energy are wasted in no guided acts or processes, there will be a great deal to do. A scientific supervision and democratically planned conciliate many benefits in favor of education and consequently, in favor of society in general.

Supervision can start with the study and treatment of more general problems that deserve immediate attention using means that offer security to get success; it is posible to go ahead step by step and after we can solve less frequent problems or maybe more difficult using new procedures or testing some ones not experimented before.

8.5 METHODS AND THECHNIQUES OF SUPERVISION

8.5.1 Methods of scholar supervision

These are those widest procedures

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that grant a result of unity to a supervision action because when they are excented, they have in each particular case, the support of all techniques.

The main method of scholar supervision are these: scientific, non-directive, multiple stages or mixed, reciprocal aid, clinical and osmosis.

Other are; active research method, microteaching, delphi and operative representation.

8.5.2 Thechniques of scholar supervision

These are assigned to particular cases of supervision and all may be integrated in any method.

Techniques used in supervision used independently and in an integrated way can be classified as indirect and direct techniques of supervision.

8.6 STAGES OF SUPERVISION

The role of supervision is developed in

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three stages:

- Planning
- Monitoring
- Controlling

8.6.1 Planning

It is a guide of all tasks that are going to be carried out during scholar period be yearly or halfyearly.

Planning of supervision must be objective, this is, feasible and flexible so that, it may be manageable to new needs coming and to changes produced in scholar life.

8.6.1.1 ASPECTS IN PLANNING SUPERVISION

Some of the necessary aspects for planning scholar supervision are presented:

- a) stating and reformulating of curriculum on the basis of results derived from last

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period and new needs of students environment.

- b) Arranging scholar schedule.
- c) Choice of methods and techniques of supervision considered the best.
- d) Planning cooperation in doing teaching plans in different activities, study area and subjects.
- e) Study of reality of student staff and environment.
- f) Norms of testing evaluation of learning.
- g) Ways of carrying out training of teachers.
This is a general way; in the school year will appear some particular cases and must be treated.
- h) Visit to other pedagogical centers, trips, seminars.
- i) Analisis of high schools system developed

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of the school.

- j) Organization of study and perfecting ways of verifying and evaluating learning.
- k) Analisis of methods and techniques of teaching that must be stimulated within the activities, areas of teaching and discipline subject.
- l) Encouraging extracurricular activities.

8.6.2 MONITORING

It is referred to the activities developed during all scholar year with the purpose of doing new planning when necessary, as a result of data collected and evaluated during the development of scholar activities.

It intends to ensure unity and continuity of scholar activities, additionally, it has to observe the fulfilment of teachers, guidance and coordination of their labor, this causes all planned be executed efficiently.

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8.6.3. CONTROLLING

This is the third phase of supervision and acts on the basis of the results of the achievement of works, in order to prevent deviations, to carry out rectifications and even alterations that adapt better the action of the school, student staff and community.

Control supply data for next planning pointed to become them more objective, pragmatic and efficient.

8.6.3.1 ASPECTS TO BE CONSIDERED IN CONTROL OF SUPERVISION.

Control tends to:

- a) Evaluation of scholar year.
- b) Appreciation of efficiency of teaching.
- c) Observation of change of behaviour of students
- d) Treatment and analysis of collected data.

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- e) Suggestions of measures tending to exculpate verified deficiencies to improve teaching-learning process.

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9. ANALYSIS OF RESULTS

9.1 PRESENTATION OF STATISTICAL INFORMATION

The previous theoretical analysis has been developed in order to establish a relation with the reality that faces Calvas highschools.

9.1.1. CALVAS HIGHSCHOOLS STUDENTS OF THE CALVAS CANTON.

In Calvas there are 7 highschools: Instituto Pedagógico Superior # 1 "Cariamanga", "Mariano Samaniego", Técnico "Cariamanga", "Eloy Alfaro", "María Auxiliadora", located in Cariamanga; "Técnico Colaisaca" belonging to Colaisaca; and, "14 de Octubre" placed in el Lucero. In the mentioned highschools, during the scholar year 1992-1993, 2.170 students studied, from which, 1.103 were male and 1.067 female.

Due to methodological convenience, we took a significant sample of 651 students corresponding to a 30% of the students population of the secondary level of education.

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Table 1

Population and sample chosen in highschools of Calvas, 1992 - 1993

	NAME OF THE HIGHSCHOOL	PARISH	POPULATION			SAMPLE			
			Total	Male	Female	Total	Male	Female	
01	Instituto Pedagógico Superior Nº 11 " Cariamanga "	Cariamanga	450	180	270	135	54	81	
02	Técnico " Cariamanga "	Cariamanga	350	210	140	105	63	42	
03	" Mariano Samaniego "	Cariamanga	400	220	180	120	66	54	
04	Nacional " Eloy Alfaro"	Cariamanga	320	208	112	96	62	34	
05	"María Auxiliadora"	Cariamanga	200	---	200	60	--	60	
06	Nacional Técnico "Colaisaca"	Colaisaca	250	175	75	75	53	22	
07	"14 de Octubre"	El Lucero	200	110	90	60	33	27	
T O T A L				2170	1103	1067	651	331	320

SOURCE : Dirección provincial de Educación , Loja
 ELABORATION : The Authors

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9.1.1.1. THE STUDENTS' FAVORITE SUBJECT

The student's favorite subjects are the following: Mathematics (17,4%), Accounting (10,9%), Social Studies (9,8%), English (8,6%), and Physics (8,0%).

The last derives that English takes the fourth place among the preferences that students have for different subjects.



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Table 2

The students' favorite subjects in highschools of Calvas.

The students' favorite subjects	Students NO	%
Mathematics	113	17,4
Accounting	71	10,9
Social Studies	64	9,8
English	56	8,6
Physics	52	8,0
Natural Sciences	46	7,1
Literature	34	5,2
Psychology	33	5,1
History	24	3,7
Biology	19	2,9
Pedagogy	19	2,9
Chemistry	18	2,8
Spanish	18	2,8
Statistics	11	1,7
Technical Drawing	10	1,5
Music	10	1,5
Human Relations	8	1,2
Practical Activities	5	0,8
Association of class	4	0,6
Agriculture (crops)	4	0,6
Curriculum	4	0,6
Civic	3	0,5
Zootecnic	3	0,5
Agricultural farming	3	0,5
Physical culture	3	0,5
Administration	3	0,5
Computers/sc:	1	0,1
Geography	1	0,1
Philosophy	1	0,1
Educative Evaluation	1	0,1
Investigation	1	0,1
Logic and Ethics	1	0,1
Zoology	1	0,1
Technology	1	0,1
Typewriting	1	0,2
Nuclearization	1	0,2
Sociology	1	0,2
Trade	1	0,2
Practical Activities	1	0,2
T O T A L	651	100,0

SOURCE : Direct research
ELABORATION : The authors

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9.1.1.2. IMPORTANCE OF ENGLISH SUBJECTS FOR STUDENTS

For most students in the Highschools of Calvas (59,9% of the cases) English is very important. For the rest it is half important (33,0%) or not important (7,1%).

Table 3

Importance of English subject for students in highschools of Calvas.

Level of importance	Students NO	%
Very important	390	59,9
Half important	215	33,0
Not important	46	7,1
T O T A L	651	100,0

SOURCE : Direct research
ELABORATION : The author

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9.1.1.3. DIFFICULTY STUDENTS HAVE WHEN LEARNING ENGLISH

Taking account the points of view of most students (58,2% of the cases) English is difficult. The rest of students believe it is easy (32,4%) or very difficult (9,4%).

Table 4

Levels of difficulty English learning has for students

Level of difficulty	Students NO	%
Easy	211	32,4
Half difficult	379	58,2
Very difficult	61	9,4
T O T A L	651	100,0

SOURCE : Direct research
ELABORATION : The authors

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9.1.1.4. UNDERSTANDING LEVEL OF STUDENTS AT ENGLISH CLASSES.

It is compulsory to mention that most students researched in Calvas (81,9% of the cases) understand English classes imparted by teachers, and the rest indicate they do not understand them (18,1%).

Table 5

Levels of understanding of students at English classes in highschools of Calvas.

Classes are understood	Students NO	%
Yes	533	81,9
No	118	18,1
T O T A L	651	100,0

SOURCE : Direct research
ELABORATION : The authors

The main reasons that cause students understand English classes in Calvas are: The teacher explains well and get students put attention (28,0% of the cases), the teacher has a good teaching method (20,1% of the cases).

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Table 6

Reasons causing students understand English classes in Highschools of Calvas.

Reasons	Students NO	%
The Teacher explains well and get students put attention	149	28,0
Teacher has a good teaching method	128	24,0
Teacher explains well by means of sentences	107	20,1
English is easy	85	15,9
Classes are clear	43	8,1
Interest students grant to English classes	21	3,9
T O T A L	533	100,0

SOURCE : Direct research
ELABORATION : The authors

Furthemore, the reasons by which most of researched students do not understand English classes are: the teacher does not explain well (29,7 %), students do not like English (25,4%) and students do not have enough background knowledges (10,2%).

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Table 7

Reasons for why students do not understand English classes in higschools of Calvas

Reasons	Students Nº	%
Teachers do not explain well	35	29,7
Students do not like English	30	25,4
Students do not have enough basic knowledges of English	12	10,2
It is difficult	11	9,3
Students do not pay attention	8	6,8
Classes are bored	7	5,9
Each teacher uses different methodology	5	4,2
Teachers do not motivate the classes	4	3,4 Teachers
speak English only	3	2,5
English is taught at last hours	2	1,7
Students do not nave enough time for learning English	1	0,9
T O T A L	118	100,0

SOURCE : Direct research

ELABORATION : The authors

9.1.1.5 HOW TEACHERS TEACH ENGLISH CLASES.

Most of the students in higschools of Calvas (87,4 %) like the way teachers teach English classes, although 12.6% dislike it.

