



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS - INGLES

RESEARCH PROJECT:

“ANALYSIS OF THE CAUSES FOR THE DEFICIENCY IN THE OVERALL
PROFICIENCY AND IN THE LANGUAGE LEVEL OF THE 2ND YEAR BACHILLERATO
STUDENTS AT UNIDAD EDUCATIVA FISCAL “DR. EMILIO UZCATEGUI GARCIA”
OF 2013 – 2014 ACADEMIC YEAR”.

PREVIO A LA OBTENCION DEL TITULO DE:
LINCENCIADO EN LENGUA INGLESA
ESPECIALIZACION LINGÜÍSTICA Y LITERATURA

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ABSTRACT

In Ecuador, the implementation of English Language Learning has become part of the Standard Educational Curriculum. In some public schools there is a struggle for fulfilling the current educational standards. In Emilio Uzcategui Garcia high school there exists a low performance among students when using the English Language. The purpose of this research is to identify and analyze the possible causes that lead to the deficiency and the overall proficiency of the students at EUG School. For the development of this project several instruments have been applied, such as diagnostic tests, surveys, interviews, and classroom observations. The results show that there are some factors involved in this scenario: curriculum, teacher performance, textbooks, technology, and classroom environment. Specific recommendations have been provided to improve the language learning process in that public institution.

Key words: curriculum, standards, performance

DEDICATION

We would like to dedicate this work to the School of Languages at Universidad Laica Vicente Rocafuerte, to the English teacher community in Ecuador, and to future professionals in the field of English teaching who might use this work for research and development. It is our goal to help pave the way for the improvement of English teaching in the country.

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ANALYSIS OF THE CAUSES FOR THE DEFICIENCY IN THE OVERALL PROFICIENCY AND IN THE LANGUAGE LEVEL OF THE SECOND YEAR BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA FISCAL “DR. EMILIO UZCATEGUI GARCIA” OF 2013 – 2014 ACADEMIC YEAR.

CHAPTER I

1.1 BACKGROUND OF THE PROBLEM

According to the Foreign Affairs, Trade and Development of Canada (2012), *“Today's generation of children and youth is the largest in history, with nearly half of the world's population of 7 billion under the age of 25. Among them, more than 90 percent live in the developing world. With the right care and development, children and youth have the potential to become active and productive young women and men. An educated workforce is essential to long-term sustainable development and the reduction of extreme poverty.”* (Securing the future of children and youth, para. 1 and 2; Access to quality education, para. 1)

Education brings development; youth brings hope. That is the key to progress and success in society. Ecuador's natural resources are not unlimited, and for this reason, the Ecuadorian government is trying to prepare the youth to face the challenges of tomorrow.

In today's society, the educational system has gone through many challenges in order to improve and provide a better academic preparation to our students. However, the task seems to be a difficult one and, to some extent, hopeless.

In this study, there will be an analysis of the main causes that affect the overall proficiency in English of the second year bachillerato students from a public high school.

The learning institution called "Dr. Emilio Uzcategui Garcia". It is located in Pascuales- Paquisha, on the corner of San Isidro Avenue and Pucara road in the uptown rural area of Guayaquil.



Picture 1 The front part of the school

The school hours are in the morning and in the afternoon. In the morning, the institution opens at seven and ends at twelve thirty in the afternoon. The institution later opens from one p.m. until seven in the evening.

In the institution, there are twenty classrooms. The classrooms have whiteboards and seats for each student. There are administrative offices and bathrooms. There are two snack bars.



Picture 2 Play-Yard and Classrooms

Each classroom holds an average of fifty to sixty students. In the morning session, there are 800 students while in the afternoon session there is an average of 900 students on average.



Picture 3 A classroom from class 2C Bachillerato

There are 16 teachers throughout the institution during the afternoon session. Three of which are specialized in English Language Teaching. The three English teachers are Lcda. Maria Navarrete Zambrano, Profesor Hugo Chiriboga, and Profesora Belgica Bravo Romero.

The English subject is taught five periods per week, which means twenty periods per month. The English schedule for 2nd and 3rd year bachillerato classes is the following:

Table 1 English Schedule for 2nd and 3rd Bachillerato

Periods (p.m.)	Monday	Tuesday	Wednesday	Thursday	Friday
1) 1:00 – 1:40	English 2B	English 2A	English 2A		English 2B
2) 1:40 – 2:20	English 2B	English 2A	English 2A		English 2B
3) 2:20 – 3:00			English 2B	English 3C	
Break time	Break	Break	Break	Break	Break
4) 3:20 – 4:00	English 3A	English 3B	English 3C	English 3C	
5) 4:00 – 4:40	English 3A	English 2C		English 2C	English 2A
6) 4:40 – 5:20		English 2C		English 2C	English 2C
Break time	Break	Break	Break	Break	Break
7) 5:30 – 6:00		English 3C			
8) 6:00 – 6:30		English 3C	English 3B	English 3A	English 3B
9) 6:30 – 7:00		English 3A	English 3B	English 3A	English 3B

Table 1 English Schedule for 2nd and 3rd Bachillerato

The principal of the learning institution is Lcda. Maria Alarcon Figueroa. She is the manager and monitor of the institution since there are not any staff coordinators. She is in charge of the schedules of the staff and the hiring process of the new teachers.

In the learning institution previously described, an English teacher called in to report not being able to work for a week. Mr. Daniel Anchundia Holguin was hired as a substitute teacher to cover some of the classes; Mr. Anchundia is one of the authors of this study.

The second year bachillerato students were taught for a week by Mr. Anchundia. The classes were prepared according to the new standards of education, following the textbooks provided by the government and a proper analysis of the learning outcomes.

Upon his arrival, Mr. Anchundia made some interesting discoveries. It was noticed that the students' English level was very low. The students had difficulty responding to basic questions. He also noticed that their speaking skills had not been developed.

After assigning a communicative activity for the class to participate in, the substitute teacher realized the students lacked the ability to start a simple conversation. This was because most of the students sat in silence without any idea of what to do.

The students also had problems in writing sentences in the present tense. Some of them had problems with the basic knowledge of grammar structures of the language. This fact was proven with the worksheets applied by the teacher in the classroom.

According to The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR, the second year bachillerato students should at least reach the A2 level. However, most of the students had a hard time following oral instructions and completing the exercises, It seemed like their listening skills were not properly developed, and, therefore, they did not so with the CEFR standards.

Once the classes of the week were over, there was a meeting with the director of the institution. The purpose of the meeting was to propose an academic research project in order to understand the causes of the problem.

After the meeting, the researchers were called again by the director. After some time, the director finally came to a decision to permit them to begin

the research. For the authors of this project, the investigation would begin by interviewing the current teacher of the classes.

The interview took place when meeting the English teacher Miss Belgica Bravo Romero at the teacher lounge. A number of questions were asked focusing different issues such as teacher preparation, student performance, organization of the institution, and classroom resources. The teacher's point of view and all the data obtained through the interview gave an insight of the students, colleagues and institution in general.

Following the interview, the opportunity to observe the classes taught by Miss Belgica Bravo Romero was requested. The teacher kindly gave permission to see the students learning performance in the classes. Furthermore, it was hoped to have an idea of the teaching methodology used by the teacher. The classes observed by the researchers were 2nd Year Bachillerato class 2B and 2C.

Once the observations were completed, it was necessary to obtain physical evidence from the students' side. It was asked for permission to give a diagnostic test to the students. The director of the institution and the teacher in charge of the class agreed to the request and approved it.

The teacher's interview, the class observation, and the students' diagnostic test showed evidence of the students' low level in the areas of knowledge and skills with the language. This situation represents a problem for the institution, principal and teacher.

Having proven that there is a problem in the overall English language proficiency of the students of second year bachillerato at Emilio Uzcategui Garcia, it is important to analyze in detail the possible causes that lead to their lack of proficiency.

1.2 STATEMENT OF THE PROBLEM

In the Institution, there is a low level of language acquisition by the students in the subject of English. This deficiency in learning was noticed by the following statements:

A substitute teacher was hired to replace a teacher for a week. He is also one of the authors of this research. The students were not able to perform the activities given by Mr. Daniel Anchundia Holguin. He noticed the low performance of the students when using the language.

An interview took place; the teacher gave important information to the research. This information will be crucial to understand the main causes for the students' low performance.

After teaching classes for a week, the substitute teacher decided to investigate the causes of the low performance of the students. The substitute teacher administered a diagnostic test to the students to locate the areas of the language where the students had problems.

Mr. Daniel Anchundia, who was previously the substitute teacher, and Mr. Celso Novoa, the second researcher, requested permission to the current teacher from second year bachillerato and the authorities to observe a class being taught by Miss Belgica Bravo. It was observed that many factors could be the causes of the student's low performance.

After taking into account the situation that the students are going through, the problem may be stated as follows:

What are the causes for the low deficiency in the overall proficiency and in the language level of the second year bachillerato students at the Unidad Educativa Fiscal "Dr. Emillio Uzcategui Garcia" of the academic year of 2013 - 2014?

1.3 OBJECTIVES

BROAD:

The objective of this research is to identify and analyze the causes for the students' current language level, low performance and the effects of the former educational standard when compared to the current one.

SPECIFIC:

- To analyze the causes of the problems and their implications with the current English language standards.
- To identify the causes of the students' language deficiency in terms of communication and knowledge.
- To analyze previous teaching resources such as methods, activities and textbooks.
- To interview the teachers for professional background and teaching techniques.
- To classify classroom resources such as computers, projectors, and other classroom utilities.
- To analyze the students' perception towards the language and learning habits of the language.

1.4 RATIONALE FOR THE RESEARCH PROJECT

English has become an international language among many countries. Many opportunities arise from those who know more than one language. In order to take advantage of these opportunities, the Ecuadorian government

through the Ministry of Education is trying to integrate our youth to the world.

Nevertheless, there are learning problems in the English subject in most of the public schools throughout the country that need to be solved first.

In the institution called Unidad Educativa Fiscal "Dr. Emilio Uzcategui Garcia" the low performance of the English language by the students must not be ignored. The evidence of the low performance in students is clearly seen from the following:

The students possess an insufficient level of the knowledge of the language. They are not able to perform activities at the A2 level in which they should at.

The students' grades show that there is not any positive progression in the acquisition of the language. The scores are relatively the same for all the students and just a few have a low average grade. This assessment by the teacher does not match the accurate amount of the students' knowledge of the subject.

The use of the interactive elements of the textbook is neglected. For example the CDs that provide listening activities and programs and that can be used in computer to further practice the language are not used in the classroom at all.

These facts clearly show that there are various elements affecting the academic performance of the students which can continue on to many future courses if the authorities of the institution do not make the necessary changes.

The research of this project will further identify the causes for the low English performance at the institution offering the proper feedbacks to help overcome present difficulties.

The study will benefit the school and the students at EUG as well as the authors of this study who are in the process for getting a bachelor's degree whereas an academic research and the writing of an academic paper are required.

The research will also benefit other learning institutions across the country, providing valuable information to help solve similar learning deficiencies.

1.5 SCOPE AND LIMITATIONS OF THE RESEARCH

The present study will be conducted on a public high school from a rural area of Guayaquil. The students' population in this institution reaches approximately 900 students. The sample classes that will be taken into account from the institution are the second year bachillerato; classes "B" and "C".

In one hand, this research will address the issue of the low English level among the classes previously mentioned. On the other, it will provide valuable data for offering suggestions for improvement in a short and long term.

In the short term, the students from the 2nd year bachillerato will receive corrective measurements in learning the subject, if the teacher takes into account the suggestions. In that way, the students will graduate from high school with a better English level.

In the long term, the students from lower classes will have the benefit of receiving a personalized class in the future.

From another perspective, this research will be a handy tool to other public schools that are facing similar problems to those being described in this study.

There were certain details that made things a little bit difficult for the authors of this research. They proved to be challenges that had to be overcome before beginning the investigation.

The first problem encountered was the location of the institution and its security outside the premise. The school was located in a rural area of Pascuales –Paquisha in front of Bastion Popular and close to the via Perimetral. It was dangerous to walk outside of the school alone, the presence of gangs, thieves and drug dealers, and the absence of the police made things dangerous.

Another difficulty encountered was the attitude of the principal of the high school who did not want to have people from outside the school to conduct a research about possible problems in the school. Later on, she accepted the proposal to be carried out at that institution.

The principal of the institution accepted the development of academic research project because she was presented with the official documents showing that the researchers were in fact students from Universidad Laica Vicente Rocafuerte.

Another turning point for the acceptance of this research was the fact that one of the authors of this research lives in the proximities of the school so he is familiar with the environment and students. The researcher would have a better understanding of the students and thus would provide a deeper insight to the problems.

At the time, while trying to obtain the permission to work in the institution, the principal explained about the school policies. She said that the Ministry of Education department is constantly monitoring the schools per zones and so far, everything was good. Therefore, she did not want to report any problems to the Ministry of Education.

Like the principal's reaction, the teacher in charge of the class did not want to participate in this study. It was very hard to convince her since she is a teacher that is close to retiring. However, after explaining the purpose of this research, she agreed to participate in the research.

The teachers' schedule and her weekly planning were programmed in advanced. Any scheduled event from the daily's' school activities such as interviews, tests, or a class observation needed to be submitted in advanced to the principal for her approval.

The most complicated issue to deal with was the use of drugs among certain students. It was clearly noticed during the diagnostic test and the class observation that some students were under the influence of narcotics. This observation was later confirmed by the teacher.

In the country, Ecuador, there is a long list of holidays. This was another limitation for the research because there were certain occasions, when after having set appointments, the students were either rehearsing for a civic event or on vacation.

The change of the English teacher who was involved in the research since the beginning was the most significant limitation of this research.

The authorities gathered in a meeting with all the teachers decided to remove the English teacher from 2nd and 3rd bachillerato because a new teacher sponsored by the Ministry of Education through the program "Go Teachers" arrived to the school to get incorporated to the school staff as a new English teacher.

A new English teacher was assigned to be in charge of 2nd and 3rd bachillerato. The new teacher was not very cooperative with the research. She said that she was trying to cope with the students' progress of the subject and the weekly plan.

Despite those limitations, the research keeps progressing. It is important to continue because of the short and long term benefits for the students and the important recommendation for the institutions.

To sum up, in spite of the limited resources and the problems presented along the way with proper planning and full commitment, it has been possible to carry on with this research project.

1.6 RESEARCH QUESTIONS

What are the factors involved in the learning outcomes of the second year bachillerato students?

Is the teacher prepared to face the demands in terms of teaching and management of today's curriculum?

Does the school provide with the adequate learning environment?

1.7 HYPOTHESIS

The identification of the causes that affect the level of performance in the English language of 10th students at Dr. Emilio Uzcategui Garcia High School will become a helpful tool in the development of strategies to help improve the overall proficiency in the use of the target language.

1.8 INDICATORS AND VARIABLES

When performing a research it is often common to come across variables. These are unexpected events that occur during the research and create different stages in the location of the investigation. These can be used to compare and analyze the effects to the environment.

The first variable encounter is the change of English teacher during the research. This change greatly affects the process of the investigation. This may affect the students' performance in using the language as well.

The second variable is the recent change of the old English book with a new one. The former book was part of the English learning program "CRADLE". The Ministry of Education adopted the new program "CEFR" and with it came a new book. In addition, this would affect the students learning.

CHAPTER II

LITERATURE REVIEW

2.1 INTRODUCTION

This framework includes an analysis of the importance of education in today's society. It also stresses the importance of English learning in the Ecuadorian Educational system and the government policies and actions that aim to reach international standards in education.

This review is necessary to explain the accomplishments of the objective in this research project developed at "Dr. Emilio Uzcategui Garcia" high school and that after reviewing the thesis archives in the library of Universidad Laica Vicente Rocafuerte de Guayaquil, show that no similar topics to this study have been found. Therefore, the originality of this research is guaranteed.

The time periods of when this study was conducted, as well as its location, make it a unique project. Overall, the research provides various results in this study and different answers for the low performance in the high school previously mentioned.

The objective of this research is to aid the institution in locating any learning problems in the field of English language acquisition, the results of the research will provide valuable information and recommendations to improve the learning performance of the students at "Emilio Uzcategui" high school.

In this chapter there is an insight to the former educational program called The CRADLE project as well as the program based on the Common European Framework of Reference and international standards.

The Ecuadorian government supports the study of foreign languages through the Organic Law of Intercultural Education which emphasizes it, and

the National Plan of Good Living which states that education should be provided to all citizens.

There is a brief study of the different method and approaches used in English language teaching and an overview of the importance of the use of technology in the English classroom.

And last but not least, there is a description of the roles that the teacher and the textbook play in the acquisition of a foreign language.