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Table 8

Students like and dislike about how teachers teach English in highschools of Calvas.

Agreableness	Student NO	%
Yes	569	87,4
No	82	12,6
T O T A L	561	100,0

SOURCE : Direct research
ELABORATION : The authors

The main reasons why students like the way English classes are taught are: teacher gets them to understand the best manner (29,2 %), teacher compels students to carry out a lot of exercises (11,4 %) or because teacher teaches students in an adequate manner (10,4%)

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Table 9

Reasons students like the way how teachers teach English
in higschools
of the canton Calvas.

Reasons	Students NO	%
Teachers get students understand the best manner	166	29,2
The teacher compels students carry out a lot of exercises	65	11,4
The teacher teaches the best manner	59	10,4
The teacher is patient	53	9,3
The teacher gets the classes be agreeable	47	8,3
Classes are theoretical and practical	41	7,2
The teacher uses a book for classes	36	6,3
The teacher makes student participate	30	5,3
The teacher is very active in class	24	4,2
The teacher gets classes become easy	18	3,2
Classes are developed dialoging a part in English	12	2,1
Students do not have problems on doing exercises	7	1,2
The teacher encourages the students	6	1,0
The teachers masters the subject	5	0,9
T O T A L	569	100,0

SOURCE : Direct research
ELABORATION : The authors

A significative number of student studying in
higschools of Calvas do not like the way how their
teachers teach English for different reasons being

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the most frequent these ones: The teacher can not be understood by students (24,4 of the cases), the teacher does not explain the classes well (21,9%) or because the teacher gets the classes become boring.

Table 10

Reason why students dislike the way how teachers teach English subject.

Reasons	Students NO	%
<hr/>		
The teacher is not understood by students	20	24,4
The teacher does not explain classes well	18	21,9
The teacher gets classes become boring	15	18,3
The teacher teaches exclusively in English	12	14,6
Students do not like Languages	8	9,8
English is difficult	5	6,1
The teacher does not get respect from students	3	3,7
Classes are boring	1	1,2
<hr/>		
T O T A L	82	100,0
<hr/>		

SOURCE : Direct research
ELABORATION : The authors

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9.1.1.6 ENGLISH TEACHING METHOD UNDER THE JUDGEMENT OF STUDENTS

Most part of the students of highschoools of Calvas (85,7% of the cases) consider the teaching method used by English teachers is good, meanwhile for other students (14,3 %) it is not good.

Table 11

English teaching method under the judgement of students

The teaching method is	Students NO	%
Good	558	85,7
Bad	93	14,3
T O T A L	651	100,0

SOURCE : Direct research
ELABORATION : The authors

The main points of view among the students of the highschoools of Calvas in order to consider as a good the teaching method kept by teachers are: teacher understood by students (25,3 % of the cases), the teacher does many exercises (13,3 %) and the teacher knows English very well (12,2 %).

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Table 12.

Reason why students judge as a good English teaching method.

Reasons	Students NO	%
The teacher is understood	141	25,3
The teacher does many exercises	74	13,3
The teacher knows English subject very well	67	12,0
The teacher uses didactic aids	52	9,3
The teacher talks and dialogues in English	52	9,3
The teacher uses daily different methods and pronounce English	45	8,1
Classes are theoretical and practical	37	6,6
The teacher answers the students questions	30	5,4
The teacher is very exciting	22	3,9
The teacher stimulates students	15	2,7
The teacher takes advantages of the students knowledges and apply them	9	1,6
The teacher speaks both Spanish and English correctly	8	1,4
The teacher has experience in English subject	6	1,1
T O T A L	558	100,0

SOURCE : Direct research

ELABORATION : The authors

The main reasons why many students consider bad the teaching method kept by English teachers are: The teacher does not uses didactic aids (32,2 % of the cases), the teacher does not get students participate (17,2%), or because he is not undestood by students

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(14,0 %).

Table 13

Reasons why students consider bad the English teaching method used by the English teacher.

Reasons	Students N°	%
The teacher does not use didactic aids	30	32,2
The teacher does not get students participate in class	16	17,2
The teacher is not understood	13	14,0
The teacher speaks English all the class time	11	11,8
The teacher neither explains nor assigns tasks	9	9,7
The teacher does not get the objectives	8	8,6
The teacher does not master the subject	4	4,3
The teacher uses sentences only	2	2,2
T O T A L	93	100,0

SOURCE : Direct research

ELABORATION : The authors

9.1.1.7 HOW TEACHERS TEACH ENGLISH

Under the judgement of students of highschools of Calvas, the (84,0 %), think that English teachers teach teorethical and practical classes. Other students (8.9%) consider

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that the teacher does it, theoretically only, and the rest (7.1%) in a practical way.

Table 14

How teachers teach English

How teacher teaches	Students NO	%
Exclusively theoretical	58	8,9
Exclusively practical	46	7,1
Theoretical practical	547	84,0
T O T A L	651	100,0
SOURCE :	Direct research	
ELABORATION :	The authors	

9.1.1.8 ASSIGNMENT OF TASKS TO STUDENTS BY ENGLISH TEACHERS

• Most of the students in highschools of Calvas mention that teachers assign homeworks or tasks to reinforce English learning process (95,2 % of the cases) and the rest (4,8%) mention the opposite.



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Table 15

Assignment of tasks to students by English teachers in
highschools of Calvas

Assignments of homeworks or tasks	Students NO	%
Yes	620	95,2
No	31	4,8
T O T A L	651	100,0
SOURCE :	Direct research	
ELABORATION :	The authors	

In a great number of highschools the students of Calvas judge of their teachers qualify tasks, assigned, as a part of the total evaluation of the English subject. The rest do not give any credit to them.

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Table 16

Qualification of English subjects tasks assigned to students as part of total mark.

Quantification of English subject tasks	Students NO	%
Yes	589	95,0
No	31	5,0
T O T A L	620	100,0

SOURCE : Direct research
ELABORATION : The authors

9.1.1.9 USE OF DIDACTIC AIDS BY ENGLISH TEACHERS

Most students of Calvas higschools say (67,9 % of the cases) their teachers do not use didactic aids to teach English, The rest (33,0 %) consider they do.

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Table 17

Use of didactic aids by English teachers in highschools of Calvas.

Use of didactic aids	Students NO	%
Yes	436	67,0
No	215	33,0
T O T A L	651	100,0

SOURCE : Direct resource

ELABORATION : The authors

The most common didactic aid used by teachers to impart English classes are these : English book (48,8 % of the cases), books + English dictionaries (11,2%) or books + booklets (8,8 %).

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Table 18

Didactic aids used in classes by English teachers in
highschools of Calvas.

Kind of didactic aids	Students NO	%
<hr/>		
English books	105	48,8
Books + dictionaries	24	11,2
Books + booklets	19	8,8
Books + newspapers	17	7,9
Books + notebooks	14	6,5
Newspapers	10	4,7
Books + calendars	8	3,7
Books + playcards	7	3,3
Dictionary + booklets	5	2,3
Books + dictionaries + encliclopledias	3	1,4
Books + magazines	2	0,9
Books + pictures	1	0,5
T O T A L	215	100,0

SOURCE : Direct research
ELABORATION : The authors

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9.1.10 SCHOLAR SCORES IN ENGLISH SUBJECTS STUDENTS GET IN HIGHSCHOOLS OF CALVAS.

In highschoools of Calvas, almost a half of the English subject students got in a yield range of 16-19 points corresponding to very good (44,8 of the cases) as a significative number of students (21,4 %O got a yield of 13-15 points, this is good. The rest of the students registered these scores: 19-20 points, excellent (21,2 %O; 10-12 marks, fair (8,8% O and 10 marks, insufficient (3,8%).

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Table 19

Scholar yield in English subject gotten by students in
highschools of Calvas: scholar year 1992-1993

Name of the highschool	Scores in English*					Total
	19-20	16-18	13-15	10-12	less than 10	
Instituto Pedagógico Superior Nº 11 Cariamanga	23	50	37	16	9	135
Técnico "Cariamanga"	28	45	16	12	4	105
"Mariano Samaniego"	21	71	18	8	2	120
"Eloy Alfaro"	10	40	25	16	5	96
"Maria Auxiliadora"	24	28	6	1	1	60
Técnico "Colaisaca"	12	36	21	3	3	75
"14 de Octubre"	20	22	16	1	1	60
T O T A L	138	292	139	57	25	651
%	21,2	44,8	21,4	8,8	3,8	100,0

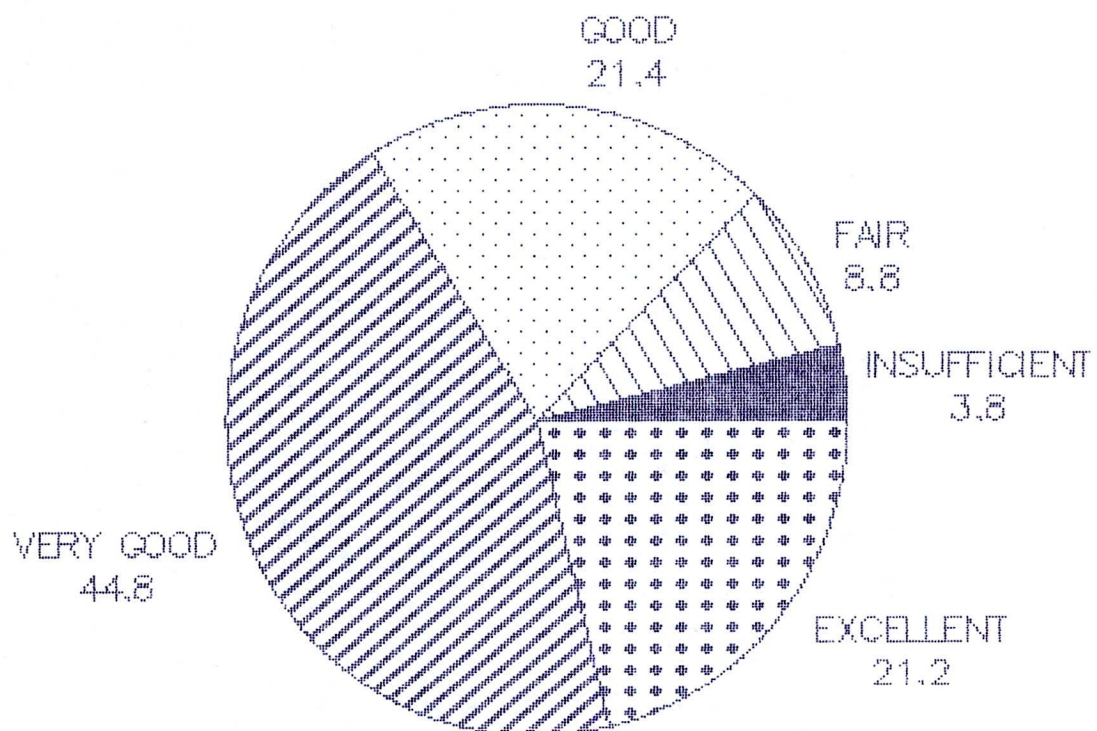
* Equivalent of qualifications : 19-20 exelent; 16-18, very good; 13-15, good; 10-12, fair; and less than 10 points over 20, insufficient.