2.2 THEORETICAL REVIEW

LEGAL FRAMEWORK

Education is an important factor for the development of a country. To support and encourage that learning improves society as a whole, the government enforces and protects the right of Education for all. It all begins with the legal framework in the government.

According to the Ministry of Education, the legal framework governs the education of young people and adults based on what has been established in The Ecuadorian Constitution, The Organic Law of Intercultural Education, and the National Plan for Good Living.

THE STATE AND EDUCATION

Education is considered as an important tool for the development of a country. Every nation is promoting the opportunity of education to all individuals within their borders. An example of a country is the United States of America, where the President Barack Obama expressed his opinion on the subject of education.

On its webpage, The White House shares a quote said by President Barack Obama: "If we want America to lead in the 21st century, nothing is

more important than giving everyone the best education possible — from the day they start preschool to the day they start their career.”

The President of the United States clearly believes that providing education to every individual has a positive effect in the development of a country. The education that people obtain will grant them better living conditions. This vision of education is also followed in Ecuador.

Rafael Correa Delgado, the Ecuadorian president, has expressed his utmost support to his people in their task of obtaining a quality education. One of the main priorities in the Ecuadorian government is education. According to the government, education must be free, and mandatory for primary and secondary schools.

The Ecuadorian Constitution supports the previous statement in Articles 26 and 347, University education must be granted free to the best students who will contribute to the development of Ecuador.

La Secretaria de Educacion Superior, Ciencia, Tecnología e Innovación or SENESCYT, offers various types of scholarships and professional training in the best universities around the world for free.

It is clear that the government of Ecuador views education as an important tool for progress. It sees that education can change the future of the country by educating the people and opening many doors and opportunities for them within the country and abroad.

The previous statements show that education is a priority in Ecuador. It also states the importance of learning a foreign language. The Ecuadorian Constitution gives full support to Education and several decisions have been taken on the matter such as the inclusion of new standards for teaching and learning English.

THE ECUADORIAN CONSTITUTION

Article 26. "Education is a right of the people. They must receive education throughout their lives. It is an inescapable and inexcusable duty of the State".

Article 35. "Elders, children and adolescents, pregnant women, people with disabilities, people deprived of liberty and those who suffer from catastrophic or highly complex illnesses will receive priority attention in the public and private areas".

Art. 347 It is the responsibility of the State:

Numeral 7. "To eradicate pure, functional and digital literacy, and to support the process of post-literacy and continuing education for adults, and the overcoming of educational deficiency".

Numeral 8. "To incorporate information and communication technology in the educational process and to promote the links of education with productive or social activities, and,

Numeral 12. "To ensure, under the principles of social, territorial and regional equity that all persons have an access to public education".

The government supports to its fullest the right for education that all the Ecuadorian people have, regardless of their age, gender, or physical condition. It offers service of public education throughout the country to reduce illiteracy among the population.

In the field of language learning, the use of technology is being implemented to further increase the learning potential in the classrooms. The use of technology in schools becomes a necessity in order to reach the standards under which the teaching of a foreign language is based upon.

ORGANIC LAW OF INTERCULTURAL EDUCATION

Article 50 "Education for people with unfinished school -.. Education for youth and adults with incomplete schooling is an educational service for those who were unable to access the mandatory school education at a corresponding age. This type of education keeps the curricular approach and the axes in the curriculum levels described above, but with the specific characteristics of adulthood, favoring its interests and objectives"

The Organic Law of Intercultural Education also defends and supports the rights for education that every individual has. It focuses specifically in the inclusion of overage students in learning institutions. This means that education will be given to people regardless of their age.

NATIONAL PLAN OF GOOD LIVING

According to the Ministry of Education, the plan focuses on the well-being of all individuals of the country and on the overall improvement of society. The plan itself focuses on three objectives to reach its ultimate goal.

The first objective is to promote equality among diversity in the citizens of the state. It focuses in the areas of cohesion and social integrity as well territorial aspects of society.

The second objective is to improve the capabilities and potential of each individual citizen. Each citizen is an important aspect of society and requires attention to improve society itself.

The third objective is the improvement of the life quality of the population. The improvement of the population will affect society in a positive outcome.

The National Plan of Good Living supports the importance of education

in all its forms and there should not be any type of exclusion regardless of age, social condition, and disability of the student. The goal is to give every citizen the opportunity to become a productive individual in society.

LANGUAGE LEARNING PROGRAMS in Ecuador: CRADLE AND CEFR STANDARDS BASED PROGRAM

THE CRADLE PROJECT

According to Haboud (2009), in 1992 an agreement was created between the Ecuadorian Ministry of Education and Culture (MEC) with the British Council. This action brought forth the Foreign Language Administration to come into existence, which led to the creation of the CRADLE project.

The Curriculum Reborn Aimed at the Development of the Learning of English or CRADLE is the product of a bilateral technical cooperation between the Ecuadorian government and the United Kingdom. It was designed for the curricular change to the field of English in public and semi-public learning institutions in Ecuador.

The main objective of the CRADLE project is to give secondary level students a strong basis of the English language, thus giving the students a good start for future classes with higher language levels. Additionally, it further develops the four language skills: listening, speaking, reading, and writing, which is done through a series of textbooks based on real world information of Ecuador.

The CRADLE was designed with a clear view of the learners and teachers' situation in the classroom, in the school context and in the wider social, economic and cultural contexts of the country.

The CRADLE has also been design with the main purposes of: helping teachers and learners to make best use of the limited time available, training students to end their adult life with a firm basis of essential English.

The English Curriculum focuses a functional and communicative approach through which the students are expected to develop their receptive skills of the language: listening and reading and the productive skills: speaking and writing.

“Our World Through English” Book was the only authorized material for the CRADLE project. The student and the teacher’s textbooks have been written and produced in Ecuador for the use in the Ecuadorian public institutions.

The textbook covers all the units to be studied during the year, from the first to the sixth grades. The teacher’s book contains notes for the teacher, which guides him/her to follow the lesson step by step. It includes the methodology the English teacher should follow in his/her classes. These are teacher’s guides for the development of the students’ speaking and / or writing.

In conclusion, the CRADLE project was well designed in preparing more efficiently English teachers. However the CRADLE project was replaced with another curriculum and standards called the CEFR to further improve English learning in Ecuador.

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

In order to understand The Common European Framework of Reference for Languages, it is important to dissect both the history and the characteristics of the standards.

According to the article “Using the CEFR” (2011),

“The CEFR is the result of developments in language education that date back to the 1970s and beyond, and its publication in 2001 was the direct

outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years.”

It can be seen that the CEFR is the sum of a long research and investigation. The road that took to create the standard can be divided into four phases. Each of these was considered as a standard and was developed during different time periods.

The first standard was designed in 1960s to the 1970s. “It was called Emergence of the functional/ notional approach”. It began with the “Council of Europe’s Modern Language” and it included a European unit/ credit scheme for adult education.

The second standard was designed in 1980s and was called the communicative approach. One aspect of the standard was the change of attitudes to language learning and a greater emphasis on the productive skills by the students. Another aspect was the change of assessment models and the implementation of new ones.

The third standard was designed in the 1990s and was called “The development of the Framework and a period of convergence”.

It established a useful tool for communication that enables practitioners in many diverse contexts to talk about objectives and language levels in a more coherent way. It encourages practitioners to reflect on their current practice in the setting of objectives and in tracking the progress of learners with a view to improving language teaching and assessment across the continent.

Beginning the twentieth century, it gave a rise to a new design in the framework. The draft was published in both English and French. In 2001 the European Language Portfolio was officially launched by the Council of Europe.

The “CEFR toolkit” developed manuals, references supplements,

content analysis grids and illustrative samples of writing and speaking. It was translated into a least 37 languages. The Council of Europe encouraged development of Reference Level Descriptions for specific languages.

THE ENGLISH LANGUAGE LEARNING STANDARDS

In Ecuador, the English language is measured by the use of standards. These give a perception and objective of the mastery of the language that exists in public institutions. The benefit of the standards is the vision that it provides to teachers for teaching the language to the students.

According to the Ministry of Education in Ecuador, the English Language Learning Standards, or ELLS, are the expected stages in the student's language proficiency level during the learning process. It focuses on the knowledge and skills when using the English language as the student reaches full fluency.

The ELLS are based on the elements of the CEFR for Languages, especially in the areas of learning, teaching, and assessment. The CEFR provides a similar perspective for the description of objectives, content, and methods.

The proficiency levels established by the CEFR as well as for Ecuador's ELLS are A1, A2, and B1. These set the overall expectations of the students' learning of the language. Also, ELLS are developed with the use of communicative language components and the language skills of listening, speaking, reading, and writing.

Students who are at the end of 9th year of *Educacion Basica General* should be at level A1 in language proficiency. The student should recognize simple expressions, words, and sentences when listening. Likewise, when reading, the student should understand main ideas and clarify simple informational text.

The student should be able to produce slow, yet hesitant, planned dialogues as well as participating in simple asking and answering questions when speaking. Furthermore, writing informational and expository text consisting of simple sentences.

Students at the end of 1st year of Bachillerato should be at A2 level in language proficiency. In this level, students should be able to perceive, memorize as well as write down words and expressions encountered when listening. Additionally, understanding and identifying longer and complex informational expository texts containing a higher level of vocabulary.

Students should be able to produce a series of phrases and sentences for simple communicative tasks as well as handling short social exchanges when speaking. What is more, students will be able to write longer, more detailed informational text with more variety in sentence structures.

Students at the end 3rd year of Bachillerato should be at B1 level in language proficiency. In this level, students should be able to understand the main points of a clear standard speech identifying general messages and specific details. When reading, students should be able to understand and identify longer more complex expository and narrative text with a satisfactory comprehension.

Students should be able to sustain a direct description of a subject or a variety of matters fluently when speaking. Also, students will be able to exchange information in less routine and unprepared situations. Additionally, students will be able to write longer, more detailed and complex texts as well as writing explanations of problems with reasonable precision. (Ministerio de Educación, n.d.)

2.3 THEORETICAL FRAMEWORK

THE IMPORTANCE OF ENGLISH LANGUAGE LEARNING

One aspect of education is language learning. It is important to recognize the role that it plays in the development of a country especially in a globalized world.

Dr. Manivannan (2006) quotes,

“English language comes to our aid in our commercial transactions throughout the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication.”

As stated in the quote by Dr. Manivannan, The English language can play a role in the economic development of a country. The language becomes the key for the communication in the field of international business.

English, then, is a language used by many around the world in the area of business. Most companies and workplaces require the employee to master the English language. Thus, the English language provides better opportunities for those who speak it.

Aside of the economic benefits which using English provides; it can be used to expand the connectivity of information. According to the official website of NCTE, through the language it is possible to communicate across cultural and national boundaries. Thus, it gives the opportunity for the access and integration of foreign ideas and technologies.

The English language can also affect the political field for international relations with English speaking countries. It allows the integration of the country to a larger group. This opens the doors for becoming part of

international trade benefiting the development for the country.

In conclusion, the use of the English language provides a beneficial effect for a developing country in economic, social and technological fields.

LEARNING METHODS

The methods investigated have a direct connection to the research. Those methods are the Grammar Translation Method, the Series Method, the Audio-lingual Method and Finally Suggestopedia. It is important to mention three outstanding teaching methods: Constructivism, Cooperative Learning and Task Based Learning.

For the research, it was important to look back at the history of how language was learned in the past. As Brown (1994) describes it as the “Changing winds and shifting sands of language teaching (p. 52)”. Language teaching has gone through many changes throughout the century.

Language learning has given the development to diverse methods for English teaching. It has gone from one design to another and created various paths from which language has been learned. Each method is the result of an extensive research and experimentation.

For the research, the information would serve as a reference when analyzing the collected data from the institution. Thus, it would aid in having a further understanding of the students low performance of the language.

GRAMMAR TRANSLATION METHOD

In “Dr. Emilio Uzcategui Garcia” high school, classes are taught using the native tongue, that is Spanish, and the target language, that is English, is translated to the native tongue of the students. The teacher performs this action whenever a new element of the language is presented to the class. The

translation of the language is used to convey a better understanding of the subject to the students. These characteristics belong to the Grammar Translation Method.

This method makes use of very easy to follow techniques that affect more than help the students in the usage of the language. The procedure is used in class to reinforce the learning of the language through mechanical habits.

The Grammar Translation Method, according to Vera (2010), is style of language teaching revolved around the “classical method” for teaching Greek and Latin. Learners had to translate every word in entire texts as well as to memorize numerous grammatical rules and exceptions. Likewise, learners had to memorize large amounts vocabulary. Finally, the objective of the method was the ability to read and translate literary masterpieces and classics. (p.23)

When taking a closer look, it is possible to see that the knowledge of grammar is the core focus from where the language is learned. This means that the language is reduced to the grammatical system. The translation of texts becomes an important form of practice while the study of the written text of classical languages becomes the topic of the class.

Aside from learning the concept of the approach, it is also important to learn about the features that make up the method. In the research by Molina, Perez, & Agollo (n.d.), the features of the Grammar Translation Method was divided into five areas: Content, Objectives, Materials, Procedures, and Assessment.

GOUIN SERIES METHOD

Following the Grammar Translation Method, a new method of language learning appeared, the Gouin Series Method.

According to Tamura (2006), the method was developed through the

experiences of the Latin professor François Gouin in the nineteenth century. In Germany, Gouin attempted to learn the German language through the memorization of verbs and words. Gouin was able to memorize an entire book of conversation. Unfortunately, he was not able to neither speak the language nor understand another individual in a conversation.

Upon returning to France, Gouin learned that his three-month year old nephew was able to speak French more efficiently than he was able to speak German. This led to a breakthrough in a new way of studying foreign languages. (p. 172-173)

Based on the research of Vera (2010) on the Series Method, it is known that Guoin designed the method to be taught directly and conceptually. This meant that classes would be taught without any translation to the native tongue. Likewise, the grammatical rules and explanations of the language would be ignored as well.

In teaching the language, a series of sentences with semantic connection would be used for internalizing the language. The sentences used to teach the language have a large number of grammatical properties. As well as vocabulary items, word orders, and complexity of the language structure. It was considered successful since the pattern was understood, stored, recalled, and was connected to real world situations.

For the time, the learning method by Gouin was considered unorthodox and unpractical.

AUDIO-LINGUAL METHOD

In class, under the Audio-lingual Method, the English language is mostly internalized through memorization. In order for the students to acquire the language, a series of drills and repetitions are implemented by the teacher. The target language presented in class such as vocabulary or structures would be orally repeated by the students.

During the drilling of the language, any mistakes performed by the students are immediately corrected. These include pronunciation of words as well as mistakes located in grammatical structures. Perfection in the production of the language is enforced throughout the drilling. This leaves the students unable to have the opportunity to learn the language in a meaningful manner.

The idea for drilling elements of the language for learning can be considered as the use of the Audio-lingual Method. It shares the basic qualities of the method as well as its overall objective. The method can be found dating back around the 1940s, during the time of the Second World War.

During the years of the Second World War, the need of proficient language acquisition for soldiers resulted in the design of the Audio-lingual Method. According to Vitalis Nyawaranda (1998), the Audio-lingual Method was a by-product of the work of Yale University's Bloomfield as well as a result of America's involvement in the conflict.

The Audio-lingual Method was based in the structural theory of the language. It was established that language begins as small linguistic blocks from which higher linguistics forms would develop. So, whenever the language would be learned using this method, it would first begin as phonemes. And later, after learning the grammatical rules would enable production of complete sentences.

The primary language skill that the method heavily focuses in is speaking. The goal was for the learner to reach a native speaking level of the foreign language. The writing skill of the learner was reinforced later with recognition of speech symbols and the reproduction of these. However, the procedures themselves were more focused on the oral instructions with little focus in grammar teaching.

The teaching and learning aspects of the method revolved around

activities that include dialogues, drills, and practice patterns. Learners would acquire the knowledge through the use of stimuli and responses by the teacher. Learners have little control in the acquisition of the content, pace of learning, and style in which the language is being learned.

There was no opportunity for learners to learn through mistakes in the Audio-lingual Method. There was no encouragement of language practice between classmates in order to avoid any forms of mistakes. The correction done in class would be performed only by the teacher.

The teacher would play the dominant role in the classroom and in the language acquisition of the students. The teacher would play the model of the target language, thus serve as an example of the language itself. Likewise, the teacher would control the direction and the pace of the learning.

SUGGESTOPEDIA

The learning environment plays an important role in language learning. When the environment proves to be a distraction then the learning itself becomes inefficient. Thus, creating an ideal learning environment helps students concentrate and acquire the language effectively. The view leads to the design of the teaching method known as Suggestopedia.

Suggestopedia is a teaching method designed by the Bulgarian psychotherapist Georgio Lozanov in 1979. According to Richards & Rodgers (1987), Suggestopedia derive from the study of Suggestology. Suggestology is a science concerned with the systematic study of nonrational and/or nonconscious influences.

Lozanov believed that the method could harness the influences of the human mind and control them for optimize learning. The key was to identify the optimal mental states that facilitated memorization and facilitated recall knowledge. For Lozanov, most of the learning takes place in a relaxed but focused state. That is why the importance of a classroom with decorations,

music, comfortable furniture, and an adequate arrangement of space.

According to Vera (2010) Suggestopedia follows a structured approach through four main stages. The first stage is “Presentation” which can be considered as a preparatory stage. It is where students relax and are moved into a positive state of mind, encouraged with the idea that learning is enjoyable.

The second stage is the First Concert or “Active Concert”. It is where the active presentation of the target language occurs. The language might be presented through the reading of a passage accompanied with classical music in the background.

The third stage is the Second Concert or “Passive Review”. It is where the students relax and listen to Baroque music while the dialogue is read softly in the background. The music is specifically chosen to bring out the students optimum mental state for a more effective acquisition of the target language.

The final stage of the Suggestopedia method is the Practice. During this stage, the use of games, puzzles, and other activities are implemented to review and evaluate if the learning has taken place.

CONSTRUCTIVISM

According to Taber (2011) Constructivism was designed to aid learners increase their knowledge of a subject. The method is executed through the recalling of past information to build upon itself.

The method is characterized through two principles that guide the teacher and the student. The first involves the teacher in activating relevant ideas of the students to construct new knowledge. The second involves students building the new knowledge based on partial, incorrect or irrelevant knowledge that exist in the minds of the students.

The knowledge and ideas that are recalled during the process of constructivism derive from various sources. Some of the sources include family, friends and even the media. However, it is up to the teacher to guide the students' knowledge and ideas towards the target knowledge presented in the curriculum. (Brock, 2007)

The teacher cannot teach abstract concepts directly or by demonstration. The teacher must find creative ways for students to connect knowledge that can be relevant to the subject. The use of models, analogies, and metaphors are implemented as examples to make such connections. (Taber, 2011)

COOPERATIVE LEARNING

According to Chen (2005), Cooperative Learning was designed to aid learners create a productive learning environment to make language learning meaningful. The method encourages learners to become active participants for the acquisition of knowledge rather than becoming vessels for the absorbing of vast quantities of information.

As stated by Murray (1994) the Cooperative Learning Approach was designed following three theoretical perspectives: the Piagetian Social Learning Theory, and Vygotskian Theory.

The method borrows the principle of the Piagetian theory. The theory suggested that learners should experiment on their own instead of listening to a lecture given by the teacher. Through this action what the students learn becomes more meaningful. Furthermore, the method stresses the benefit of problem solving for the students.

Based on the learning theory of Bandura (1971), Cooperative learning is strongly based on the theory of social learning. The theory focuses on the importance of "modeling and observing the attitude, behaviors, and emotional reaction of others." It explains human behavior through continuous interaction

between behavioral, cognitive, and environmental influences. Likewise, the theory also stresses the importance of teamwork as one of its main characteristics.

The third perspective of the cooperative learning method was on the Vygotskian theory. The theory explained the key understanding of the relationship between the learning individual and the environment. The theory stressed that learning was a social action and that learning is best performed through social interaction (Vygotsky, 1978).

TASK BASED LEARNING

According to Nunan (2004) the implementation of the task based language learning has reinforced the principles and practices that exist in both English as Second Language (ESL) and English as a Foreign Language (EFL) settings. It has accomplished such role by providing a needs-based approach to content selection, emphasis on learning the target language through communication, and use of the authentic text during the learning process.

Other aspects include providing opportunities for the learners to interact with the language as well as to learn from the learning process itself. Taking into consideration the learner's personal experience of the language implemented in the classroom, connecting the language used in the classroom with the language used in the real world.

According to Long (1985), task-based language teaching is explained in terms of "target tasks". A target task is "a piece of work" accomplished for individual or external purposes, free of or for some form of reward. Examples of task include painting a wall, buying groceries, or making reservations. These are activities that people accomplish every day in their lives. (p. 89)

When the concept of the target task done in the real world is taken to the classroom, it becomes a pedagogical task. As stated by Richard (1986), a pedagogical task is an exercise performed by the student when learning and

understanding the target language. An example of a pedagogical task is the drawing of scenery while listening to the description given by the teacher.

Richard (1986) also stated that in some cases language production may not be a part of a Task. It only requires the teacher's objective in the completion of the task. However, the different forms of task in language teaching have led to the influence of the activities to become more communicative.

TECHNOLOGY

According to Levy (2009), Technology "have led to new forms of communication, text production, collaboration, and social networking" (p. 770). This means that it has changed and become part of the modern world that we live in today. Furthermore, It has also made its way to the field of language learning.

According to Garrett (1991), In modern classrooms, there exists access to various forms of technology. These can enhance language learning through different language areas and skills. Additionally to the use of textbooks and the white board, technology aids teachers in what can be performed in the classroom. With the access to technology, many forms of language practice are performed.

The use of technology in the classroom has the increase of the effectiveness of the student book. The listening activities that are contained in the book require the use of a CD player. With the use of the device, listening activities take place and the practice of the language skill of listening is reinforced.

Another language practice activity gained with the use of technology is the implementation of computer programs. Books come integrated with a CD containing interactive activities for language practice. The use of computers and projectors facilitate and give the opportunity to use these programs.

According to an article written by Warschauser (2002), in the field of second language teaching or L2 teaching, Computer Assisted Language Learning (CALL) involves interactive activities such as language simulations, electronic communications, and multimedia production rather than simple drilling and practice tutorials.

Technology helps classes become more dynamic in language practice. It gives classes more creativity and keeps students interested in the lesson itself. Furthermore, the use of technology opens a new door to a new world in the language learning field.

According to Warschauser, “Students in technology-intensive language classrooms learned both language skills and valuable information/communication literacies simultaneously”. The combination of language teaching and technology based learning give students the opportunity to master both fields. It educates the students in mastering an external skill outside the program.

TEXT BOOK

According to J. C. Richards (2014), “textbooks in language teaching play an important factor in the development of the students’ language acquisition”. A textbook together with effective follow-up material can become a reliable source for the foundation of language acquisition within the classroom providing a balance of the skills they need to master and the kind of language they need to practice.

The new curriculum has brought new books to the public education. The books are “English” level 1 and 2. These books are published by Pearson Education. The books are not for sale and the year of publication goes back to 2008. The commercial name for these books is Postcards and there are four levels.

This textbook provides the necessary material to reinforce language

learning, and also offers enough material to develop speaking skills. It possesses the necessary contents for communicative production that will enable students to perform effectively when communicating with another individual.

An adequate number of practice activities centering not only on grammar but also on communication purposes will strengthen the internalization of the language and the overall learning. Additional practice will help students with the mastering of grammatical structures, the use of verb tenses, and the learning of additional vocabulary.

The ways textbooks are written today become a useful tool not only for students but for teachers when planning and teaching lessons. A textbook is a tool and the success of using it in a classroom will depend upon the teacher's preparation for teaching.

TEACHER PREPARATION

This topic covers several aspects such as the teacher's knowledge of the subject, working experience, professional qualification and some other important skills and abilities for a quality teaching.

Education International web site believes that quality teaching is essential for quality learning. An important figure in the learning process is the teacher. Therefore, the teacher has to be academically prepared. The teacher's performance influences in a significant way the students' engagement and achievement of the subject.

According to Underwood (1992), the teacher has to be familiar with the theories of learning and how to teach the productive and receptive skills. Therefore, the teacher needs to be proficient in the language for teaching a quality lesson.

There are several articles and journals about the importance of the

target language for teachers. According to Jones and Chen (2012), “teachers need to expand their expertise in grammar to understand 'the structures and functions of word- and sentence-level grammar and text patterns and the connections between them” and teachers will also need to apply that knowledge to enhance their students' learning outcomes.

Cambridge University Press also stresses the importance of mastering the foreign language of those teachers who are not English speakers. There are several English programs for mastering the target language and for professional development. The benefits include a more engaging class, real contact with the target language and dynamic and meaningful classes.

The University of Washington on its “Teaching and Learning Bulletin of Spring 2009”, establishes that most students learn best when they are actively engaged with the class and its material. An individual activity in class clearly demands a dynamic participation; this article explains that some strategies to accomplish this task include developing rapport between teacher and students and among students, creating opportunities of engagement and student’s participation, and managing interaction among all the class participants.

The teacher must possess a satisfactory knowledge of the language and the qualification for teaching the language itself. If the teacher has flaws in the mastery of the language or qualifications then the quality of teaching is affected.

A teacher must possess an adequate amount of knowledge of the language. The teacher must have good pronunciation and a great knowledge of vocabulary. Additionally, the teacher’s grammatical knowledge must be at an adequate level depending on the course.

According to Underwood (1992), the teacher teaching skills play an important role during the class. The teacher’s voice must be loud and clear with good pronunciation and intonation.

The teacher must possess a great amount of experience. Experience leads the teacher to develop a great ability to maintain control of the classes and manage them very well.

Qualified teachers must possess a degree in English Language Teaching. It must reflect their preparation in the mastery of the field language teaching and the ability of performing effectively as a teacher in a classroom.

Recently, the Ministry of Education has been assessing all the English teachers in order to know their English level. The TOEFL examination has been administered to all the new English teachers who want to teach in the public sector. This policy gives support to the statement of qualification.

According to the Ministry of Education website, English seminars are constantly arranged to prepare the teachers with the new trends in education. This assures the right coaching and preparation teachers need to have for coping with the new standards and methods.

The English language teachers attend language seminars in the country. The seminars are used to update and provide language teachers with new teaching techniques to further improve language learning.

2.4 CONCEPTUAL FRAMEWORK

The CRADLE project was implemented for 18 years in all Ecuadorian public institutions in the past. Therefore, it is necessary to know its effects on today's students. This curriculum was changed for the Common European Framework of Reference for languages (CEFR) in 2013.

Understanding the function and the impact that the CRADLE project has had in language learning in the schools of Ecuador, particularly in Emilio Uzcategui high school, is factor in this research. It provides the information onto whether or not the involvement of the project has any negative effects in language learning.

This research considers the CRADLE project as a factor in the teaching and learning of English language at Emilio Uzcategui high school. It looks at how the program has affected the learning experience in the classroom, improved or impaired the overall performance of the language teacher, and how it affects the overall learning procedures at the school.

CRADLE's textbook "Our World Through English" reinforced the validity of the project, part of the study tries to find if it was properly used and how it affected the overall proficiency in the students at the school.

The research about the CRADLE program also provides information on the writing examination for evaluating the proficiency of the language of the students. It explains if the forms of examinations provided by the CRADLE project in the past were adequate in testing the language performance of the students.

Likewise, for the purpose of this project it is necessary to revise the contents of the program presented by the Ministry of Education which are based on the CEFR international standards for English language teaching.

This curriculum is currently in use at Dr. Emilio Uzcategui Garcia and it is necessary to observe how the school has adapted to this program and why there isn't much difference between the previous and present performance in the English language.

The curriculum of the CEFR is included in the project for the effect it has over the students when learning a second language. It is needed to confirm the learning process in which the curriculum puts the students through and the students must adapt. If the adaptation does not take place, then the students obtain a negative learning experience.

The following table shows the different proficiency levels that exist within the curriculum. The levels are used by the Ministry of Education to standardize the students learning process of the English language.

Table 2 The CEFR Scale Table

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/her fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structure, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experience and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she knows and things he/she has. Can interact in a simple way provided the person talks slowly and clearly and is prepared to help.

Table 2 The CEFR Scale table

The overall proficiency of language learning is included in the investigation. It is necessary to have a scope of the learning pattern and language mastery for the students in the EUG high school. It is important since according to the new standards it is required to reach a specific level when progressing in the overall academic curriculum.

It is clear the government aims for education to be qualitative for every citizen in the country. A number of educational laws provide to any citizen the right of education as well as effective learning opportunities. The government's value for education is for its long term effect on the youth of tomorrow.

The government approved for every student in educational institutions to learn a foreign language such as English. The government's plan for the improvement of society is through education. Education can improve the conditions of the citizens of the nation.

2.5 DEFINITION OF TERMS

The following section covers the main terms and definitions used in this research.

Approach: Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

Curriculum/syllabus: Designs for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context. (The term "syllabus" is used more customarily in the United Kingdom to refer to what is called a "curriculum" in the United States).

Drill: A common restricted production activity, involving students in repetition or very controlled oral practice.

Language skills: Teachers commonly talk about four language skills: listening, speaking, reading, and writing. Listening and reading are receptive skills; speaking and writing are productive skills.

Performance: The act or process of performing a task, an action, etc.

Proficiency: The state or quality of being proficient; competence.

Standard: A level of quality, especially one that people think is acceptable.

Syllabus: A list of the topics, books, etc. that students should study in a particular subject at school or college. That is, a list of course contents.

2.6 SUMMARY

The field of English language learning is influenced by multiple factors. These factors determine whom or how is English taught in schools throughout the country. It is important to identify and understand the various elements surrounding the language learning process that takes place in the institution. The elements regarding language learning include the teacher, the classroom environment and the learning material.

As mentioned earlier in the chapter, Education is an important key for the development of a nation. Developed countries such as the United States of America, including developing countries, such as Ecuador, have identified the importance of the subject.

In Ecuador, educational laws are in place to support the right to education for all citizens. The state has the obligation to provide such service

to every location that requires it. The reinforcing of education across country will prepare generations with the proper skills and knowledge to obtain better living conditions.

In the field of English language education, there is no exception of its importance for the development of a country. To support the success and effectiveness for English teaching, there has been the implementation and change of the learning standards. The shift from the CRADLE program to the standards based curriculum is a clear evidence of the commitment for improving language learning.

The use of proper textbooks for teaching as well as the preparation of the teachers plays a key role in language education. These are some of the most important resources for language acquisition in the classroom especially for classrooms deprived of technological resources.

Language teaching requires the understanding of the learning methods that it is based on. There are numerous forms of learning methods that have been used throughout time. However, the learning methods focused on this research are based on the investigation that took place in the institution.

Education is an evolving process that is changing and improving learning throughout the world. In this research, there are some forms of technology that are mentioned. Those forms of technology are essential learning tools for the language acquisition.

In conclusion, this research covers different topics ranging from the importance of learning English, educational laws, language programs, English textbooks, Teacher preparation and technology. All these points are used to create a reliable background of information and conceptual framework for the research.

CHAPTER III

RESEARCH METHODOLOGY

3.1 METHODS AND TECHNIQUES

In this section, there is a display of data which includes the authors' findings during their meetings with the authorities and teachers as well as visits to Unidad Educativa Fiscal "Dr. Emilio Uzcategui Garcia" for this study.

The data collection methods for this study are based in a quantitative and qualitative analysis of the causes for the deficiency in the overall proficiency and in the language level of the second year bachillerato students. The causes include factors concerning the teacher, students, and classroom environment.

It is important to stress the significance of the methods being used and the relevance with this study. A qualitative analysis is applied because there are interviews to teachers and a classroom observation. This type of data can only be analyzed and interpreted using a qualitative research design because it seeks to understand and to draw conclusions based on the information gathered during the interviews and observations; in other words, it seeks to interpret opinions, feelings, and sentiments.

However, a quantitative analysis is applied as well due to the fact that surveys were administered to the English teachers and the students' sample. Therefore, a statistical analysis is used to interpret this information. The purpose of the surveys is to understand certain factors that cannot be drawn from the qualitative analysis because it involves the interpretation of statistical charts and mathematical calculations.

This research involves the two types of methods for interpreting and analyzing the data gathered during the data collection. The analysis of the findings is both a quantitative and qualitative one. Both analyses are important

for understanding the causes for the low proficiency in the English level of the Second year bachillerato students from the sample population.

The findings and data to be considered in the quantitative and qualitative analysis include information from primary sources. The primary sources for the quantitative analysis are the surveys to both the teachers and students while the qualitative analysis sources include a class observation and interviews to the teachers. During the interview, it is important to state that it was also check some of the students' notebooks and the teacher's records.

In class observation, it is important to establish what observation is and the type of observation applied in this study.

“Observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. Observation is one way to collect primary data.” (Kumar, 2011, p 150)

It is crucial to state that there are two types of observation: Participant and non-participant observation.

In his book “Research Methodology: a step-by-step guide for beginners”, Kumar (2011) establishes the differences between participant and non-participant observation.

Kumar states that participant observation only occurs when the researcher gets involved in the normal activities of the subjects as one of them. This means that the subjects do not know they are being part of a study.

He also makes a distinction of a non-participant observation. This type of observation involves a passive observer. The researcher does not get involved in the normal activities of the subjects. The researcher records the activities and draw conclusions from it. For example, if a new teaching method were to be applied in a school, the researcher would observe and draw conclusions about the effectiveness of the method.