SOURCE : Direct research
ELABORATION : The authors.

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Graphic 1

Scholar yield students got in English subject in
highschools of Calvas, scholar year 1992 - 1993



SOURCE : Direct research

ELABORATION : The authors

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9.1.2 English teachers in highschools of Calvas

In the highschools of Calvas 19 English teachers work. The highschools of Calvas that have more teachers are: "Mariano Samaniego" (7 teachers), Técnico "Cariamanga" (3 teachers) and "Eloy Alfaro" (3 teachers).

Table 20

English teachers working in highschools of Calvas, School year 1992 - 1993

Name of the highschool	Teachers (Nº)	%
Instituto Pedagógico Superior		
Nº 11 "Cariamanga"	1	5.3
Técnico "Cariamanga"	3	15.8
"Mariano Samaniego"	7	36.8
"Eloy Alfaro"	3	15.8
"María Auxiliadora"	2	10.5
Técnico "Colaisaca"	2	10.5
"14 de Octubre"	1	5.3
T o t a l	19	100.0

SOURCE : Direct research
ELABORATION : The authors

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9.1.2.1 TEACHERS TITLES

The English teachers working in highschools of Calvas have the following titles: "Licenciado en Ciencias de la Educación" English major (57,9%).

- Teacher of Secondary Education
- English major (15,8%),
- And Agricultural Engineers (26,3%).

Table 21

Titles that teachers have in highschools of Calvas.

Tittle	Teachers (Nº)	%
"Licenciado en Ciencias de la Educación", English major	11	57.9
Teacher of Secondary Education, English major	3	15.8
Other	5	26.3
T o t a l	19	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.2.2 TEACHING EXPERIENCE

a) General teaching

It is adviceable to point out most English teachers have a general teaching skill of 12 and more years (52.6% of the cases) meanwhile the rest have from to 4-6 years (47,4% of the cases) of experience.

b) English teaching

Most of researched English teachers in highschools of Calvas had a teaching skill in English subject equivalent to 9 or more years (52,6% of the cases). The rest of teachers practice this subject from to 4-8 years (47,4%of the cases).

c) Time of teaching practice

The majority of English teachers (63.2% of the cases) have worked for 8 or more years in the some highschool, the other teachers work about 1 and 4 years (36.8%).

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Table 22

Teaching experience of English teaches, in highschools of Calvas.

Experience	Years	Techers (Nº)	%
General teaching	4	3	15.8
	6	6	31.6
	12 and more	<u>10</u>	<u>52.6</u>
	T o t a l	19	100,0
English subject teaching	4	3	15.8
	6	3	15.8
	8	3	15.8
	9	4	21.0
	10 and more	<u>6</u>	<u>31.4</u>
	T o t a l	19	100.0
At the same highschool	Less than		
	1	4	21.0
	4	3	15.8
	8	6	31.6
	12 and more	<u>6</u>	<u>31.6</u>
	T o t a l	19	100.0

SOURCE : Direct research

ELABORATION : The authors

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9.1.2.3 CATEGORY TEACHERS HAVE

Most of English teachers teaching in highschools of Calvas have from the seventh to the ninth category (68.4% of yhe cases). There are a few teachers with the fifth category (26,3%) and the tenth (5,3%).

Tabla 23

Category English teachers have in highschools of Calvas

Category	Teachers (NO)	%
<hr/>		
Fifth	5	26.3
Seventh	2	10.5
Eighth	9	47.4
Ninth	2	10.5
Tenth	1	5.3
<hr/>		
T o t a l	19	100.0
<hr/>		

SOURCE : Direct reseacrch
ELABORATION : The authors

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9.1.2.4 TEACHER'S DEDICATION IN HOURS TO ENGLISH TEACHING

Most English teachers (52.6% of the cases) have from 15 to 17 hours of class per week. The rest (47.7%) labor with a total from 8 to 13 hours per week.

In order to complete the hours of foreseen in Education law (22 - hour per week) teachers dedicate part of the time to other activities contributing to teaching - learning process. These are: as teacher of association of classes, leading teacher, head of Area (Language and Literature and Social Studies). etc.

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Table 24

Number of hours per week English teachers labor in
highschools of Calvas.

Nº hours / week	Teachers (Nº)	%
8	3	15.8
9	3	15.8
13	3	15.8
15	4	21.0
19	6	31.6
T o t a l	19	100.0

FUENTE : Direct research

ELABORATION : The authors

In order to accomplish tasks as English teachers, most of them (52,6# of the cases) work with 6 different groups pf students. The rest work in 4 different groups (15.8%), in 7 groups (15,8%).

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Table 25

Number of different groups teachers teach

Number of groups	Teachers (NO)	%
4	3	15.8
6	10	52.6
7	3	15.8
9	3	15.8
T o t a l	19	100.0

RESORCE : Direct research
ELABORATION : The authors

9.1.2.5 DEDICATION OF TEACHERS TO ENGLISH TEACHING IN HIGHSCHOOLS OF CALVAS

Most English teachers in Calvas (84.2%) of the cases) dedicate their time exclusively to the higschools where they have their appointment. There are few teachers that are dedicated to teach English in other highschoools of Cariamanga.

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Table 26

Exclusive dedication to English teaching in the highschools where teachers have their appointment.

Exclusive dedidaction to English teaching in Assigned highschools	Teachers (NO)	%
Not	3	15.8
Yes	16	84.2
T o t a l	19	100.0

RESOURCE : Direct research
ELABORATION : The authors

With respect to teachers that also teach in other highschools of Cariamanga the most work less than 10 hours weekly (66,7% of the cases) and the rest work with more than 10 hours (33,3%).

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Table 27

Number of hours that researched English teachers use other
highschools weekly.

Number of hours / week	Teachers (NO)	%
Less than 10 hours		66.7
More than 10 hours		33.3
T o t a l	3	100.0

RESOURCE : Direct research
ELABORATION : The authors



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9.1.2.6 INTEGRATION OF FAMILIES OF ENGLISH TEACHERS

Most families of english teachers that work in highschoools of Calvas (68.4% of the cases) are integrated by husband, wife and under age offsping and the rest are integrated by husband, wife and adult offsping (31.6%).

Table 28

Integration of families of English teachers in highschoools of Calvas.

Members of the family	Teachers (NO)	%
Husband + wife + under age offsping	13	68.4
Husband + wife + older offsping	6	31.6
T o t a l	19	100.0

RESOURCE : Direct research
ELABORATION : The authors

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9.1.2.7 MEMBERS OF THE FAMILY THAT WORK

In the most families of English teachers in highschools of Calvas (68.4% of the cases) the teacher and other members work. In a few families the teacher works only (31.6% of the cases) denoting the hard economical situation of teachers.

Table 29

Members of families of English teachers that work

Members working	Teachers (No)	%
Exclusively the teacher	6	31.6
Teacher and other members	13	68.4
T o t a l	19	100.0

RESOURCE : Direct research
ELABORATION : The authors

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9.1.2.8 ADDITIONAL ECONOMIC ACTIVITY TO ENGLISH TEACHING

Most of the researched English teachers in highschools of Calvas (84.2% of the cases) are dedicated exclusively to English teaching and the rest (15.8%) develop other activity of economical nature.

Table 30

Additional economic activity that English teachers develop

Teachers developing other additional economic activity	Teachers (NO)	%
No	16	84.2
Yes	3	15.8
T o t a l	19	100.0

RESORCE : Direct research
ELABORATION : The authors

The additional economic activities developed by English teachers in highschools of Calvas are referred to Commerce (66.7% of the cases) and agriculture (33.3%).

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Table 31

Additional economic activity carried out by English teachers in highschoools of calvas.

Economical activity additional Teachers(Nº)		%
to teaching		
Commerce	2	66.7
Agriculture	1	33.3
T o t a l	3	100.0

RESOURCE : Direct research
ELABORATION : The authors

9.1.2.9 TRADITIONAL OR MODERN CONCEIVING OF THE TEACHING- LEARNING PROCESS BY ENGLISH TEACHERS THAT WORK IN HIGHSCHOOLS OF CALVAS

In relation to the English teaching-learning process, teachers researched in highschoools of Calvas have a traditional or modern conceiving of process, as coming next:

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a) Respect to student

Most of the English teachers in highschools of Calvas (68.45 of the cases) have a traditional conceiving respect to the role of the student, they consider he is the person to whom English is taught adequately. For the rest of teachers (31.6%) the student is the learning person, this means a modern conception.

b) Respect to the teacher

Most of researched English teachers (84.2% of the cases). Think that he is the person with whom the student learns. The rest of teachers (15.8%) consider he is the person teaching adequately to student, this concept is the traditional one.

c) Respect to objectives

Most English teachers in highschools of Calvas have modern conception of objectives (68,4 of the cases), they consider that objectives of the teaching - learning

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process have to be understood, considering the fact of what the students learn for. Some teachers (31.6%) have a traditional conception to the respect since they argue that the teaching-learning process has to be understood by the fact of why the student is taught.

d) Respect to subject

In a traditional way most of the English teachers consider the subject referred to what is taught to the student (68.4% of the cases) because it is referred to the fact of what is taught to the student. The rest (31.6%) believe that the subject is referred to the fact of what the students learn, this means, a modern conception.

d) Respect to method

I worries the fact that most English teachers have a traditional conceiving of teaching method (52.6% of the cases) since they consider it the way how to teach the student. In the other side, the rest of

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the teachers (47.4%) understand the method in a modern way, this is, the way how the student learns.

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Table 32

Teachers conception about English the teaching-learning process in highschoools of Calvas.

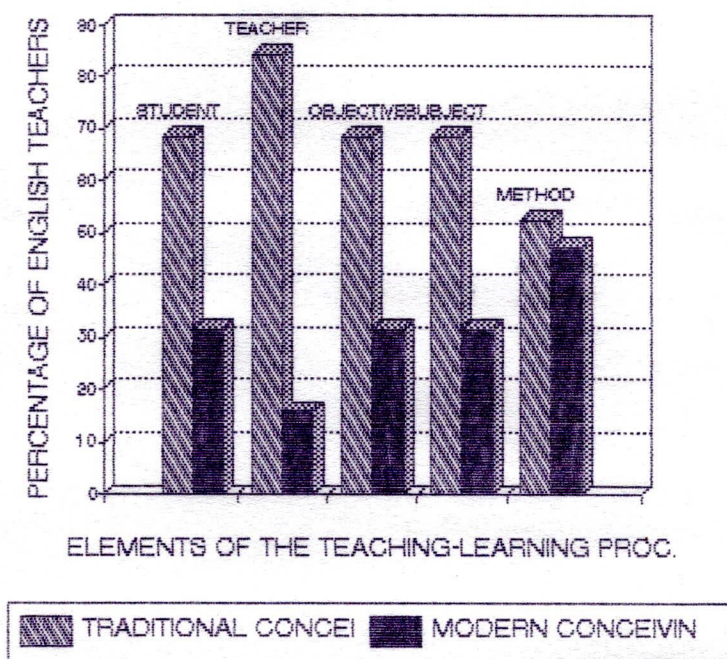
Elements of the English teaching learning process	Reasons of teacher	Conceiving		Total	%
		Traditional	Modern		
1.Student	The student is the person whom is it taught.	13		13	68.4
	The student is the person who learns.	<u> </u>	<u>6</u>	<u>6</u>	<u>31.6</u>
		<u>13</u>	<u>6</u>	<u>19</u>	<u>100.0</u>
2.Teacher	The teacher is the person with whom the student learns		16	16	84.2
	The teacher is who teaches the student adequately	<u>3</u>	<u> </u>	<u>3</u>	<u>15.8</u>
		<u>3</u>	<u>16</u>	<u>19</u>	<u>100.0</u>
3.Objective	The objective must be understood as the fact that the student learns. The objective of the teaching learning process must be understood by the fact of why the student is taught.	<u>6</u>	<u> </u>	<u>6</u>	<u>31.6</u>
		<u>6</u>	<u>13</u>	<u>19</u>	<u>100.0</u>
4.Subject	The subject is referred to the fact of what is taught to the student.	13		13	68.4
	The subject is referred to the fact of what the student learns.	<u> </u>	<u>6</u>	<u>6</u>	<u>31.6</u>
		<u>13</u>	<u>6</u>	<u>19</u>	<u>100.0</u>
5.Method	Method is the way how the student is taught.	10		10	52.6
	Method is the way how the student learns.	<u> </u>	<u>9</u>	<u>9</u>	<u>47.4</u>
		<u>10</u>	<u>9</u>	<u>19</u>	<u>100.0</u>

RESOURCE : Direct research
ELABORATION : The authors

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Graphic 2

Conceiving of English - Learning process by researched teachers in Calvas.



Source : Direct Research

Elaboration : The Autors

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9.1.2.10 CONCEIVING OF THE TEACHING METHOD ON THE JUDGEMENT OF ENGLISH TEACHERS

Obviously, all English teachers in highschoools of Calvas know what the teaching method is. Thus, for the majority, it is the way to get the proposed objectives (42.1% of the cases) or it is the way to get the proposed objective and the change of behavior of students that becomes the significative and general learning (26,3%).

Table 33

Conceiving about the method English teachers have in highschoools of Calvas.

Conceiving about the teaching method	Cases (NQ)	%
It is the manner to read the proposed objective	8	42.1
It is the way used to arrive to the proposed objective and to a change the in students behavior that reverts in significant and general learnings	5	26.3
It is the stimulation of the student and extracting of knowledgements that are deepen after	3	15.8
It is the way how English is taught	3	15.8
T o t a l	19	100.0

SOURCE : Direct research
ELABORATION : The authors

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9.1.2.11 METHOD USED BY ENGLISH TEACHERS IN HIGHSCHOOLS OF LOJA CANTON

Almost half of the researched English teachers (42,1% of the cases) use inductive and deductive method for teaching English, meanwhile a significative number of them (31.6%) use inductive, deductive, descriptive and analytical method. On the other hand there are few teachers that apply such methods as: logic and active (15.8%) or deductive, inductive and comparative (10.5%).

Table 34

Methods used by teachers in the English teaching process
in higschools of Calvas

English teaching method	Teachers (Nº) %	
Inductive + deductive	8	42.1
inductive + deductive + descriptive + analytical	6	31.6
Logic + active	3	15.8
Inductive + deductive + comparative	2	10.5
T o t a l	19	100.0

SOURCE : Direct research
ELABORATION : The authors

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9.1.2.12 DIDACTIC AIDS USED BY ENGLISH TEACHERS IN HIGHSCHOOLS OF CALVAS

The majority of English teachers in highschoools of Calvas (84.2% of the cases) use didactic aids and the rest do not use any (15.8%).

Table 35

Use of didactic aids by English teachers in highschoools of Calvas.

Use of didactic aids	Teachers (NO)	%
Yes	16	84.2
No	3	15.8
T o t a l	19	100.0

SOURCE : Direct research
ELABORATION : The authors

All teachers using didactic aids consider them as adequate to the content to be treated in class.

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It worries the fact that most of English teachers (68.8% of the cases) remark that available didactic aids are not in good conditions for functioning, for the rest of teachers (31.2%), those function well.

Table 36

Present conditions of didactic aids by English teachers in highschools of Calvas.

Didactic aids in use:	Teachers (Nº)	%
<hr/>		
Are not functioning perfectly	11	68.8
Are functioning perfectly	5	31.2
<hr/>		
T o t a l	16	100.0

SOURCE : Direct research
ELABORATION : The authors

Most English teachers in highschools of Calvas (87.5% of the cases) expose permanently this students to didactic, aspect not suitable from didactical point of view, because these must be exposed gradually with agreement with needs stated in the theme to be treated. The rest of teachers (12,5% of the cases) do not often expose the students to them.

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Table 37

Permanently exposed to didactic aids.

1. Researched students in the highschoools of Calvas.

Permanently exposed	Teachers (NO)	%
<hr/>		
Yes	14	87.5
No	2	12.5
<hr/>		
T o t a l	16	100.0
<hr/>		
SOURCE :	Direct research	
ELABORATION :	The authors	

It is important the fact that most of English teachers in highschoools of Calvas (68.8% of the cases)_ show with more notoriety didactic aids referred to the unit being treated. This does not happen with the rest referred (31.2%).

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Table 38

More notoriety in showing didactic aids referred to the developing English unit in study.

Showing with more notoriety	Teachers (No)	%
Yes	11	68.8
No	5	31.2
T o t a l	16	100.0

RESOURCE : Direct research
ELABORATION : The authors

Most part of English teachers that use didactic aids dispose of it timely (68.8 % of the cases) being adviceable this happens in all cases. A few teachers do not dispose of it timely (31.2% of the cases).

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Table 39

Time availability of didactic aids for English classes in
highschools of Calvas.

Time availability	Teachers (NO)	%
<hr/>		
Yes	11	68.8
No	5	31.2
<hr/>		
T o t a l	16	100.0

RESOURCE : Direct research
ELABORATION : The authors

Some English teachers in highschools of Calvas
(18.8% of the cases) show all of a sudden to the
students all didactic aids, aspects not adviceable
pedagogically since it makes difficult the stability
of knowledge and produces a misunderstanding in
students.

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Table 40

Introduction of didactic aids all of sudden by English teachers

Introduction of didactic aids suddenly	Teachers (Nº)	%
No	13	81.2
Yes	3	18.8
T o t a l	16	100.0

SOURCE : Direct research
ELABORATION : The authors

A great majority of English teachers in highschools of Calvas (93.5% of the cases) review didactic aids as possibilities of use and functioning. Only one teacher does not accomplish this didactic requirement (6.2%).

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Table 41

Reviewing didactic aids by English teachers in their possibilities of use and functioning.

Reviewing didactic aids	Teachers (NO)	%
Yes	15	93.8
No	1	6.2
T o t a l	16	100.0

RESOURCE : Direct research
ELABORATION : The authors

The didactic aids to impart English classes by teachers are of a permanent sort, informative, visual illustrative or audiovisual.

The permanent didactic aids mostly used by English teachers is referred to text (81.0% of the cases), meanwhile a few teachers use sheets of papers with graphics and clipping (18.8%).

The didactic aids used with an informative character by English teachers are referred dictionaries (56.2% of the cases) or referred to

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books of general culture and ditionaries (43.8%).