In this study, a non-participant observation is applied during the class observation in its natural conditions. A change is noticed in the students' and teacher's behavior during the class. This is analyzed in detail in the findings

section.

When a change in the behavior of people or groups is attributed to their being observed it is known as the Hawthorne effect (Kumar, 2011).

Cherry (n.d.) on her webpage Psychology Dictionary, describes the Hawthorne effect as the tendency of the subjects being studied to work harder and perform better when they are participants in an experiment. Subjects may change their behavior due to the attention they are receiving from researchers rather than because of any manipulation of independent variables.

During the class observation, and later during the administration of the survey, a change of behavior is noticed in the students and teacher. During an unplanned visit to the school, in which the students and teachers were observed from the distance, they behaved in a different manner than they did when they were observed during the study, therefore confirming the Hawthorne effect.

3.2 RESEARCH POPULATION AND SAMPLE

POPULATION

Three classes from second year bachillerato are the population for this study. The population consists of 167 students. Male and female students took part in this study and their ages are in average 15-17 years old.

Table 3 Research Population

N°	2nd Year Bachillerato class	Number of students
1	2 ^a	56
2	2B	54
3	2C	57

Table 3 Reseach Population

SAMPLE

The sample involves two classes from second bachillerato. The teacher, Miss Belgica Bravo, chose the classes randomly. The preliminary sample consisted of approximately 111 students. The final sample consists of 99 students; the day that the survey was administered only 99 students from the 111 attended. Therefore, twelve students from the preliminary sample do not participate in this study since they were absent on the day of the survey for different reasons.

Table 4 Research Sample

N°	Class	Number of students
1	2B	54
2	2C	57

Table 1 Research Sample

3.3 RESEARCH INSTRUMENTS

The research instruments include a diagnostic test to the students, as well as surveys to the students and English teachers.

The survey includes close questions in which the possible answers are categorized from one to five. The English teachers and students give a mark to the category that best describes their answer.

The qualitative research instruments for the study include Interviews to the English teacher and a classroom observation.


UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
ENGLISH SCHOOL


Student Questionnaire

This questionnaire is directed to the students of Segundo año Bachillerato General Unificado in the area of English of the Unidad Educativa "Dr. Emilio Uzcategui García" of the city of Guayaquil.

Dear student, the present questionnaire is to know your opinion about your learning environment with the aim to design educational projects and strengthen you learning.

Instructions:

Please mark the box with an X to the corresponding column the numbers that reflect your criteria taking into account the following parameter:

Option 1	Totally Disagree
Option 2	Disagree
Option 3	Neither Agree nor Disagree
Option 4	Agree
Option 5	Totally Agree

Please read carefully each question and answer each of the items.
Check your answers before handing in your sheet.
The questionnaire is anonymous.

Nº	QUESTION	1	2	3	4	5
1	The teacher always arrives to the classroom on time.					
2	The teacher transmits a positive attitude during her classes.					

Nº	QUESTION	1	2	3	4	5
3	The teacher shows preparation during her classes.					
4	The teacher's instructions are always clear and precise.					
5	The teacher is patient at the reason of teaching.					
6	The teacher's classes are totally in English.					
7	The teacher reinforces her classes.					
8	The teacher addresses the classroom in an efficient way.					
9	The teacher walks around the classroom during her classes.					
10	The teacher's voice can be heard in the entire classroom.					
11	The teacher always ends her classes on time.					
12	The teacher regularly assigns homework.					
13	Homework complements and reinforces the subject.					
14	The teacher regularly checks homework.					
15	The teacher is fair with all the students when grading work.					
16	The evaluations and examinations are well design and cover what has been taught.					
17	The number of students affects the learning of English.					
18	The classroom has a good ventilation system.					
19	The classroom has good illumination.					
20	Do you enjoy your English classes?					

Thank you!

Picture 4 Students' Survey: Front and Back Part.

3.4 DATA ANALYSIS METHODS

This section reports, analyses and gives an interpretation to the data and authors' findings during their visits and observations of the public high school participating in this study. As it is mentioned in a previous section, a quantitative and qualitative analysis is applied in this research.

An analytical and quantity analysis is applied in the analysis of the data from the sample population.

The data analysis technique pie chart 3D from Microsoft Office Excel V. 2013 is applied in this study. The data from the surveys are tabulated and interpreted using Excel v. 2013 and with the same program; the pie charts are generated as well.

The main objective of this study is to analyze the causes for the deficiency in the overall proficiency and in the language level of the second year bachillerato students at Unidad Educativa Fiscal "Dr. Emilio Uzcategui

Garcia” of 2013 – 2014 academic year. Therefore, the students’ surveys cover several issues regarding their teacher and classroom environment.

Likewise, the teachers’ survey addresses several factors regarding the institution, students, and classroom resources. The students’ sample population survey and the teachers’ survey are tabulated in Excel. A graphic is generated for each topic. The results and graphics help to analyze and interpret the findings.

The analysis and interpretations of the graphics give a better understanding on each of the issues involved that may affect the overall proficiency, and the language level of the second year bachillerato students from the sample population and to some extent from the population itself.

3.5 FINDINGS

DIAGNOSTICS TEST RESULTS

The diagnostic test was designed to measure the levels A1 (beginners) and A2 (elementary) from the CEFR. It assessed the abilities that the students possessed in terms of knowledge and skills at that particular time.

The diagnostic test gives important and valid information to have a general understanding of the knowledge that the students possessed.

After tabulating and analyzing the results of the tests, it showed that a high percentage of the students were at a low level in terms of knowledge. The students did neither have A2 level nor the top-level English as expected by the teacher. It was clearly shown by the diagnostic test that nearly every student in the classroom had a large deficiency in the language.

The diagnostic test consisted of 70 marks: The first 40 were grammar questions, 10 were vocabulary questions, 14 were reading comprehension and finally 6 marks were for writing a short composition. The total score can be interpreted as follows: 0 – 50 beginners; 51 – 70 Elementary.

Table 5 The Diagnostic Tests Results

Marks	Number of Students	Number of Students
Marks (1-70)	2 "B" 51 Students	2 "C" 52 Students
1		
2		
3		
4		
5		
6		
7	1	
8		
9	2	1
10		
11		1
12	6	
13	3	
14	2	4
15	1	4
16	4	6
17	5	3
18	1	3
19	2	1
20	7	1
21	1	5
22	5	5
23	4	4
24	3	3
25	2	3
26		1
27	1	2
28	1	3
29		
30		2
31		
32		
...		
70		
	51	52

Table 5 The Diagnostic Test Result

Giving a brief glance at the results, many of the areas where students had difficulty were in the verb forms of tenses and lack of vocabulary. These are necessary in order to create basic sentences for communication.

The teacher's interview and the students' diagnostic test gave support

and showed the students' low level in the areas of knowledge and skills with the language. This situation represents a problem for the institution, principal and teacher.

TEACHER INTERVIEW

The Qualitative findings for this research are divided into two parts. They are teacher's interview with the researchers, and the class observation done by the researchers.

The teacher's point of view and all the data obtained through the interview gives an insight of the students, colleagues and institution in general.

An interview took place when the teacher was met. The teacher was asked several questions in order to find clues for the students' low performance. The topics included the types of resources in the classroom, the textbook, the teacher's guide, the curriculum, and technology used in class.

The following statements are the interpretations from the interview regarding to the resources in the classroom. One of the first topics discussed during the interview was the implementation and teacher's perspective of the new textbooks.

The use of new textbooks has been proven to be ineffective as a learning tool. One of the main points observed in the textbook is the lack of constructive learning activities in which students may exercise what they have learned in class in a meaningful way. Many activities use elements not covered in a specific section causing students to learn many aspects of the English language without learning many of the basic principles beforehand.

Similar to the observations made in the students' book, in the teachers' guide there can be over complicated explanations of grammar structures and hard to follow activities to aid the teacher throughout the course. It can be considered that one of the important aspects in teaching a language is the book. If this element is lacking, so will the teaching and learning process (Richards, 2013).

The teacher also mentioned that the change from the old English program called Project CRADLE to the current approach called the CEFR has caused a change in teaching and learning as well.

The project CRADLE, in which teachers followed and implemented in courses in the past, was seen as ineffective and a nightmare for many teachers who were not trained to take full advantage of it. This meant that by following the former program, students were not learning well enough to perform effectively with the language in a communicative way.

As a solution, a new program and standards were implemented in the hopes that students would learn better. However, this situation has not been the case for the students in Unidad Educativa Fiscal "Dr. Emilio Uzcategui Garcia". It seems that the transition from the old curriculum to the new one has caused confusion and disruption of the learning course for the classes of 2013.

Another topic discussed in the interview was technology. Technology often plays an important role in the improvement of learning. In teaching, there is no doubt that it can improve the learning potential of the students. In the school, the lack of technology has limited the learning and the full use of interactive learning programs and audios CDs.

In today's modern language learning, English books come with a pack of audio CDs that permits the oral and listening practice of the language. In the school, there is a lack of CD players, so oral and listening practice might never occur. Thus, two of the most important language skills are never developed.

There are also interactive learning programs and web pages recommended by the Ministry of Education for the students to practice the language. However, there are not computers to take advantages of such software, so any additional practice with the language is omitted from the learning session in the school.

Additionally, the lack of power outlets is a reason why teachers are not able to bring their own electronic equipment.

Another question is the age of the teacher and if it plays an important role in the low performance of the students. This is taken into account because of the current age of the teacher and if the teacher has the energy and vitality to teach efficiently in class.

Miss Belgica Bravo Romero is a 65-year-old teacher with 40 years of experience in teaching English as a foreign language.

During the interview, it was noticed that the teacher had trouble pronouncing several words in English. This led to another important question during the interview. It was asked if the teacher regularly attended seminars and evaluations. This was to confirm if the teacher had knowledge of recent learning strategies and techniques to teach the English language.

It was asked the number of students the teacher manages at the institution. The teacher is in charge of six classrooms; three classes from 2nd bachillerato and three classes from 3rd bachillerato. Each classroom population reaches an average of 55 to 60 students.

Continuing the interview, it was taken into account the number of the students in the classrooms. The teacher was asked if the students' number created a learning problem in class. In most scenarios, having a large number of students in a classroom creates a learning difficulty. This is due to loud noises and conversations between students.

Large classrooms can also be difficult for the teacher when interacting with the students. One of the reasons this is difficult is because teachers must monitor the students' progress of learning the language. This helps the students learn as well by correcting any errors or troubles that they may encounter learning the language.

Since there a large number of students in class, it is difficult for the teacher to have time for all the students in one session. Likewise, when checking for homework and classwork, there is not enough time to carefully analyze any problems in the language that students may have or the amount that they have learned. In most cases, the teacher may check and give points to the students for just attempting to do the work.

According to the Ministry of Education web page (2013), *“At the initial level of education, each classroom must have a maximum number of 25 students and a minimum of 15 students.”*

The United Nations Educational, Scientific and Cultural Organization (UNESCO), does not establish a precise parameter about the number of students under supervision for each teacher. This is due to the difference of cultures and the natural resources possessed by each region. However, International studies indicate that the best results are with groups no larger than thirty students such as in high schools. (“El número de alumnos por aula”, 2006)

Another related problem with the students’ population, concluded from the interview, is the natural heat created in overpopulated classrooms during the day. Large classes generate heat and humidity. Classes often tend to be tiresome both physically and mentally during the day, affecting in a significant way the performance of the teacher and students.

In this school, there are not enough resources to accommodate a classroom with the appropriate ventilation and temperature for all the students. Most of the classrooms do not have working ceiling fans and the classrooms are too small to accommodate properly all the students.

It was also asked if the number of classes that the teacher teaches creates a problem with the performance of the teacher. It can be considered that teaching six different classes throughout the week can be difficult and tiresome. This leads to a poor student and teacher performance and affect the students learning process and acquisition of the target language.

The next series of interview questions were focused on the organization of the institution. It was important to confirm if the staff was an efficient or inefficient one. To begin, it was asked if the language teachers of the institution had a coordinator. It was important to know if there was any form of organization among the teachers.

The teacher stated that there is no coordinator for the English teachers. Any form of commands by the institution is done directly by the director. This

would suggest that the organization of the institution has the aspects of a club culture organization. This would mean that the director is the center of management.

It was also stated by the teacher that there is no form of proper communication throughout the institution. Information and commands often travel as rumors and gossips. There is no solid way to confirm at a moment's notice if a decision has taken place.

The next question is if there was an English department for the English teachers. It is important to have a department of such for gathering ideas and finding solutions to problems. In addition, the use of an English department can increase the effectiveness of communication between the staff and the institution director.

In the institution, there is no English department where teachers can gather for a meeting. However, there is a teacher's lounge where teachers of all the learning subjects can rest. It does not assume the same role of a department and is more crowded and hot.

Once the interview was completed, the information was collected from the teacher's point of view. The next step was to gather information from the classroom itself to find any evidence for the students' low performance. For this, classroom observations were conducted.

CLASSROOM OBSERVATIONS

In another planned visit to the institution, permission was requested to observe a class being taught by the teacher in a normal setting. The teacher, Miss Belgica Bravo Romero, also agreed and kindly gave us permission to see the grades of her students at the end of the classes.

The current teacher was observed teaching the class and as well as the behavior of the students. The teacher entered the classroom and all students stood up to greet her. She greeted the students in the native tongue, that is Spanish, and the students sat down.

To begin the class, the teacher spoke in Spanish and ordered various students take specific seats in certain areas in the classroom. She also made sure that every student had taken a seat before beginning the class. She then proceeded to call the roll and one by one the students answered.

She asked the students if any had done the homework. Many of the students remain silent giving the impression that none had. She then proceeds to say that the students would work on it that day.

Next, she wrote on the board the grammar structure that the students would be using. She presented examples of the use of the structure and ordered the students to repeat in a drilling fashion.

Then, she ordered the students to take out their textbooks and to begin to do a reading activity. She explained the instructions and gave the students examples in how to do them. It was noticed that the students were paying attention during the explanation. She gave the students ten minutes to complete the activity.

While she explained the lesson, the classroom felt very hot because of the weather. The teacher began to look fatigued and dehydrated as she would teach the class. The students also would feel the heat of the classroom because they would fan themselves with their notebooks.

When the ten minutes were over, she began to go through the activity in the textbook and let the students answer the questions. If the students were not able to answer the questions, she would answer for them. A large number of the students did not understand the use of the language and continue to make errors when performing the target language. She would again explain the grammar structure and the solution for each question.

When the questions were answered, she would then proceed to the next grammar activity in the textbook. Again she explained the instructions and gave an example in how to complete them. She would tell the students that they had ten minutes to complete the activity. Finally she would again proceed in going through the answers.

After the questions were answered, the class ended. One of the students asked if the teacher would do the other interactive activities given in the textbook such as the communicative activity. The teacher explained that it was not important at the moment. She then proceeded to announce the homework for the next class and departed to the next classroom.

For the next class, the teacher followed the same procedure as done in the previous one. She would ask if any had done the homework and continue to tell the students to do it in class. Again she explained the instructions and how to complete the grammatical activities. She would work with the students to complete them and skip the communicative activity.

Finally after completing a second activity in the textbook, she would assign the homework for the next day. She would give the instruction in what to do and leave the classroom when the bell rang.

As the teacher made her way to the teacher lounge, she looked quite exhausted and dehydrated. She took deep breaths as she walked and bought a bottle of water. She sat down in the lounge and tried to relax.

She gave the opportunity to take a look at the record of the students' scores. In the records, the students receive the most credit for the work done in class and for homework assignments as well. Most of the students' scores were based in the work done in the textbook.

Evaluation scores would play a small role in the overall average of the students. The reason is that the scores of the evaluations were low for all the students. This would mean if the students would pass the class the evaluation scores would play a big part in the overall grade.

In conclusion, this Qualitative data supports the fact that the number of students, the teacher's language proficiency and methodology, classroom resources, and classroom environment are factors that impair the language performance of the students.

STUDENT SURVEYS

As part of the Quantitative findings, surveys, given to the students and the teachers, are thoroughly analyzed. The following data involves information about the students' opinion, about their teacher, and their perception about the classroom. To make things clear, the following chart shows the rating criteria for each of the following questions from the survey.

Table 6 The Rating Criteria

Option 1	Totally Disagree
Option 2	Disagree
Option 3	Neither agree Nor disagree
Option 4	Agree
Option 5	Totally Agree

Table 6 The Rating Criteria

The students were asked for their opinion and to put a check in the criteria that best described their opinions. The survey was anonymous.

The quantitative and qualitative analysis of the sample is divided into two parts:

1) Students survey (It covers information about the teacher and classroom settings).