It is worthy to take account that most of the English teachers in highschoools of Calvas (87.5% of the cases) do not use visual or audiovisual aids nevertheless, it is convenient. Just a few teachers (12.5%) use tape recorders and cassetes.

Table 42

Specification of didactic aids used by English teachers in highschoools of Calvas.

Nature of didactic aids	Specification	Teachers (Nº)	%
<hr/>			
Permanent	Texts	13	81.2
	Sheets of paper with graphics + clippings	<u>3</u>	<u>18.8</u>
		<u>16</u>	<u>100.0</u>
Informative aids	Dictionaries	9	56.2
	Books of general culture+ditionaries	<u>7</u>	<u>43.8</u>
		<u>16</u>	<u>100.0</u>
Illustrative visual, or audio-visual aids	Tape records	2	12.5
	No used	<u>14</u>	<u>87.5</u>
		<u>16</u>	<u>100.0</u>
<hr/>			
RESOURCE :	Direct research		
ELABORATION :	The authors		

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9.1.2.13 ASPECTS OF PLANNING OF ENGLISH IN HIGHSCHOOLS OF CALVAS

Almost half of the English teachers in higschools of Calvas (42.1% of the cases) believe that planning English teaching consists of a plan of the Course and the plan of the Unit. A significative number of teachers (36.8%) think it cosists of a plan of the Course + Plan of Unit + Plan of class. The rest of teachers carry out their planning work exclusive on the basis of the Unit (21.1%).

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Table 43

Aspects including planning English teaching highschoools of Calvas.

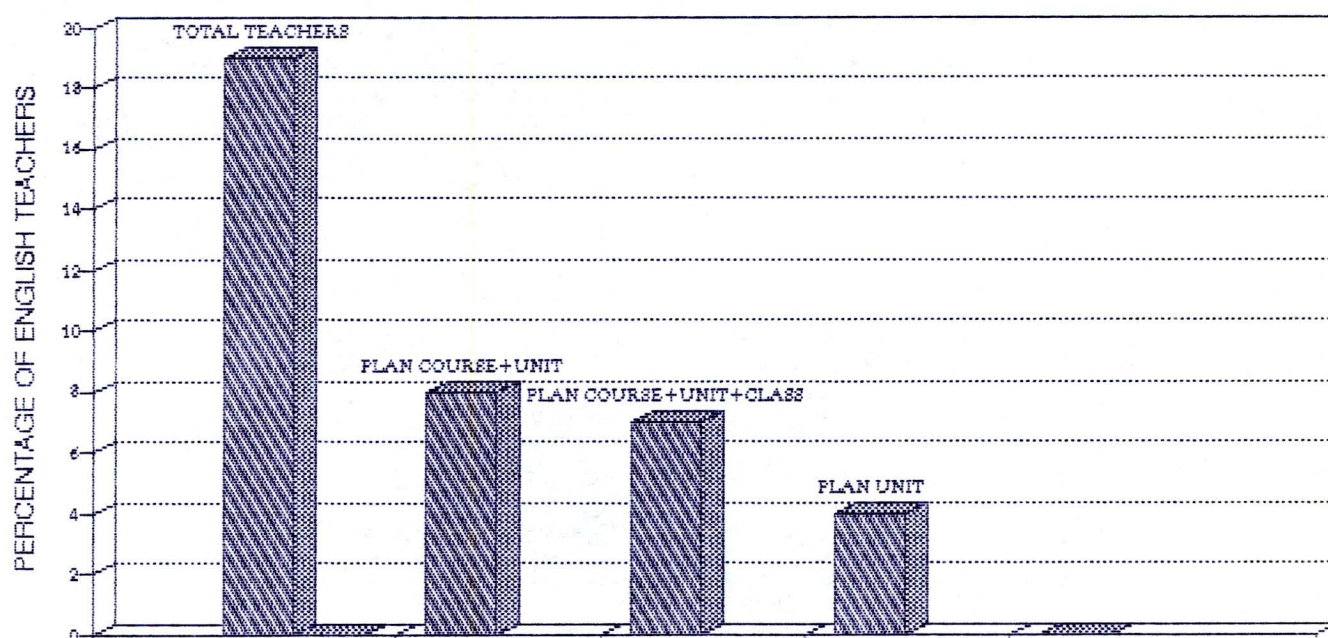
Aspects of English teaching planning	Teachers (NO)	%
Plan of Course + Plan of Unit	8	42.1
Plan of course + Plan of Unit + Plan of class	7	36.8
Plan of Unit	4	21.1
T o t a l	19	100.0

SOURCE : Direct research
ELABORTION : The authors

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Graphic 3

Aspects including planning of English teaching
for teachers in highschools of Calvas



Elaboration : The Autors

9.1.2.14 PLANNING OF PROGRAMS OF
ENGLISH LANGUAGE IN
HIGHSCHOOLS OF CALVAS

In the opinion of most of English teachers in highschools of Calvas (78.9% of the cases) plans and programs of the subject are not adequate to our reality. The rest of teachers (21.1%) believe they are adequate.

Table 44

Suitability of plans and programs of English in highschools of Calvas.

Plans and programs of English subject	Teachers (NO)	%
<hr/>		
Not adequate to our reality	15	78.9
Adequate to our reality	4	21.1

SOURCE : Direct research
ELABORATION : The authors

The causes to consider that plans and programs of English used in highschools of Calvas are not

adequate to our reality are these: they obey to a different reality (53.3% of the cases), highschools do not grant materials and eases to adopt them (26.7%) or because they are not elaborated in agreement to specialities imparted in highschools (20%).

Table 45

Causes to consider that plans and programs of English used in highschools of Calvas are not fitted to our reality.

Causes	Teachers (NO)	%
<hr/>		
They obey to a different reality	8	53.3
Highschools do not grant eases and material to adopt them	4	26.7
They are not elaborated in agreement with specialities imparted in highschools	3	20.0
<hr/>		
T o t a l	15	100.0

SOURCE : Direct research
ELABORATION : The authors

The teachers that in school year 1992 - 1993 have concluded plans and programs of English subject are few.

Table 46

Accomplishment of plans and programs of English subject in
highschools of Calvas.

Plans and programs of English	Teachers (NO)	%
<hr/>		
Were concluded wholly	2	10.5
Were not concluded	17	89.5
<hr/>		
T o t a l	19	100.0

SOURCE : Direct research
ELABORATION : The authors

The causes why plans and programs of English subject were not concluded in highschools of Calvas were: because teachers dedicate a great part of time to fill empty spaces student has (88.2% of the cases) or because in highschools there are frequent interruptions when developing classes such as strikes, celebrations(holidays) (11.8%).

Table 47

Causes why plans and programs of English in highschoools of Calvas are not concluded.

Causes	Teachers (NO)	%
<hr/>		
Teachers dedicate a great part of time to fill empty spaces students have	15	88.2
In highschoools there are frequent interrupts in the development of classes	2	11.8
<hr/>		
T o t a l	17	100.0

SOURCE : Direct research
ELABORATION : The authors

The following advances in percetage were registered; 75% on the English subject and programs not concluded; (11.8% of the cases) concluded fully.

Table 48

Percentage of advance of plans and programs of English subject in Highschools of Calvas.

% of advance	Teacher (NO)	%
<hr/>		
75	9	52.9
80	6	35.3
90	2	11.8
<hr/>		
T o t a l	17	100.0
<hr/>		

SOURCE : Direct research
ELABORATION : The authors

English language teachers in highschools of Calvas let themselves give some suggestions that plans and programs be wholly accomplished.

The most frequent are: planning the development of classes together with the rest of teachers in highschools (36.8% of the cases); stimulating students so that they devote more time for studying English, in order to progress fast in the accomplishment of plans and programs (31.6%) or authorities in the highschools to avoid the frequent classes interruptions (15.8%).

Table 49

Suggestions to accomplish plans and programs of English in highschools of Calvas.

Suggestions	Teachers (NO)	%
Planning the development of classes on group	7	36.8
Estimulating students to get them devote more time to studying English to advance fast in the accomplishment of plans and programs	6	31.6
To Control highschools frequent interruptions	3	15.8
Training teaching staff and granting adequate didactic aids	2	10.5
Granting enough didactic aids	1	5.3
T o t a l	19	100.0

SOURCE : Direct research

ELABORATION : The authors

9.1.2.15 ADVISING AND CONTROL OF THE
ENGLISH TEACHING-LEARNING
PROCESS IN CALVAS BY
SECONDARY SUPERVISION

The whole of English teachers in highschools of Calvas (100% of the cases) estates that during the scholar year 1992 - 1993 they

have not got advising and control of the teaching - learning process in the subject by a in spite of a prevailing necessity of it refered to this aspect, the majority of the teachers consider as important that this advising and control be practiced in highschoools (57.9% of the cases).

Table 50

Importance of advice and control of to teaching-learning process of English language in highschoools of Calvas by Supervision of Secondary Education.

Importance of advice and control	Teachers (NO)	%
Yes	11	57.9
No	8	42.1
T o t a l	19	100.0

SOURCE : Direct research

ELABORATION : The authors

The causes to consider important the practice of advice and control of the teaching-learning process of English language are: because it allows developing in the best way the English teaching-learning process (54.5% of the cases) because it is feasible many



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facts of the teaching-learning process to be adapted to our reality (27.5%) and because it allows teachers get present knowledge (18.2%).

Table 51

Causes to consider important the practice of advising and controlling the English teaching-learning process by Secondary Education Supervision.

Causes	Teachers (Nº)	%
It allows highschools carry out the English teaching-learning process better	6	54.5
Because it makes feasible the adoption of certain facts of the teaching-learning process to our reality	3	27.3
Because it allows the teacher get present knowledges	2	18.2
T o t a l	11	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.3 DIRECTORS IN HIGHSCHOOLS OF CALVAS

In Calvas there are 7 directors in the highschools.