2) Teachers survey (It covers issues regarding their students, authorities and classroom environment)

The graphic image of each question has color for each option in order to have a better understanding of the findings. The distribution for each color is the following:

Table 2 The Colors rating criteria

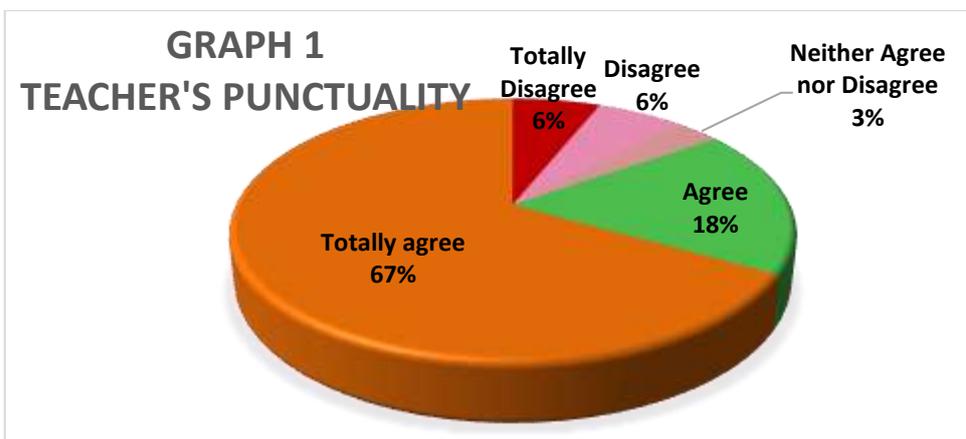
Option 1	Totally Disagree	
Option 2	Disagree	
Option 3	Neither agree Nor disagree	
Option 4	Agree	
Option 5	Totally Agree	

Table 7 The Colors Rating Criteria

This is the first survey to be analyzed. It was administered to the sample population from this study. The survey includes various topics regarding the teacher, classroom environment and learning material.

Students' Survey

Question 1. - The teacher attends her classes on time



Graph 1 Teacher's Punctuality

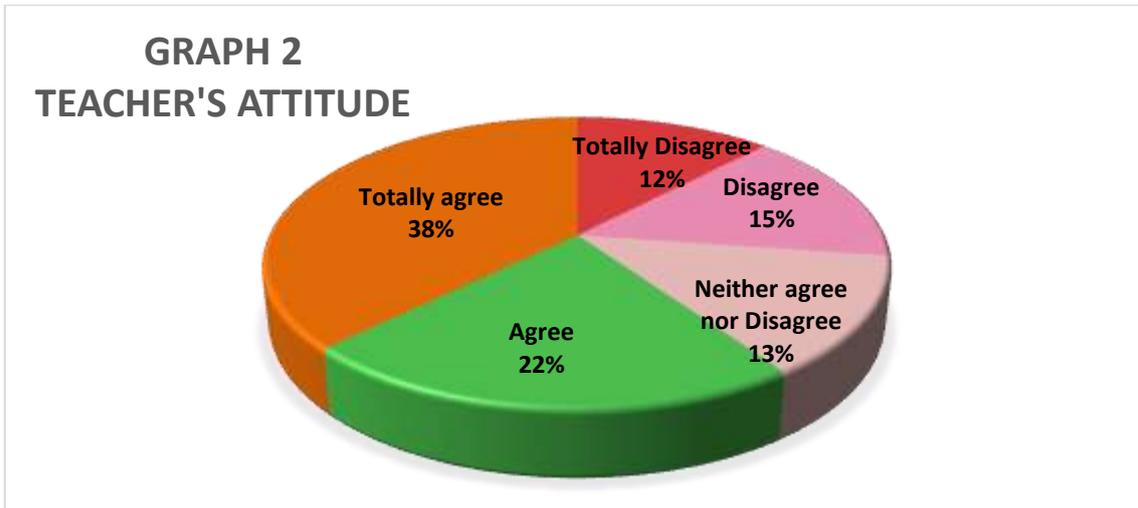
The pie chart shows that 85% of the students agree with this statement. Meanwhile, students who disagree are accounted as 12%. Students who neither agree nor disagree with the issue are accounted as 3% of the pie chart.

Based on the observations previously mentioned, it can be stated that the teacher is a very responsible woman. She is always arrives on time to her classroom.

It is also stated in the limitations of the project that due to her daily schedule and weekly lesson planning, it is a little bit difficult for the researchers to ask for a period of class to interact with the students and for administering the survey.

In conclusion, the evidence shows the responsibility from the teacher for being in class on time and to give a good example to her students. It is clear that the teacher values punctuality and responsibility.

Question 2: The teacher transmits a positive attitude.



Graph 2 Teacher's attitude

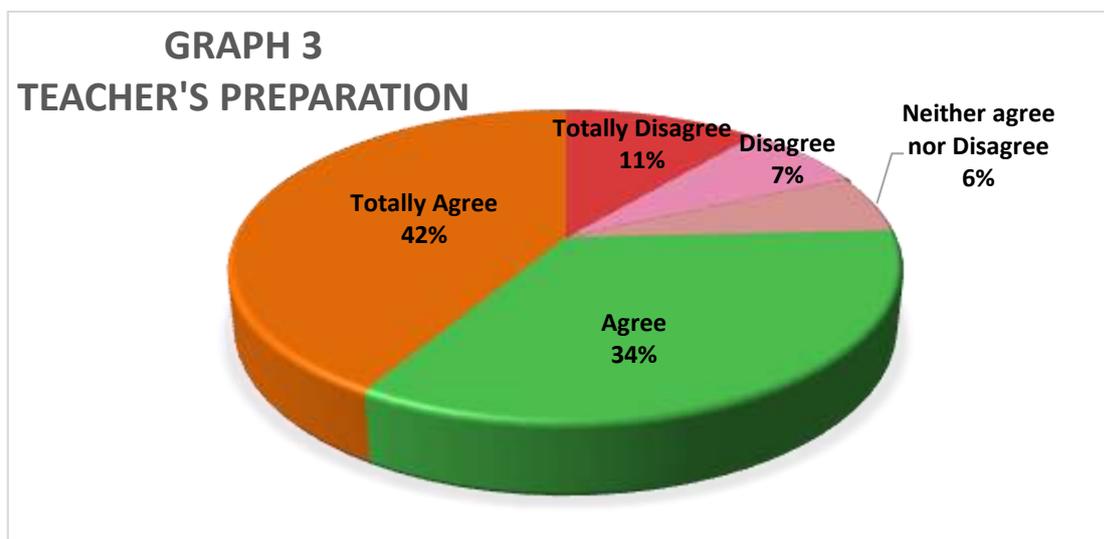
The pie chart shows that 60% of the students have a positive opinion on the issue. On the other hand, students who possess a negative opinion towards the issue are counted as 27% in the pie chart. Finally, students who neither agree nor disagree with the issue are accounted as 13%.

In a classroom, there are always misbehaved students who do not like to follow the rules. If they are called the attention they might feel they are

being harassed and start a negative attitude towards the teacher. That might be the case of the 27% students who show disagreement in whether or not the teacher transmits a positive attitude in the classroom.

Still, 60% from the sample voted in favor of the teacher's positive attitude.

Question 3.- The teacher shows preparation during her classes.



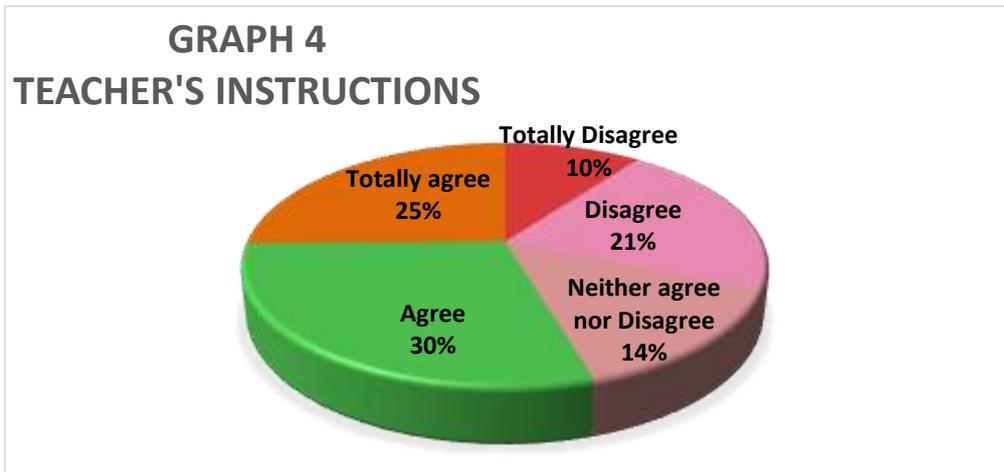
Graph 3 Teacher's Preparation

The pie chart shows that 76% students have a positive opinion on the preparation of the teacher and 18% students have negative opinions. Those who neither agree nor disagree with the question are 6% of the surveyed students.

These results do not match the ones with the observation made in the classroom. The English teacher does not master the language and her knowledge of the subject is quite limited. Very little planning was observed in her classes.

The students have been used to her way of teaching with not much demand from them that probably they are not entitled to establish a difference between good or bad planning.

Question 4.- The teacher's instructions are clear and precise.



Graph 4 Teacher's Instructions

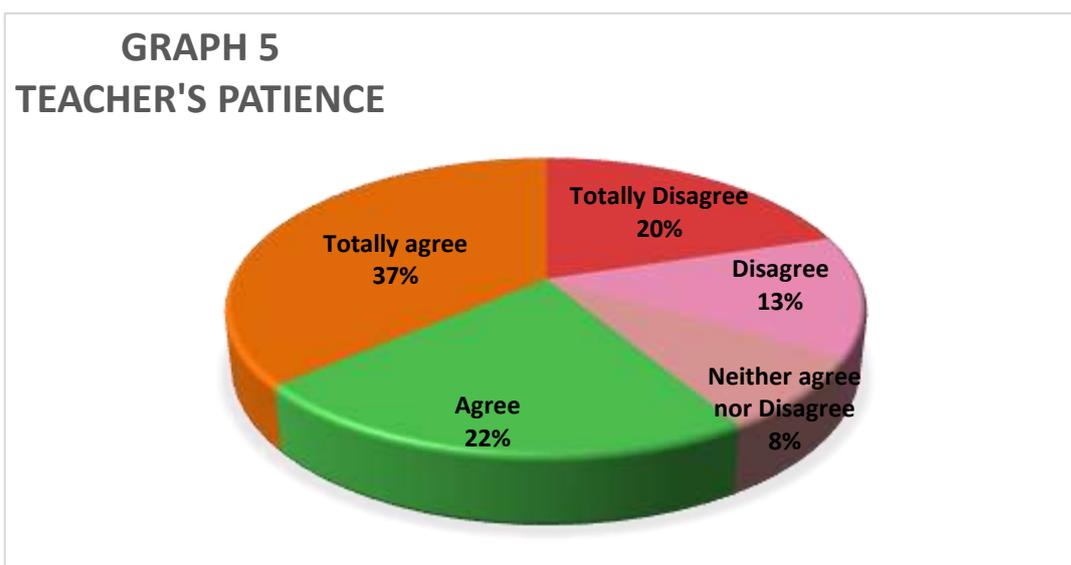
The pie chart shows that 55% of the students either agree or totally agree on the fact that the teacher gives clear and precise instructions in the classroom.

On the other hand, 21% students disagree or totally disagree with the idea that the teacher is clear and precise when she gives instructions in class. Students who neither agree nor disagree on the matter are scarcely a 14%.

Again, these results don't match with those results obtained from the class observation.

It was observed that the teacher's instructions were completely given in the mother tongue that is in Spanish. Maybe the students feel that clear means something they can understand in their native language. That might be why a high percentage of the sample agrees with the clarity of the teacher's instruction. The students have never had a class being taught completely in English

Question 5.- The teacher is patient at the moment of explaining the class.



Graph 5 Teacher's Patience

The pie chart shows that 37% of the students totally agree about the teacher's patience while 22% of the students agree with the issue.

Students who totally disagree are accounted as 20% in the pie chart and students who disagree are 13% in the graph chart.

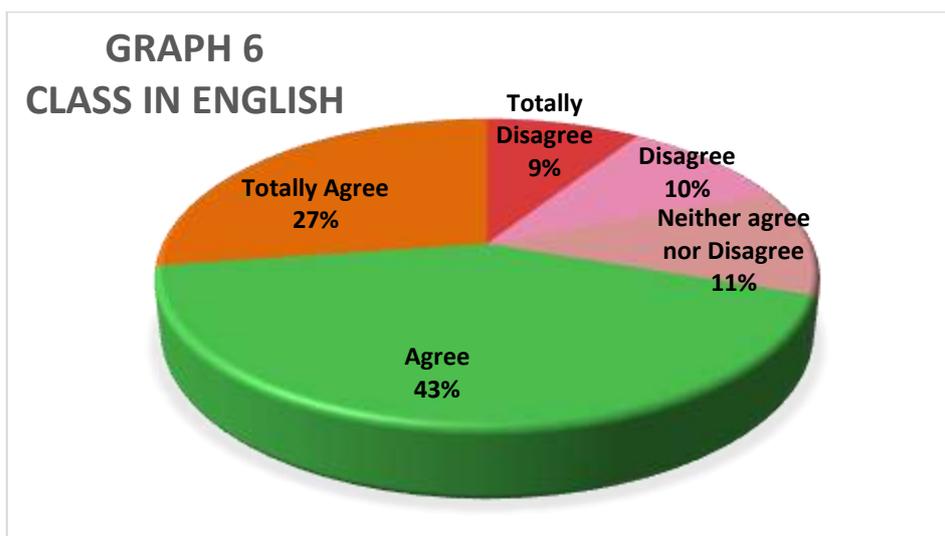
Finally, eight percent of the students express an uncertainty in giving an opinion.

During the classroom observations the authors of the research witness the teacher's character and temper while teaching. The teacher is experienced teacher and transmits a positive attitude at the moment of teaching.

She is also showed strictness with the trouble students who cause distractions or just asked unnecessary questions not related to the subject being taught.

In conclusion, the results match the observation findings.

Question 6.- The teacher teaches her classes in English



Graph 6 Class in English

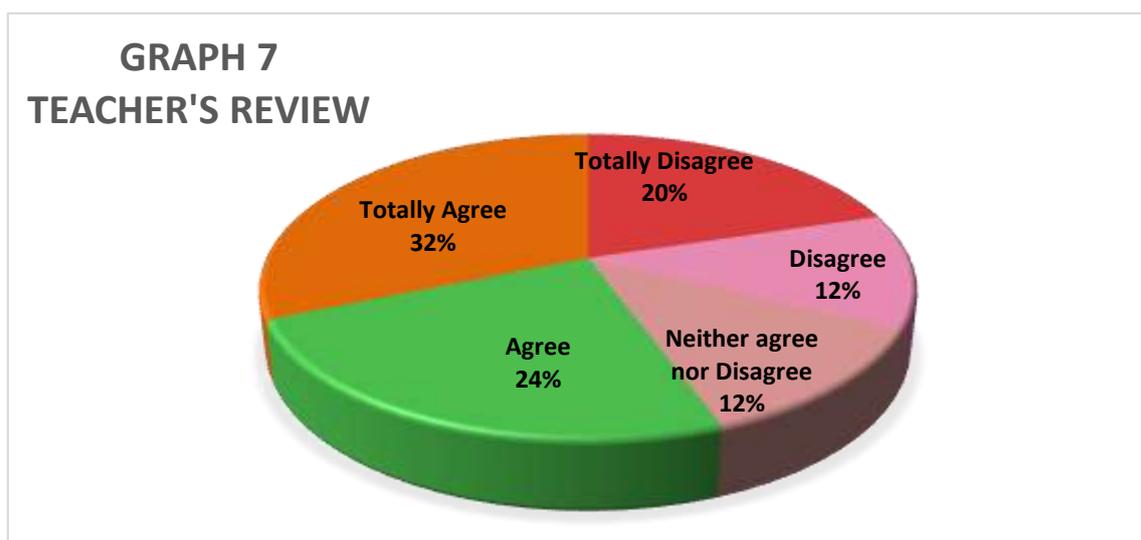
The pie chart shows that 27% of the students totally agree with the teacher being able to give her classes in the target language. Likewise, students who agree with the question are accounted as 43%.

On the contrary, 10% of the students disagree that the teacher uses English when teaching her classes. As well as 9% of the students who totally disagree with the teacher using the target language in class.

Finally, 11% of the students neither agree nor disagree in the teacher using the target language in class.

It is mentioned before in the class observation that the teacher taught everything in Spanish. Furthermore, the level of English the teacher used during the interview was low. Therefore, the results from this question do not match with the reality encountered in the classroom.