9.1.3.1 TITLES OF THE DIRECTORS

Directors in the highschools of Calvas in the majority (85.7% of the cases) have the Title of : "Licenciado en Ciencias de la Educacion" with some of the following majors up: Chemistry and Biology, Physics and Mathematic and Socials. Just one of the Director has a different title: Forestal Engineer (14.3%). Besides, it is worthy to mention that at the present time there is not any director with an English title, which does not help develop the process of English properly.

Table 52

Titles of directors in highschools of Calvas.

Title	Directors (NO)	%
"Licenciado en Ciencias de la Educación"		
Chemistry and Biology major	2	28.6
"Licenciado en ciencias de la Educación"		
Physics and Mathematics major	2	28.6
"Licenciado en ciencias de la Educación"		
Elementary Education major	1	14.2
"Licenciado en Cienciasde la Educación",		
Social Studies major	1	14.3
Forestal Engineer	1	14.3
T o t a l	7	100.0

SOURCE : Direct research
 ELABORATION : The authors

9.1.3.2 TEACHING EXPERIENCE OF DIRECTORS

The majority of directors in highschools of Calvas (85.8% of the cases) have a teaching skill of about 7 to 20 years. Only one teacher has more than 20 years of experience (14.2%).

Table 53

Teaching experience of directors in highschools of Calvas.

Teaching experience (years)	Directors (Nº) %	
7-10	2	28.6
11-15	2	28.6
16-20	2	28.6
More than 20	1	14.2
T o t a l	7	100.0

SOURCE : Direct research
 ELABORATION : The authors

9.1.3.3 EXPERIENCE IN DIRECTORSHIP FUNTIONS

Most Directors in highschools of Calvas (51.1% of the cases) have experience in rectorship funtions, in a range of 1 to 5 years, remarking that they gradually get this necessary experience in funtions of educative management.

Table 54

Experience in directorship functions by directos in highschools of Calvas.

Experience in directorship (years) Directors (NO) %		
Less than 1	2	28.6
1 - 5	4	57.1
More than 6	1	14.3
T o t a l	7	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.3.4 FUNCTIONAL STRUCTURE IN HIGHSCHOOLS OF CALVAS

Highschools of Calvas function with the support of 232 teachers, being

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remarkable the majority registered in highschoools such as "Mariano Samaniego" (30.2% of the cases) and Técnico "Cariamanga" (20.7%).

Table 55

Number of teachers in highschoools of Calvas, 1992 - 1993.

Name of the highschoools	Teachers (Nº)	%
"Mariano Samaniego"	70	30.2
"Técnico Cariamanga"	48	20.7
"Eloy Alfaro"	42	18.1
"Instituto Pedagógico Superior Nº 11 "Cariamanga"	26	11.2
"Técnico Colaisaca"	16	6.9
"14 de Octubre"	16	6.9
"María Auxiliadora"	14	6.0
T o t a l	232	100.0

SOURCE : Direct research
ELABORATION : The authors

In Calvas there are 3 highschoools with one speciality only (42.9 of the cases) referred to: Accounting, Agriculture and cattle-raising. A highschoool has an speciality (14.3% of the cases) referred to: Elementary Education and Kindergarten. Furthermore, two highschoools have 3 specialities

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(28.5%) referred to: Physics and Mathematics, Chemistry and Biology and Social Sciences.

Finally, it is adviceable to remark that a highschool has 4 specialities (14.3%) referred to: Agriculture, cattle raising, Commerce and Manufacturing Mechanic.

Table 56

Specialities in highschools of Calvas.

Specialities (NQ) Details of specialities		Highschools (NQ)	%
1	Acconunting	1	14.3
	Agriculture	1	14.3
	cattle raising	1	14.3
2	Teachers of Elementary Education + Pre-elementary Education	1	14.3
3	Physics and Mathematics + Chemestry and Biology + Social Sciences	2	28.5
4	Agriculture + cattle raising + Commerce + Manufacturing Mechanic	1	14.3
T o t a l		7	100.0

SOURCE : Direct research
ELABORATION : The authors

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Each highschool of Calvas has different structure derived from the judgement of data showed on table 57, nevertheless, this aspects have not improved yet.

Table 57

Departments in highschools of Calvas

Departament (Nº)	Details of departments	Highschools (Nº)	%
1	Cattle raising	1	14.3
2	Administration + Technology	1	14.3
3	Guiding and studentship well-being + cattle raising	1	14.3
	Guiding and studentship well-being + Physical Culture + Journalism	1	14.3
	Guiding and studentship well-being + Spiritual Guiding + Education of the faith	1	14.3
5	Pedagogical research + Teaching Technology + Guiding + Profesional Development + Experimental-Pedagogical.	1	14.3
	Cattle raising + Music + Natural - Sciences + Manufacturing Arts + Physics.	1	14.3
T o t a l		7	100.0

In Calvas, all highschools dispose of

laboratories to ease the teaching-learning process. As table 58 mentions they are Natural Sciences, Chemistry, Biology, Physics, Accounting and Technology of bovine.

Table 58

Kind of laboratory in highschoools of Calvas.

Kind of laboratory	Highschools (NO)	%
Physics + Chemistry + Biology + Natural Sciences	2	28.5
Natural sciences	1	14.3
Chemistry and Biology + Physics + Technology of Bovine	1	14.3
Natural Sciences + Physics	1	14.3
Chemistry and Biology + Physics and Mathematics	1	14.3
Chemistry + Technology of Bovino	1	14.3
T o t a l	7	100.0

SOURCE : Direct research

ELABORATION : The authors

In Calvas highschoools do not dispose of any English teaching laboratory, nevertheless, they are of great importance. the main reason is the lack of economical resources (57.1% of the cases). Other causes are English laboratories are only assigned to

big cities, there is not enough physical structure in Highschools, English subject is considered as general culture.

Table 59

Reasons why highschools in Calvas lack English laboratories.

Reasons	Directors (No)	%
Lack of economical resources	4	57.1
Laboratories are assigned to big cities	1	14.3
There is not enough basic physical structure	1	14.3
English subject is considered as general culture only	1	14.3
T o t a l	7	100.0

SOURCE : Direct research

ELABORATION : The authors

9.1.3.5 LIBRARY OF TEXTS, BOOKS AND OTHER MATERIALS FOR ENGLISH TEACHING AVAILABILITY.

Most of the highschools of

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Calvas (85.7% of the cases) do not dispose of enough texts, books and other materials in the library for teaching English. Only a highschool has these elements.

Table 60

Texts, books and other materials available in highschools of Calvas.

Availability of texts, books and other materials	(No)	%
No	6	85.7
Yes	1	14.3
T o t a l	7	100.0

SOURCE : Direct research
ELABORATION : The authors

The reasons why almost all libraries of Calvas highschools do not dispose of an adequate number of books, texts and other material for the English teaching-learning process are because highschools do not receive enough economical resources from the government (83.3% of the cases) and because these

supplies are very scarce and expensive (16.7%).

Table 61

Reasons why the libraries in highschools of Calvas do not receive enough supplies for English teaching.

Reasons	Directors (NO)	%
There is not enough budget in highschools	5	83.3
Books, texts and other materials are scarce and expensive	1	16.7
T o t a l	6	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.3.6 IMPORTANCE OF ENGLISH TEACHING FOR DIRECTORS IN HIGHSCHOOLS OF CALVAS

All directors of the highschools of Calvas consider English teaching important. The main causes that it allows interchange and communication among English speaking peoples (28.6% of the cases) and it is an international language that open a wide horizon (28.5%).

Table 62

Reasons to consider English teaching important.

Reasons	Directors (NO)	%
It allows interchange and communication among English speaking peoples	2	28.6
It is universal language with wide perspectives	2	28.6
It integrates culture of towns	1	14.3
It eases the understanding of contents in technical areas	1	14.3
It offers possibilities of work to people	1	14.3
T o t a l	7	100.0
SOURCE :	Direct research	
ELABORATION :	The authors	

9.1.3.7 OPINIONS OF THE DIRECTORS
REFERRED TO THE YIELD OF
STUDENTS.

The main discernments to consider as important English teaching are the following: Yield is not all satisfactory because this subject is imparted theoretically (42.9% of the cases) and it is low because the student dislike the subject (28.5%).

Table 63

Opinions of directors of highschools about yield of students

Opinions	Directors (NO)	%
Yield is not fully satisfactory because it theoretical taught	3	42.9
Yield is low because students dislike the subject	2	28.5
Yield is good	1	14.3
Yield is good in agreement to reality of highschool and primordial needs	1	14.3
T o t a l	7	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.3.8 OPINIONS OF H.S. DIRECTORS IN ABOUT PLANS AND PROGRAMS OF ENGLISH

Directors have their own opinions about plans and programs of the english subject, being the most frequent these ones: plans and programs need to be reviewed (42.9% of the cases) the basic knowledges, should be taught (28.5), Plans do not meet any reality (14.3), they are very

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theoretical and need to be adapted by teachers (14.3).

Table 64

Opinion of directors about plans and programs of the english subject.

Opinion	Directors (No)	%
They need to be reviewed	3	42.9
They should be taught the basic knowledge	2	28.5
Plans do not meet any reality	1	14.3
They are very theoretical and need to be adapted by teachers	1	14.3
T o t a l	7	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.3.9 ADVICE AND CONTROL OF THE ENGLISH TEACHING-LEARNING PROCESS IN HIGHSCHOOLS OF CALVAS

All directors maintain firmly that during the school year 1992 - 1993 none of highschoools has recived advice and control of the

English teaching-learning process by Supervision of
Secondary Education of Provincial Direction of Loja.

The main causes on the opinion of researched directors for not having given advice or control to the English teaching-learning process are: there is no Supervisor devoted exclusively to English language in Calvas (42.9% of the cases) and because it is not given enough value to English by the Secondary Supervision (28.5%) Educational Organism.

Table 66

Causes why advice and control of the english teaching-learning process are not granted by secondary supervision

Causes	Directors (NO) %	
There are not supervisors exclusively designed to english	3	42.9
English language is not given enough value by Secondary Supervision E.O.	2	28.5
There are not specialized supervisors	1	14.3
There is no control of English subject	1	14.3
T o t a l	7	100.0

SOURCE : Direct research
ELABORATION : The authors

9.1.4 SUPERVISORS OF SECONDARY
EDUCATION IN CALVAS

As mentioned before, during school year 1992 - 1993 there were no activities of advice and control of the English teaching- learning process in higschools of Calvas by secondary supervision. It is important, for this reason, the disposal of a specific entry for supervisor of language in the institution managing provincial and cantonal education.

Because of this, the two supervisors that work in Calvas who take care of the educative process in general should give some suggetions about the best way of developing the process of English subject.

- a) Measuring and correcting aspects such as deviations in English yield of students.
- b) Verifying accomplished actions, reach of objetives and measure of aims in English teaching-learning process.

9.2 TEST OF PLANNED SCIENTIFIC HYPOTHESIS

9.2.1 *FIRST HYPOTHESIS*

9.2.1.1 STATING

The methodology of the English teaching process prevailing is the traditional in highschools of Calvas..

9.2.1.2 USED STATISTICAL TEST

"Z" of difference of proportions.

9.2.1.3 CONCLUSION

The amount of teachers with traditional conception of English teaching methodology is equal to the number of teaches with a modern conception.

In highschools of Calvas both, traditional and modern methodologies are imparted equally among English teachers.

9.2.2 SECOND HYPOTHESIS

9.2.2.1 STATING

In highschoools of Calvas, there is a statistical relation between English teaching methodology and academic-professional formation of teachers.

9.2.2.2 USED STATISTICAL TEST

Chart Chi of Pearson (χ^2)

9.2.2.3 CONCLUSION

In highschoools of Calvas there is a significantly statistical relation between English language teaching methodology and academic-professional formation of teachers.

The majoriy of teachers with different from "Licenciado en Ciencias de la Educacion" is apply the traditional teaching methodology (80.0% of the cases). Meanwhile, most teachers with the degree of "Licenciado en ciencias de la Educación" English major (63.6% of the cases) use a modern teaching

methodology.

9.2.3 *THIRD HYPOTHESIS*

9.2.3.1 STATING

In highschools of Calvas appropriate didactic aids are not used by English teachers.

9.2.3.2 USED STATISTICAL TEST

"2" of difference of proportions.

9.2.3.3 CONCLUSION

The number of English teachers using appropriate didactic aids statistically is equal to the number of teachers that use inappropriate didactic aids.

In highschools of Calvas, teachers use indistinctly adequate or nonadequate didactic aids to teach English.



9.2.4 FOURTH HYPOTHESIS

9.2.4.1 STATING

In highschools of Calvas, the most part of English teachers are not exclusively devoted to teaching the subject.

9.2.4.2 USED STATISTICAL TEST

"2" of difference of proportions.

9.2.4.3 CONCLUSION

The proportion of English teachers that are dedicated exclusively to teach the subject is statistical, higher than the proportion of teachers not dedicated exclusively to English teaching.

In highschools of Calvas, the majority of English teachers are dedicated exclusively to teach the subject.

9.2.5 FIFTH HYPOTHESIS

9.2.5.1 STATING

In highschools of Calvas, English teachers do not accomplish plans and programs of the subject because they are not functional.

9.2.5.2 USED STATISTICAL TEST

"2" of difference of proportions

9.2.5.3 CONCLUSION

The proportion of English teachers not concluding plans and programs of the subject is greater statistically than the proportion of teachers that conclude the above mentioned plans and programs of English language.

9.2.6 SIXTH HYPOTHESIS

9.2.6.1 STATING

Supervision of
Secondary Education of Provincial Direction of Loja,
neither advise nor controls the english language
teaching-learning process in highschools of Calvas.

9.2.6.2 CONCLUSION

The Supervision of
Secondary Education of the Province of loja is not
concerned about the English language teaching-
learning process in highschools of Calvas.

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10. CONCLUSIONS AND SUGGESTIONS

10.1 CONCLUSIONS

At the end of the development of this research the following conclusions were extracted:

10.1.1 STUDENTS IN HIGHSCHOOLS OF CALVAS

- Nowadays, there are 7 highschools in Calvas, studying there 2.170 students.
- The students' favorite subjects are: mathematics (17.4% of the cases), Accounting (10.9%) Social studies (9.8%) and English (8.6%). This remarks that English has one of first places in their preferences.
- Most students consider English subject as important (59.9%).
- For some students English is difficult (58.2%).
- The majority of students (81.9%) understand

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English, mainly to the fact that teachers explain well, get student's attention use a good teaching method. In contrast, some students do not understand English classes (18.1%) because teachers do not explain the subject well or because they dislike the subject.

- Most students (87.4%) like the way how their teachers impart english classes, for they get students undertand the best way or because they assign a lot of excesises. On the other hand, some students dislike it (12.6%) because, teacher do not explain the subject or because they make it difficult.
- From the point of view of most students (85.7%) the teaching method use by English teacher is good because they consider that if allows them a good undertanding of the subject through excercises and because teachers master English. A few students consider that their English teacher does not use a good teaching method (14.3%) but it is because they do not use didactic aids, because they do not get student

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participate or because they are not understood.

- Under the judgement of most students (84.0%) english teachers impart classes in a theoretical/practical way.
- For most students, (95.2%) English teachers ask homeworks to be done reinforcement of knowledges which are evaluated as a part of the quarter qualification.
- In agreement with most of the students (67.0%) their teachers use didactic aids which are basically books and English dictionaries.
- Most students' yield in English got an by is equivalent to very high marks (44.8% of the cases) and good (21.4%).

10.1.2 ENGLISH TEACHERS IN HIGHSCOOOLS OF CALVAS

- In highschoools of Calvas 19 English teachers work, most of them have gotten

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titles of "Licenciado en Ciencias de la Educación" English major (57.9%); teachers have a general teaching experience of twelve or more years (52.6%); other teachers register 9 years and more in English teaching (52.6%) and there are teachers registering 8 years or more in the educative school they were assigned (63.2%). Furthermore, teachers are between the seventh and the ninth category (68.4%).

- Most of teachers work about 15 to 17 hours weekly (52.6%) which is lower than what is established by law in 22 hours weekly. In order to complete these hours, English teachers develop other educative tasks in higschools such as: teachers of Association of classes, heading teacher, Head of Area.
- Most of the teachers are dedicated exclusively to english teaching in higschools (84.2%) meanwhile there are other teachers imparting the subject in other higschools with less than 10 hours weekly.

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- All of the teachers have 3 members in their families and because of the economical crisis, other members of the family have to work.
- Referred to the expressed above, some teachers develop other activities besides teaching (15.8% of the cases) such as business and agriculture.
- With respect to what english teachers think about the elements of the teaching-learning process it is feasible mention the following aspects:

The student: Most of the teachers have a traditional conception of the student (68.4% of the cases) they consider him the person to whom they are teaching.

The Teacher: Most of teachers have a modern conception of the teacher (84.2%) they think they are the persons with whom the students learn.

The objectives: Most of teachers have

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a modern thought about objectives in the teaching-learning process. They have to be understood as the fact for what the student learns.

The subject: Most part of english teachers (68.4%) have a traditional conception because they consider it is referred to what is taught to the student.

The teaching method: Most of teachers have a traditional conception about the teaching method (52.6%) because they consider it as the way of teaching to students.

- Teachers understand in a different way what a teaching method is, being the following the main concepts; it is the way of arriving to the proposed objective or it is the way used to arrive to the proposed objectives and to change the students behavior.
- The most commonly used English teaching-learning are: inductive + deductive (42.1%)

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or inductive + deductive + descriptive + analytical (31.6%).

- To impart English classes teachers use (84.2%) didactic aids which are not always in perfect conditions of functioning.
- Most of the teachers using didactic aids, expose them permanently to the students (87.5%) of the cases) this aspect is not feasible because it produces desinterest by the students; the majority of teachers, show didactic aids required for the theme at once (68.8%); not all teachers have didactic aids at their disposal. Besides, most of teachers (93.8%) review periodically didactic aids to be used. The didactic aids permanently used consist of texts (81.2% of the cases); informative didactic aids are referred mainly to dictionaries (56.4% of the cases). Furthermore, most of the teachers do not use audiovisual aids (87.5% of the cases).
- For nearly a half of the total number of teachers (42.1%) planning of english

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teaching consist of the elaboration and execution of plans of course and unit but they do not consider the plan of class.

- Plans and programs of English applied in highschools of Calvas under the judgement of most teachers are not fitted to our reality (78.9%), they obey to different realities from ours. A few teachers had completed the plans and programs of the english subject during the school year 1992 - 1993.
- With the purpose that plans and programs of English to be accomplished, teachers consider that English classes must be planned coordinating this activity with other teachers of the subject in highschools or getting the student dedicate himself more time to studying English.
- All English teachers in highschools of Calvas express that during school year 1992-1993, there weren't supervised by supervisors of secondary education in the Teaching-Learning process.

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10.1.3 DIRECTORS IN HIGHSCHOOLS OF CALVAS

- There are no laboratories for English teaching in highschools of Calvas because there are not enough economical resources in highschools. Libraries are not provided with enough books, texts and other materials for English teaching.

- All directors consider important imparting English language in highschools because it makes easy the exchange and the communication with English speaking countries or because it is a universal language which give a broad horizon to students.

- Most directors consider that plans and programs of English teaching have to be reviewed (42.9% of the cases) because now they are not useful enough (28.5%).

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10.1.4 SUPERVISORS OF SECONDARY EDUCATION OF THE PROVINCIAL DIRECTION OF EDUCATION

- In highschools of Calvas there are 2 supervisors of secondary Education who supervise many different subjects not specifically English. This means in 1992-1993, advice and control of English teaching-learning process were not been achieved.