Question 7.- The teacher reinforces her classes when something was not clear



Graph 7 Teacher's Review

The pie chart shows that 32% of the students totally agree on the language reinforcement provided by the teacher. Furthermore, 24% of the students agree with the question as well.

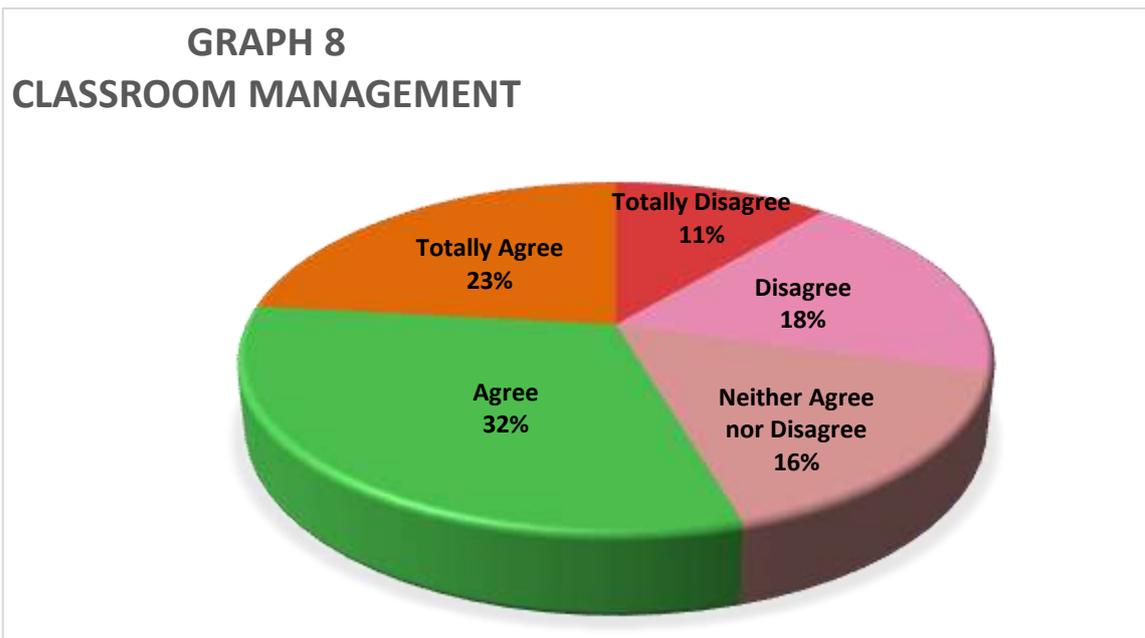
On the other hand, 20% of the students totally disagree in the teacher providing reinforcement when something taught is not clear. Likewise, 12% of the students disagree with the teacher's reinforcement of the language.

Finally, any student who chose the option neither agrees nor disagrees on the topic is accounted as 12% in the pie chart.

The results do not match from what was encountered in the classroom. The teacher was asked after the class observations what she does to reinforce a class when a topic is not clear or needs more practice. She explains she needs to complete the units planned in her weekly planning and the time constraint is what it does not let the teacher apply additional practice.

Thus, repetition of vocabulary and translation of sentences from English into Spanish is all the reinforcement the students obtain from the teacher.

Question 8.- The teacher manages the classroom in an effective way



Graph 8 Classroom Management

The pie chart shows the students who totally agree with the teacher's ability to manage a classroom are accounted as 23%. Students who agree with the statement are accounted as 32% of the pie chart.

On the contrary, Students who totally disagree on the subject are 11% on the pie chart. Additionally, students who disagree with the teacher's management skills are accounted as 18%.

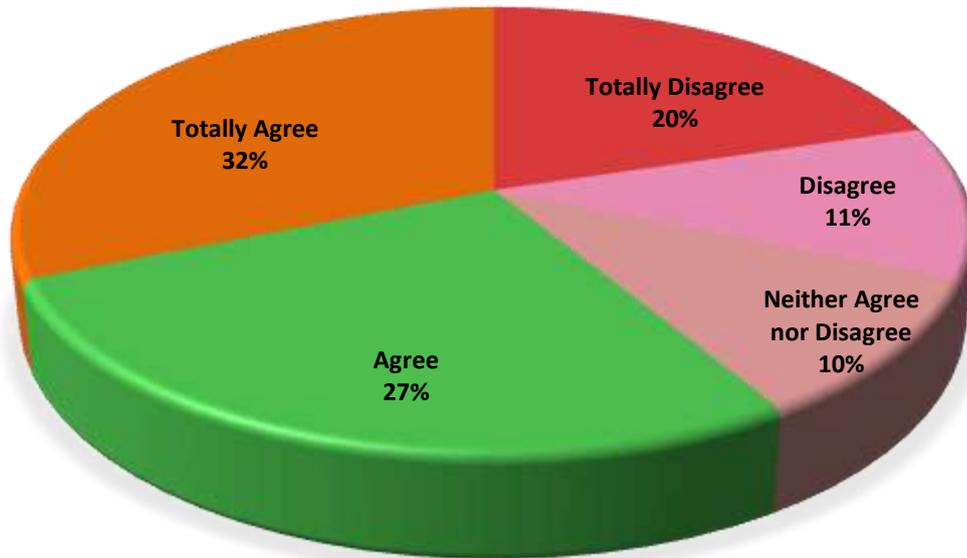
Finally, students who neither agree nor disagree with the question are 16% in the pie chart.

The teacher had an acceptable classroom management during the class observation. Nevertheless, it is difficult to manage a classroom with 50 students and it is even more difficult to accommodate all of them in a small classroom.

In this question, the students tried to favor their teacher because they see the effort she does every day for keeping them focused, engaged, and working.

Question 9.- The teacher walks around the classroom during her classes.

GRAPH 9 TEACHER AS A MONITOR



Graph 9 Teacher as a Monitor

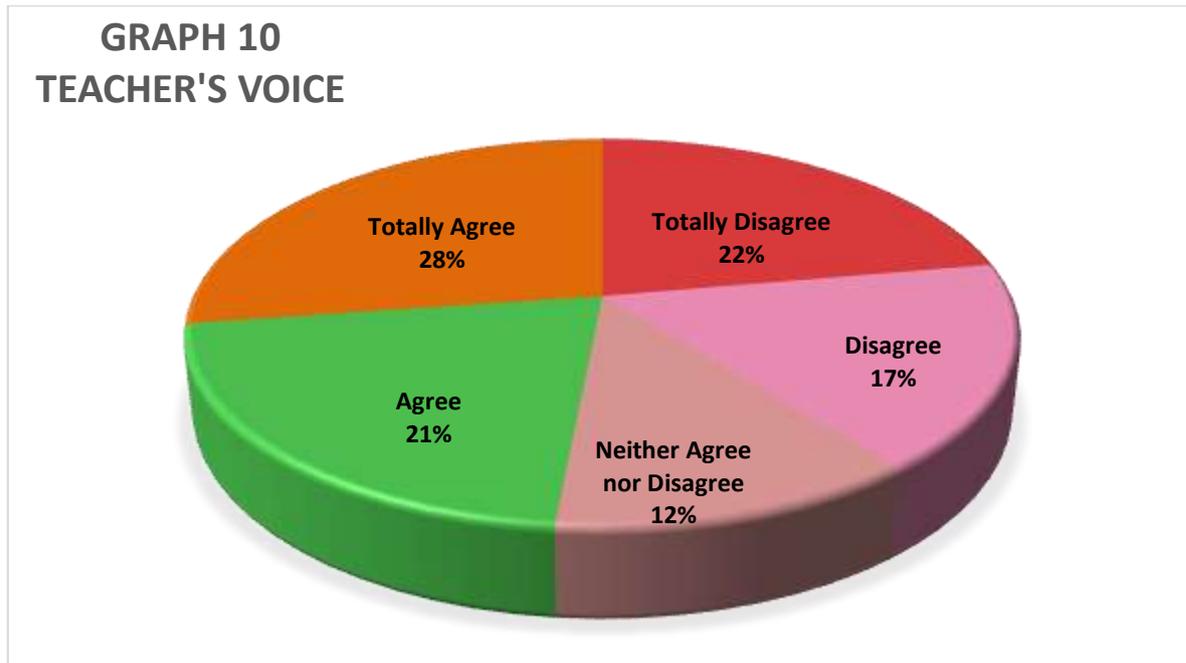
The pie chart shows that 32% of the students totally agree with the monitoring of the class by the teacher. Students who agree with the monitoring skills of the teacher are accounted as 27% in the pie chart

On the other hand, students who totally disagree with the teacher monitoring the class are counted as 20%. Additionally, 11% of the students disagree with the monitoring of the teacher.

Lastly, there were a small number of students who were undecided in their opinion, which is presented as 10% in the chart.

The results do not reflect the real situation found during the class observation. Thus, it can be concluded that the students tried to give another image when it was obvious the truth through observation of the classroom itself.

Question 10.- The teacher's voice can be heard in the entire classroom.



Graph 10 Teacher's Voice

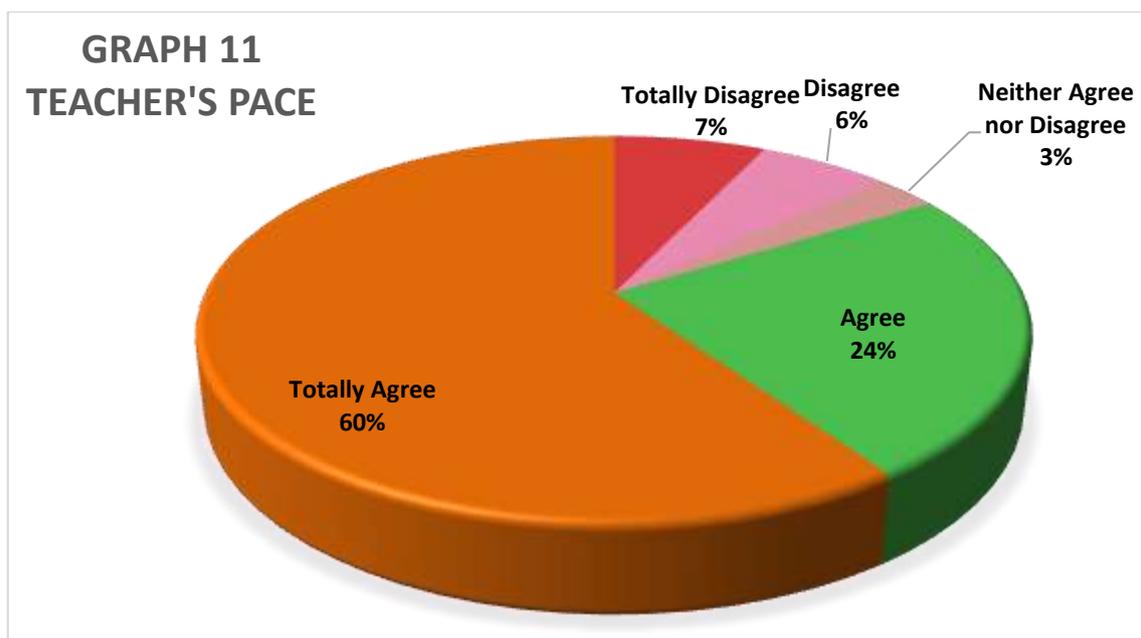
The pie chart shows that 28% of the students totally agree with the performance of the teacher's voice. Likewise, 21% of the students agree with question as well.

On the other hand, the students who totally disagree about the strength of the teacher's voice are accounted as 22%. Additionally, students who disagree are counted 17% in the pie chart.

Finally, students who neither agree nor disagree are at 12% in the pie chart.

The author's findings match with the ones who disagree with this question. It was stated during the classroom observation that due to a number of reasons, it becomes a challenge to raise the voice in a crowded room in order to get all the students' attention.

Question 11.- The teacher always ends her classes on time.



Graph 11 Teacher's Pace

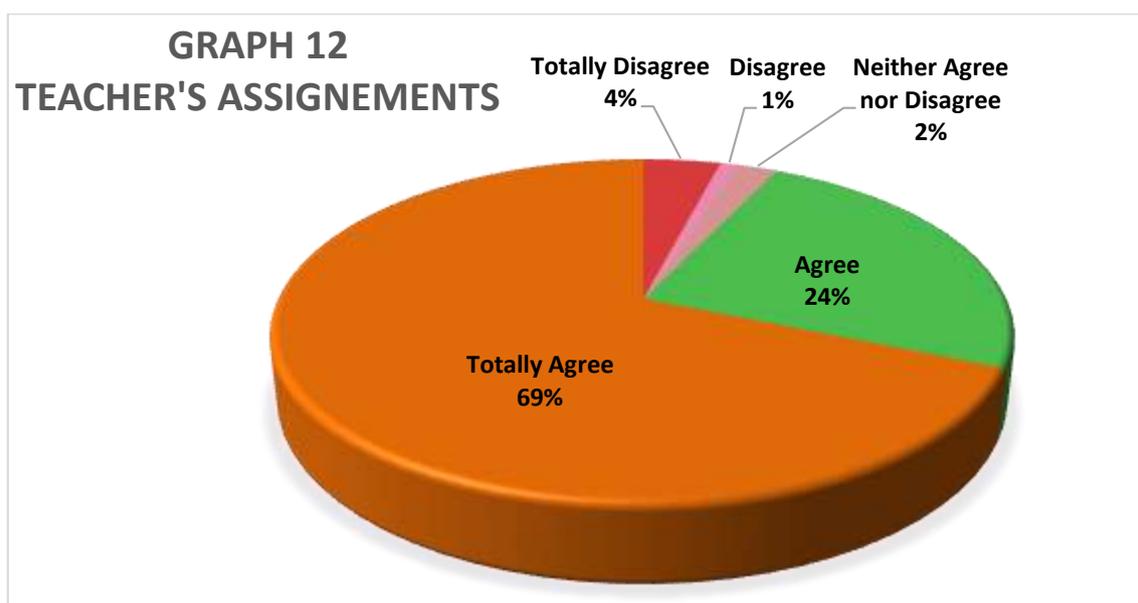
The pie chart shows that 60% of the students totally agree with the time management of the classes. Students who agree with the issue are accounted as 24% in the pie graph.

Meanwhile, the results for students who totally disagree in the teacher ability to manage time are 7% in the pie graph. Students who disagree with the matter are 6%.

Finally, a small number of students who neither agree nor disagree are accounted as 3% in the pie graph.

This question supports the results of the classroom observation. The teacher has a good ability to manage the classroom time. Nevertheless, it was observed in each of her classes; the presentation stage is too long, there is no production stage, there is no student speaking time, and there is little participation by the students. In conclusion, the teacher may be able to manage class time but cannot cover the productive phase of language learning.

Question 12.- The teacher sends homework.



Graph 12 Teacher's assignments

The results of the survey show that 69% of the students totally agree on the subject of homework. Students who agree are accounted as 24 % in the pie graph.

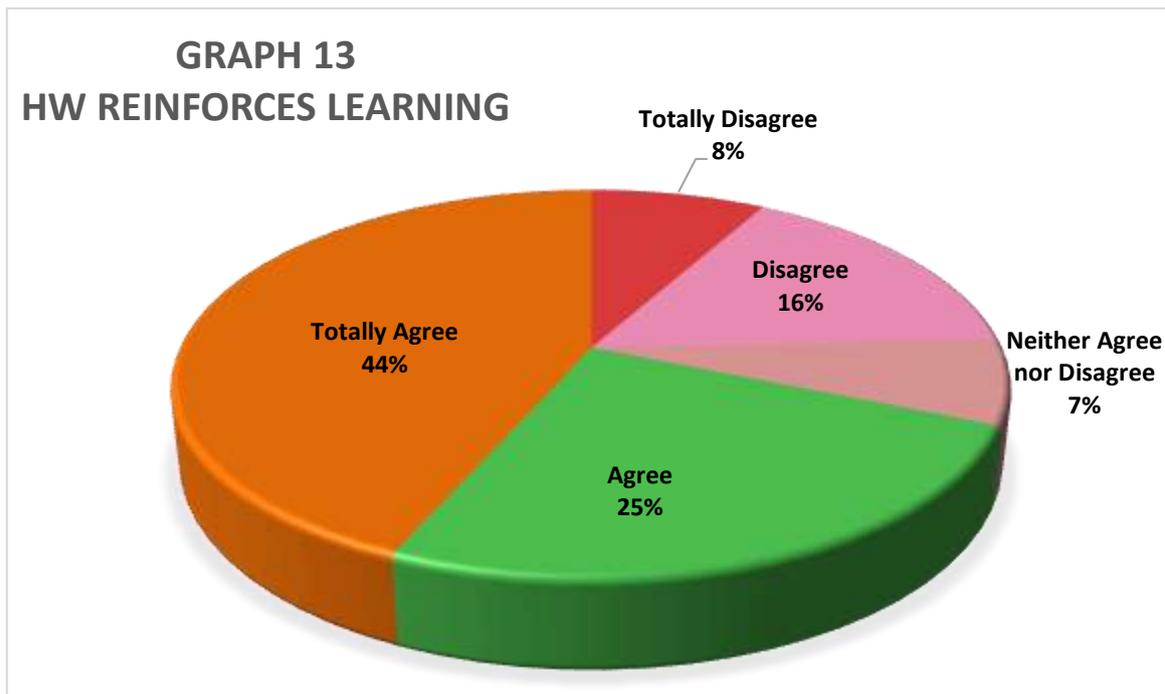
Students who totally disagree with the matter are 4%. A small number who disagree with the matter are accounted as 1%. 2% of the samples are students who neither agree nor disagree.

The teacher usually sends homework to reinforce what was taught in class. However, during the classroom observations it was noticed that most students did not do their homework. This fact shows that either they didn't understand the instructions or did they didn't have any interest in doing the homework.

The answer to these questions is given by the teacher during the interview. The majority of the students do not do the homework. Sometimes they just copy the answers from a classmate who understands more about the subject.

In conclusion, in spite of the percentage of the sample about homework, most of the students do not do it by themselves or just deliver it beyond the deadline.

Question 13.- Homework complements and reinforce the subject.



Graph 13 Homework Reinforces Learning

The pie chart shows that 44% of the students totally agree with homework complementing and reinforcing that what is learned in class. Also students who agree with question are accounted as 25%.

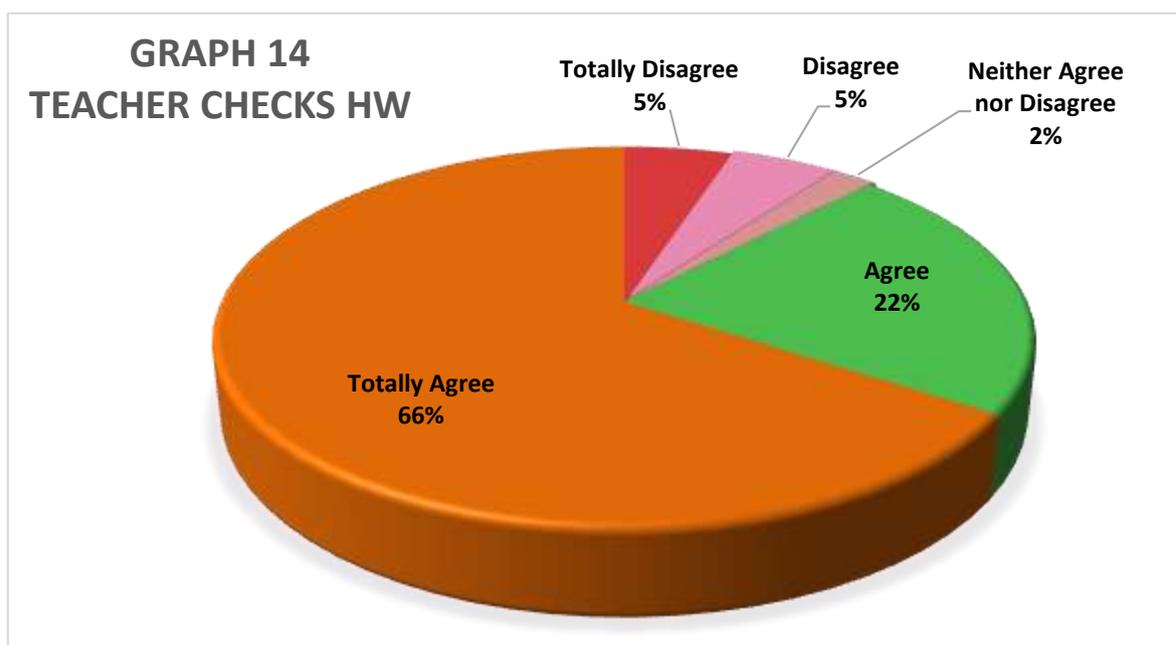
Students who totally disagree with the idea that the homework given to them reinforces learning are accounted as 8% in the pie chart. Also students who disagree with the question are 16%.

Finally, students who neither agree nor disagree when answering the question are accounted as 7%.

During one of the visits to the school, a look was taken to four students' notebooks. The analysis to the students' notebooks showed activities like repetition of vocabulary, translation of sentences from English into Spanish and to copy content from the students' book to their notebooks.

This type of homework does not complement and reinforce the learning of the subject. It is mechanical and it does provide any further meaningful practice.

Question 14.- The teacher regularly checks homework.



Graph 14 Teacher Checks Homework

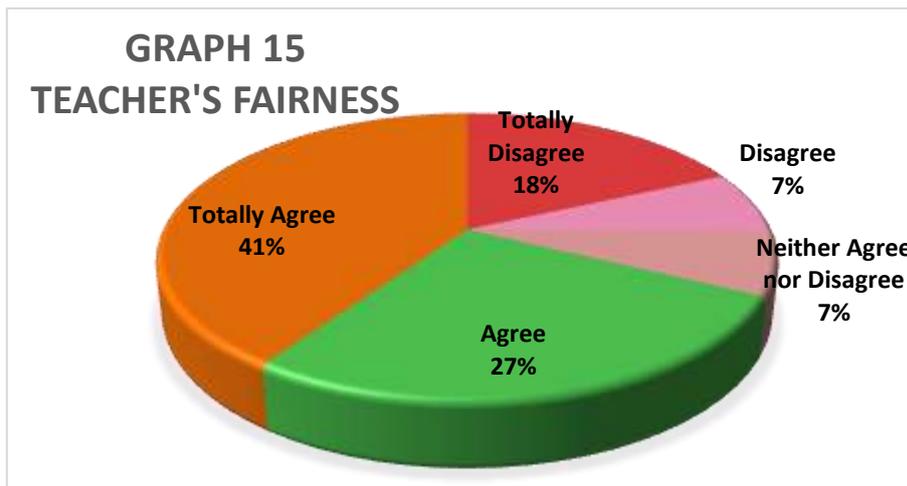
The pie chart shows that 66% of the students totally agree with teacher checking homework. Students who agree with the teacher checking homework are accounted as 22%. On the other hand, students who totally disagree with the question are shown as 5% in the chart. Students disagree with the question are also 5% in the pie chart. Finally, students who remain neutral towards the matter are presented as 2%.

The teacher is in charge of six classrooms. Each classroom has an average of 50 to 60 students. This means the teacher is in charge of 300 students. It is very demanding to assign homework and to check it.

During one of the visits to the institution, a large number of notebooks were being checked by the teacher. It was observed the way the teacher checks homework, and it was recorded through notes as well.

She opened the notebooks, counted the number of pages, and then signed the papers without paying attention. It was noticed she does not pay any attention to mistakes reducing the large pile of homework.

Question 15.- The teacher is fair with all the students when grading work.



Graph 15 Teacher's Fairness

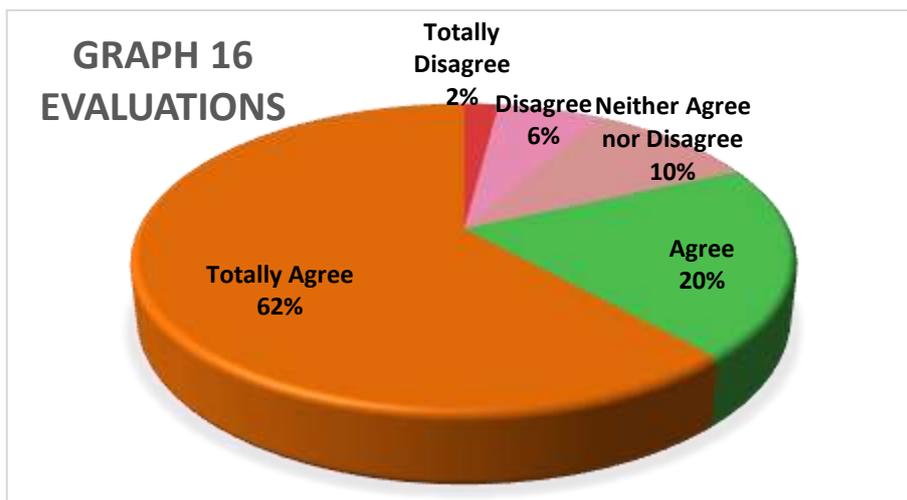
The pie chart shows that 41% of the students totally agree with the teacher's fairness when grading work. Students who agree on the topic are accounted as 27% in the pie chart. However, 18% of the students totally disagree on the fairness of the teacher. Also 7% of the students disagree on the issue. Finally, students who neither agree nor disagree are shown as 7% in the pie chart.

The results show the acceptance and fairness of the teacher with her students. The fairness may come from the years of experience in dealing with children, teenagers and all the possible situations that may have occurred in the classroom.

The teacher does not have favorite students. She does not forget her role as an educator and the impact favoritism might create. These are some of the characteristics about her personality and social skills from the author's point of view.

During the interview, the teacher stressed the importance of impartiality and respect towards the students. "All the students must be treated equally and with the same care", she said.

Question 16. - The evaluations are well design and cover what has been taught in class



Graph 16 Evaluations

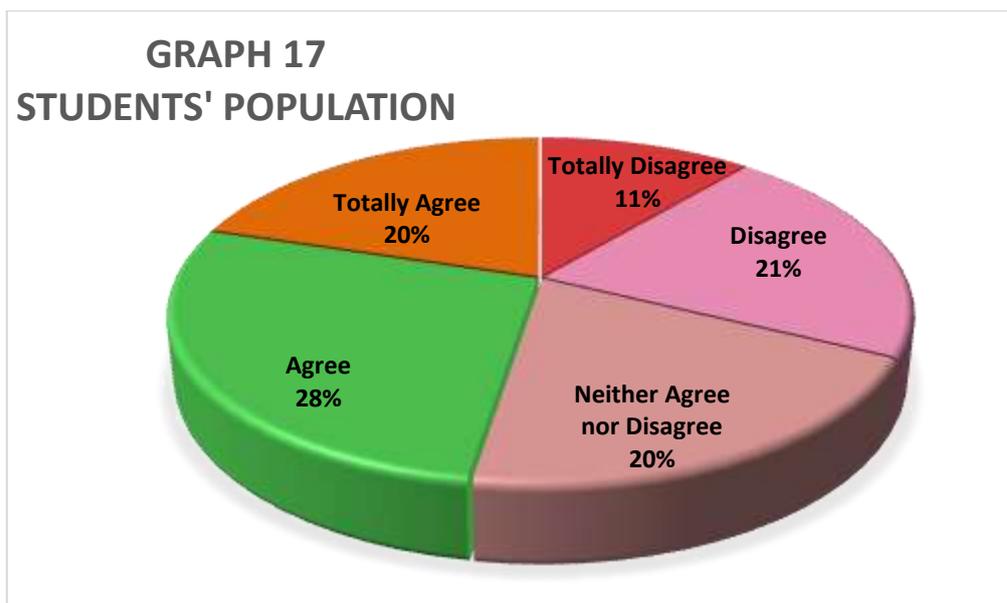
The pie chart shows that 62% of the students totally agree that the evaluations are well designed. Students who agree with the design of the evaluation are accounted as 20%. On the other hand, 2% of the students totally disagree with the design of the evaluation. Students who disagree with the issue are 10% in the pie chart. Students who neither agree nor disagree on the issue are accounted 10% in the pie chart.

The researchers' findings of the teacher interview match with the results from the student questionnaire. The teacher designs her own tests and lessons. Since there is no English department nor English coordinator, lessons are administered without any supervising review.

The topics and structures assessed in the lessons are done following the units from the book. However, the lessons do not assess the real knowledge of the students. The students' level does not match with the level they should be in.

In conclusion, the lessons assess the knowledge of the students in a superficial way. Evaluation scores play a small role in the overall average. The reason is that there are other grades such as homework, class participation and attendance that are considered as part of the final average.

Question 17. - The number of students makes difficult the learning of English.



Graph 17 Students' Population

The pie chart shows that 20% of the students totally agree with the topic of the over population in the classroom and believe it creates problems when learning.

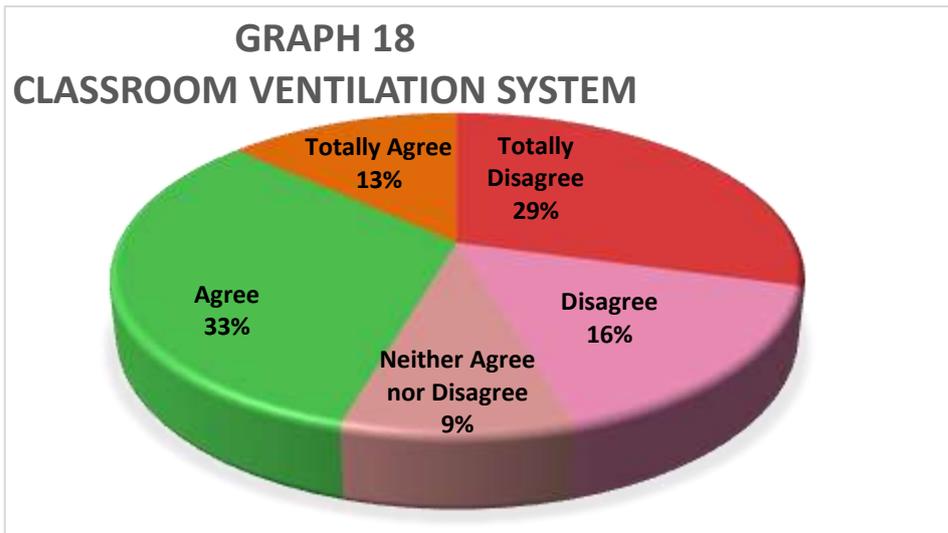
28% of the students agree with the fact that a large number of students within the classroom prevent them from learning in a right way.

However, an 11% of the students totally disagree with the question and 21% of the students disagree with the topic as well.

Finally, students who neither agree nor disagree with the question are accounted as 20%.

In conclusion, the authors of this study can match the result of the survey with that of the classroom observation. There is an unsuitable number of students in each one of the classrooms which creates a lack of space, hinders the monitoring by the teacher, increases the noise and in some cases there are not enough seats available for the students.

Question 18.- The classroom has a good ventilation system.



Graph 18 Classroom Ventilation System

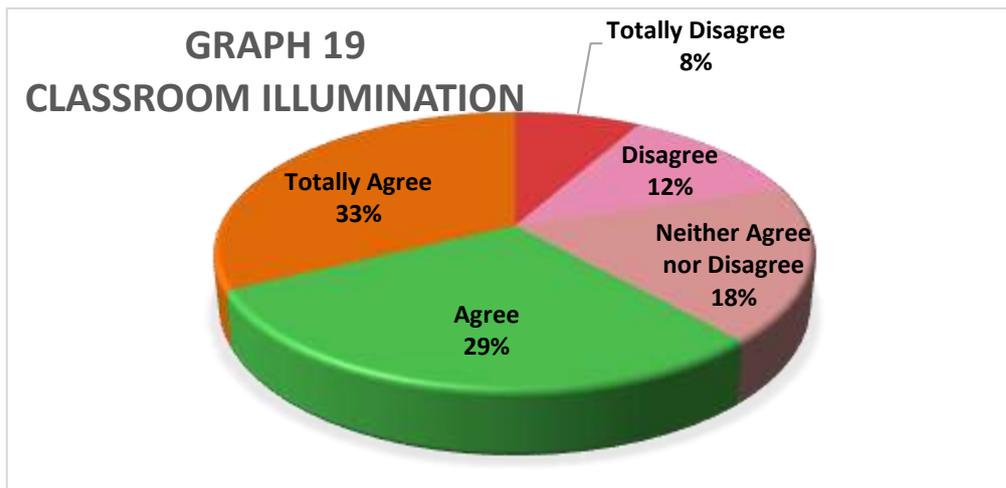
The pie chart shows that 13% of the students totally agree to fact of the existence of a ventilation system in the classroom. Students who agree with the question are accounted as 33%.

Students who totally disagree are accounted as 29% in the pie chart. Also 16% of the students disagree of the good ventilation in the classroom. Finally, students who neither agree nor disagree are presented as 9% in the pie chart.

These results reflect that there is a problem with the ventilation system. The weather of Guayaquil is known for being hot and sunny during the day. The classes are in the afternoon; meaning the classrooms is always hot and humid due to the weather.

The day of the class observation, it was quite sunny and the classroom was crowded with students. There was just one ceiling fan in the classroom and it was not enough for cooling the classroom. The teacher seemed exhausted and the classroom felt very hot because of the weather.

Question 19.- The classroom has good illumination.



Graph 19 Classroom Illumination

The pie chart shows that 33% of the students totally agree about the illumination in the classroom. The students who agree the classroom having good illumination are accounted as 29%.