10.1.5 TEST OF PLANNED SCIENTIFIC HYPOTHESIS

Planned scientific hypothesis were statistically proved getting the following conclusions:

- In highschools of Calvas, modern and traditional methodologies were applied among English teachers.
- In highschools of Calvas, there is statistical relation between the English teaching-learning methodology and the

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academic-professional skill.

- In highschools of Calvas, most of English teachers are exclusively dedicated to teaching the English language subject.
- In highschools of Calvas, English teachers do not conclude plans and programs of studies since the programmes and plans are not funtional.
- In highschools of Calvas, during schoolyear 1992 -1993 the English teaching-learning process had not been supervised nor controlled by Supervision of Secondary Education.

10.2 SUGGESTIONS

At the end of this educative research, some suggestions are presented as an approach to the development of the English language teaching-learning process, in higschools of Calvas.

- The results of this research should be spread out among authorities and English

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teachers in highschools of Calvas, as well as among all staff of supervision of provincial Direction of Education.

- Authorities and students in highschools of Calvas should be encouraged about the importance of English teaching and about broad perspectives to students.
- In highschools of Calvas, teachers should be encouraged to act modernly in respect to the English teaching-learning process.
- Attainment of budget entries or extrabudget entries by means of legislators at Ministry of Education for getting English language laboratories in highschools of Calvas and to supply enough didactic aids for teaching.
- The Ministry of Education should elaborate the plans and programs of English teaching in accordance with our reality, languages should be assigned to carry out the advice and controlling of the teaching-learning process in highschools of Calvas. Languages

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should be assigned to carry out the advice and controlling of the teaching-learning process in highschools of the canton Calvas.

ANEXXES

ANNEX 1

INQUIRY TO STUDENTS

1. GENERAL DATA

Highschool_____

Course_____

Name of the student_____

Sex: () Male

() Female

Marks gotten in English subject:_____120_____

2. SPECIFIC INFORMATION

2.1 Among all subject which one is your
favorite?

2.2 English subject under you judgement is:

() Very important

() Half important

() No important

2.3. English subject you attend in highschool
is:

☐ Easy

☐ Half difficult

☐ very difficult

2.4 Do you understand English classes?

☐ yes

☐ No

Why? _____

2.5 Do you like the way how your teacher
teaches English?

☐ Yes

☐ No

Why? _____

2.6 Is a good method the one your teacher uses?

☐ Yes

☐ No

Why? _____

2.7 Your teacher imports English language:

☐ Theoretical only

☐ In a practiced way

☐ Theoretical and practically

2.8 Does your teacher assign homeworks?

☐ yes

☐ No

If it is yes, are they qualified?

☐ yes

☐ No

2.9 In addition to pieces of chalk and

chalkboard, does your teacher use any other
didactic aids?

() yes

() No

If it is yes, what didactic aids?

ANNEX 2

INQUIRY TO ENGLISH TEACHERS

1. GENERAL DATA

Highschool_____

1.1 TITTLE GOTTEN:

() "Licenciado en Ciencias de la
Educación", English language major

() Teacher of Secondary Education,
English language major

() Other

P l e a s e
sepecity_____

1.2 TEACHING EXPERIENCE:

_____ Year in general teaching-----

_____ Year In English
language teaching_____

_____ Years in this
highschools_____Years.

2. SPECIFIC INFORMATION

2.1 Please mention what category are you ranked?

How much do you earn in gross?

S/. _____

How much do you get as basic wage monthly

S/. _____

2.2 How many years do you work as an English teacher in this highschool?

2.3 English teachers schedule in the Highschools:

Course	Hours/Week	(NO)
--------	------------	------

A	B	C	D	E
---	---	---	---	---

First

Second



Third

Fourth

Fifth

Sixth

T o t a l

2.4 Do you teach any other subject in
highschool?

() yes

() No

Why? _____

How many hours

weekly? _____

2.5 Do you teach English exclusively in this
highschool?

() yes

() No

If It is, which other

e d u c a t i v e
center? _____

How many hours

per week? _____

How much do you earn monthly
in this educative center?

2.6 Additionally to teaching activity do you
practice any other economical activity?

() Yes

() No

Which

one? _____

Why? _____

How much do you earn
in it activity? _____

2.7 How is your family formed?

() Husband

() Wife

() Children offspring

_____ under age

_____ older age

() Other member

Total _____

2.8 Are you the only member of the family who works?

() Yes

() No

If not, how many members of your family work? _____

Relationship? _____

How much do they earn? _____

2.9 Please select only one choice by marking an X and letters A, B, C, D with English Language Teaching-learning process

A.

() Student is the person who is taught adequately

() Student is the person who learns.

B.

() Teacher is who teaches adequately to students

() Teacher is the person with whom students learn

C.

() The objective of teaching-learning process has to be understood as the fact of what student is learn for.

() The object of teaching-learning process has to be understood as the fact of what student is taught for.

D.

() The subject is referred to what the student learns

() The subject is referred to what is taught to student

E.

() Method is the way how the student is taught

() Method is the way how the student learns

2.10 Do you know what a method is?

() Yes

() No

What is it? _____

2.11 Please mention the method or methods you are using for English language teaching in highschool.

2.12 Do you use didactic aids for English teaching in the highschools you teach?

☐ Yes

☐ No

If yes:

Is adequate to the content of the class?

☐ yes

☐ No

Is it of easy apprehension and handling

☐ Yes

☐ No

Is it in perfect conditions for functioning?

☐ Yes

☐ No

2.13 With respect to the use of didactic aids for English teaching in the highschool:

Are all didactic aids exposed to right the students all of a sudden?

☐ Yes

☐ No

Is material referred to the unit in study exhibited with more evidence?

☐ Yes

☐ No

Are didactic aids for classes always at disposal of teachers?

☐ Yes

☐ No

Are didactic aids showed all at the same time in a class?

☐ Yes

☐ No

Do you review didactic aids in possibilities of use and functioning before

being used?

() yes

() No

2.14 What didactic aids do you use for teaching English in your classes?

A) Permanent aids

B) Informative aids:

C) Visual or audiovisual illustrative aids:

2.15 Planing of English language teaching in your highschool means understands:

() Plan of the course

() Plan of unit

() Plan of class

2.16 Plans and programs of the English subject are adequate to our reality?

() yes

() No

Why? _____

2.17 Do you plans and programs of English subject have been adequates elaborated?

() Yes

() No

Why? _____

2.18 Last scholar year, did you conclude plans programs of English subject prepared by Ministry of Education?

() Yes

() No

Why? _____

If not, what was the percentage of development of plans and programs of English language subject?

2.19 What would you suggest in order the teacher of the highschoools be able to conclude plans and programs of English language subject?

2.20 Last scholar year, in your highschoools for

English language teaching-learning process
did you receive advice by Supervision of
Secondary Education of Provincial Direction
of Education?

☐ Yes

☐ No

2.21 In the present scholar year, in your
highschool for English language teaching-
learning process did you receive advice by
Supervision of Secondary Education?

☐ yes

☐ No

2.22 Do you consider as important advice and
control of English language teaching-
learning process in you highschool by
supervision of Secondary Education of
Provincial Direction of Loja?

☐ yes

☐ No

Why? _____

ANNEX 3

INQUIRY TO DIRECTORS OF HIGHSCHOOLS

Highschool _____

1. GENERAL DATA

Name _____

Title _____

Teaching experience _____

Directionship experience _____

2. SPECIFIC DATA

2.1 Number of students in highschool

Number of teachers _____

Number of English teachers _____

2.2 Number of specialities in highschool

Which are they? _____

2.3 Whilst the departments that the
highschools has

.....
.....
.....
.....
.....

2.4 Does your highschool have labs?

() yes

() No

P l e a s e m e n t i o n

them:

.....

2.5 Do you consider as import teaching of
English subject in your highschool?

() yes

() No

2.6 For teaching English does your highschool
have labs?

() yes

() No

Why?

2.7 Does your highschool library have enough
texts, books and other necessary aids for
English teaching?

☐ Yes

☐ No

2.8 During last scholar year, have you authorized any English teacher to participate in any tranining event?

☐ Yes

☐ No

If yes, please mention it: _____

2.9 Which is your judgement about yield of students in English subject in your highschool?

2.10 What opinion do you have about plans and programs of English subject in force nowadays?

2.11 Does Supervision of Secondary Education of
Provincial Direction of Education advice
and control English language teaching-
learning process in your highschool?

() Yes

() No

Why?

.....
.....

ANNEX 4

INQUIRY TO SUPERVISORS OF SECONDARY EDUCATION

1. GENERAL DATA

N a m e o f S u p e r v i s o r

T e a c h i n g

experience_____

G e n e r a l S u p e r v i s i o n

experience_____

S e c o n d a r y S u p e r v i s i o n

experience_____

E n g l i s h l a n g u a g e S u p e r s i o n

experience_____

2. SPECIFIC DATA

2.1 Which are the stages of supervision?

2.2 What is "planning of education"

2.3 What is "Monitoring" in Supervision?

2.4 What is "control" in Supervision?

2.5 Has Secondary supervision of Provincial Direction of Education advised English language teaching-learning process in this highschool?

Last scholar year:

☐ yes

☐ No

Present scholar year:

☐ yes

☐ No

2.6 Does the supervision of secondary education of Provincial Direction of Education of Loja have controlled English language teaching-learning process in this highschool?

Last scholar year:

☐ yes

☐ No

Present scholar year:

☐ Yes

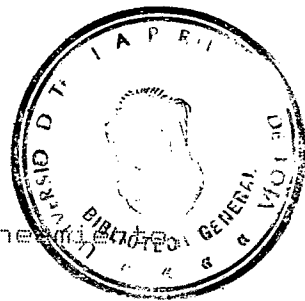
☐ No

2.7 Could you give any suggestion so that advice and control of English language teaching-learning process by supervision of secondary education be efficient in highschools of Calvas?

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