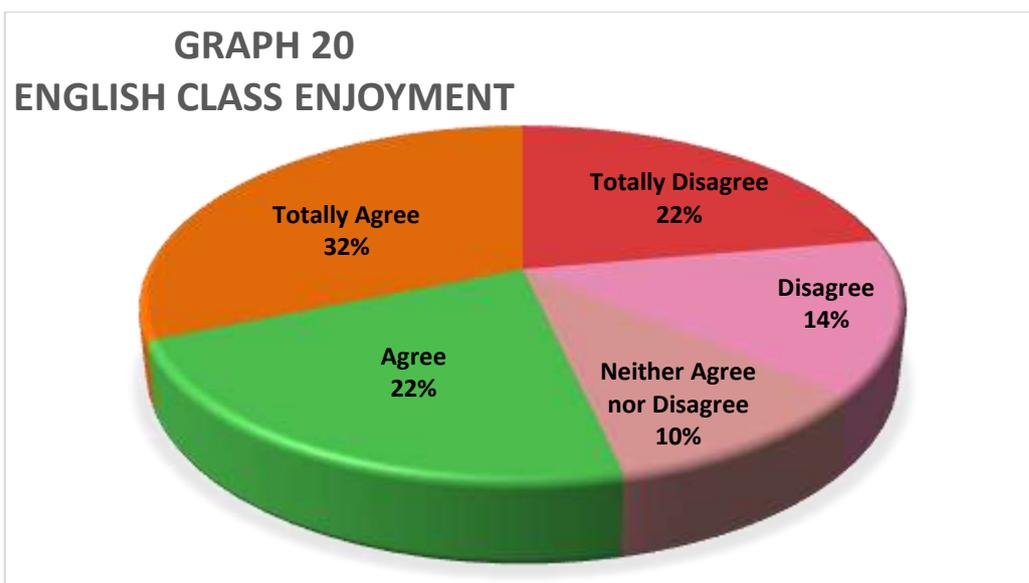
On the other hand, students who totally disagree are accounted as 12% in the chart. Students who disagree on the issue are accounted as 12%. Students who cannot agree nor disagree with the question are 18% in the chart.

The classroom illumination is an issue in the sample population. This question came forth since the classes begin at 1 p.m. and end at 7 p.m. The teacher schedule sometimes includes the last periods of classes in the institution.

The class observation is carried out in the first periods of the class and therefore, there was not the opportunity to see them working in the evening hours. The teacher was asked this same question during the interview and stated that the lights from class 5 are in good condition. However, there was a problem with class 6 where some of the light bulbs were broken.

This study only covers the students from class 5. Therefore, it can be said that the lights from class 5 were ok and in good working conditions.

Question 20.- Do you enjoy your English classes?



Graph 20 English Class Enjoyment

The pie chart shows that 32% of the students totally agree about enjoying the English classes. Also 22% of the students agree enjoying the classes as well.

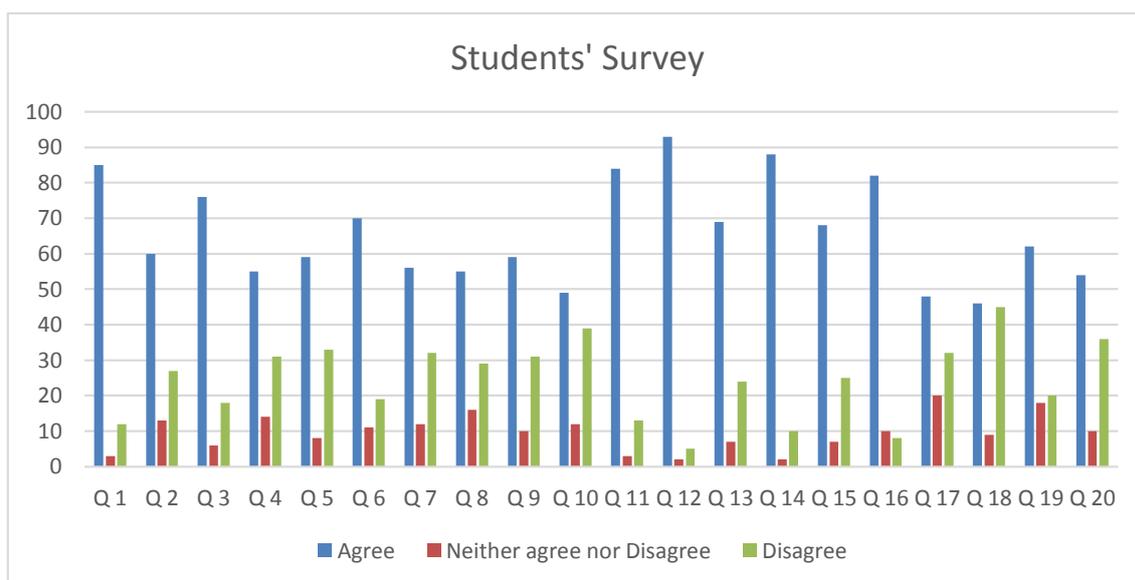
On the other hand, students who totally disagree about enjoying the English classes are accounted as 22%. Students who disagree about enjoying their English classes are accounted as 14%.

Finally, students who neither agree nor disagree with the question are 10% in the pie chart.

Some of the students spoke with the authors of this project. They confessed that there are several reasons that make the learning of the subject a nightmare. Some of them blame the teacher from the previous year and the reason why the students lack the preparation in the subject.

These findings raised several questions. If the teaching process were an efficient one, if the classroom settings were comfortable, if the number of students were the appropriate for the dimensions of the classroom, what would the level of acceptance of the subject be?

Statistics of the Student Survey



Graph 21 Student's Survey Statistics

The statistics show that most of the students answer the questions with the option "agree" which means they have a positive opinion on issues such as the teacher performance, teaching methodology, classroom environment, and personal opinion on the language. However, it is important to point out that a considerable number of students have a negative opinion about the issues presented in the questions.

TEACHER SURVEYS

The last questionnaire was administered to all the English teachers from the school where the study took place. Three English teachers took part in this research. The following interpretations were their opinions and perceptions to several issues regarding their students, authorities and classroom environment.

Each of the English teachers gave reliability to the research providing the following information. Miss Navarrete Zambrano Isidra Maria is in charge of eighth and ninth basic education. She has been teaching English for about 25 years. Miss Navarrete has a bachelor's degree in teaching English granted by Guayaquil State University.

Mr. Chiriboga Cruz Hugo Antonio teaches tenth and 1st bachillerato. He has been teaching English for about 15 years. He does not have a bachelor's degree but he is a graduated high school teacher from Guayaquil State University.

Finally, the teacher who participates in this study is miss Bravo Romero Belgica Josefina. She has been teaching English for about 35 years. She is in charge of 2nd and 3rd of bachillerato. She does not have a bachelor's degree. She holds the same studies as the previous teacher mentioned.

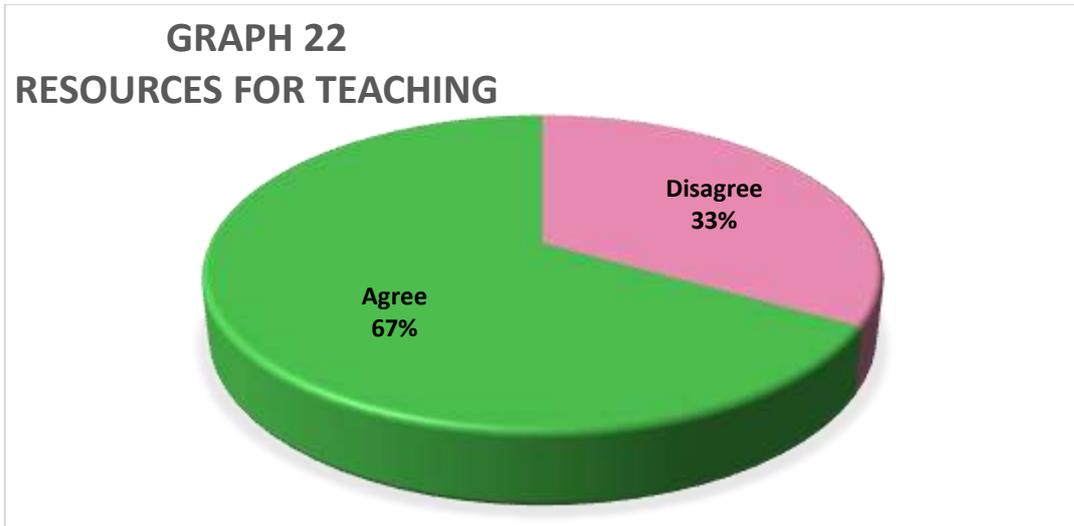
The teachers' survey consists of 20 questions. The first five questions deal with technological resources for teaching. The technological resources include CD-players, computers and English labs.

The teacher's survey was handed out to the full staff of the English department. They are a total of three teachers and they all showed willingness to participate.

The following statements are related to the access of technology and classroom environment. They also try to get some information about professional development and communication between the personnel of the institution.

Teachers' surveys

Question 1.- The school provides the teachers with the teaching resources



Graph 22 Resources for teaching

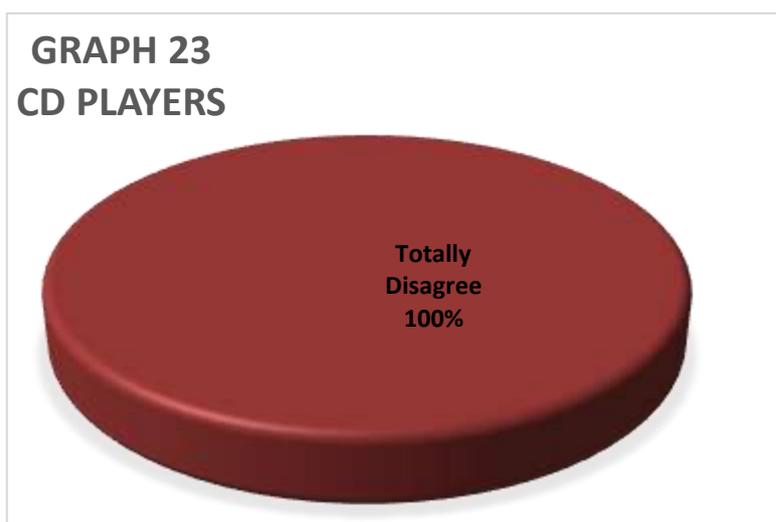
Two teachers agree with the school providing resources for teaching, which represents 67% of the pie chart. On the other hand, one of the teachers disagree which represents 33%.

The results of this question show a divided opinion among the teachers. However, it was observed in one of the classes taught by Miss Belgica Bravo that the teacher called some students to the board to complete an exercise. Each one of the students had their own black marker to be used in the exercises to be done on the board.

The researchers also noticed the absence of electronic devices such as CD players, computers, and projectors for teaching the class. These devices would facilitate the learning process of the students through the use of interactive equipment.

It is assumed that some teachers do not want to reveal the current situation of the school by revealing any weaknesses or problems. To sum up, the lack of markers, CD players or any other resource for teaching affects in a significant way the performance of the students.

Question 2.- Are there CD players in your classroom?



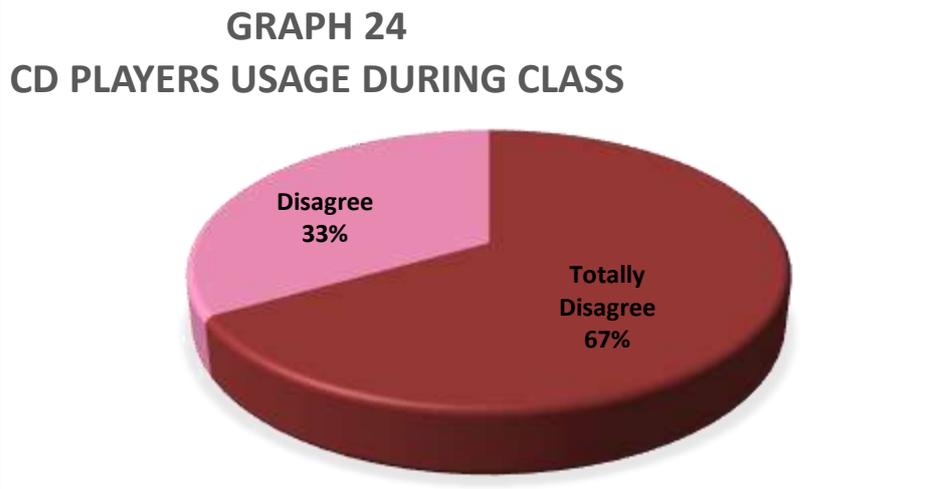
Graph 23 CD players

All the teachers totally disagree to the existence of CD players in the classroom which represents 100% in the pie chart. The result matches with those on the class observation and those on the interview with Miss Belgica Bravo. The teacher stated that there are not any CD players in the classrooms for teaching English as foreign language.

During the research it was read in an article that “the current educational model and standards of English stress the importance of a functional-communicative approach”. This means that all the language skills such as listening, speaking, reading, and writing must be developed with equal importance. This fully improves the language acquisition in class.

In conclusion, there is a limitation in the teaching process that occurs in the classroom. There is a lack of technological resources for teaching the subject. This leads to the lack of listening activities during the class.

Question 3.- Do you use CD players in your classes?



Graph 24 CD Players usage during class

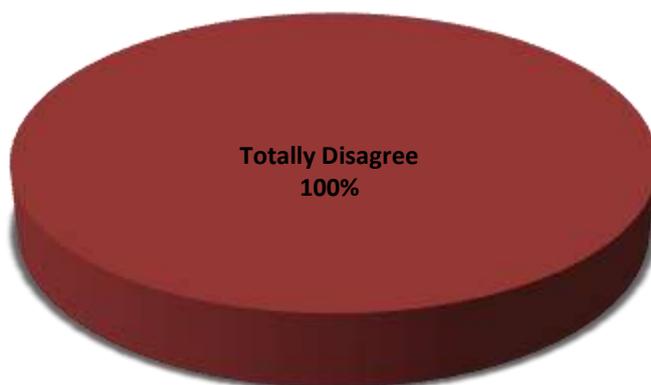
Two teachers totally disagree in using CD players in class which represent 67% in the pie chart. One teacher disagrees about using CD players which is represented 33% in the pie chart. In conclusion all three teachers state that they do not use CD players first because there isn't any available in the school and second, because it is dangerous to bring their own because of delinquency.

The topic centers on the use of CD players for language learning. The results of the question match the classroom observation. Since there are not any CD players, there are no listening activities in the classroom. The lack of CD players shows a connection to the low achievement of the students' performance.

The impact of the lack of CD players can be seen in the students. The students from this research do not practice the listening or the speaking skills when using the language. Teachers are limited to the only resource they have available, that is the English textbook. The Ministry of Education stresses the importance of technology in the classroom. The curriculum adopted by the public educational system requires the use of technology for accomplishing the intended outcomes. However, the standards of the CEFR cannot be accomplished without the use of CD player or any other form of technology.

Question 4.- Are there English Labs?

**Graph 25
English Lab**



Graph 25 English lab

The three English teachers totally disagree with the issue on the question which represents 100% of the pie chart. These results match the classroom observation and the testimony provided by the teacher during the interview.

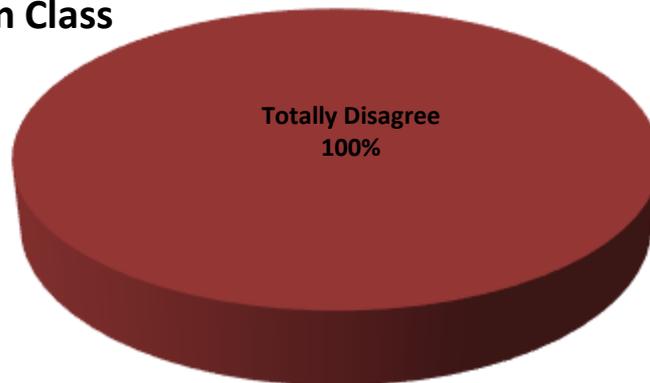
The textbooks used in class come with a CD-ROM for additional practice. However, the lack of English labs made the use of this learning tool unavailable for the class sessions. English labs and technology can be learning tools when students are learning a new language.

Computer programs provide the language practice that can cover the use of the four language skills: listening, speaking, reading, and writing skills.

In conclusion, the lack of an English lab does not allow students the opportunity to take advantage of this important tool. There are several web pages recommended by the Ministry of Education for extra practice. Unfortunately, these types of resources are not available for the students due to the lack of an English lab at the educational institution where this research takes place.

Question 5.- Do you have access to a computer or any electronic device in your class?

Graph 26
Technology in Class



Graph 26 Technology in class

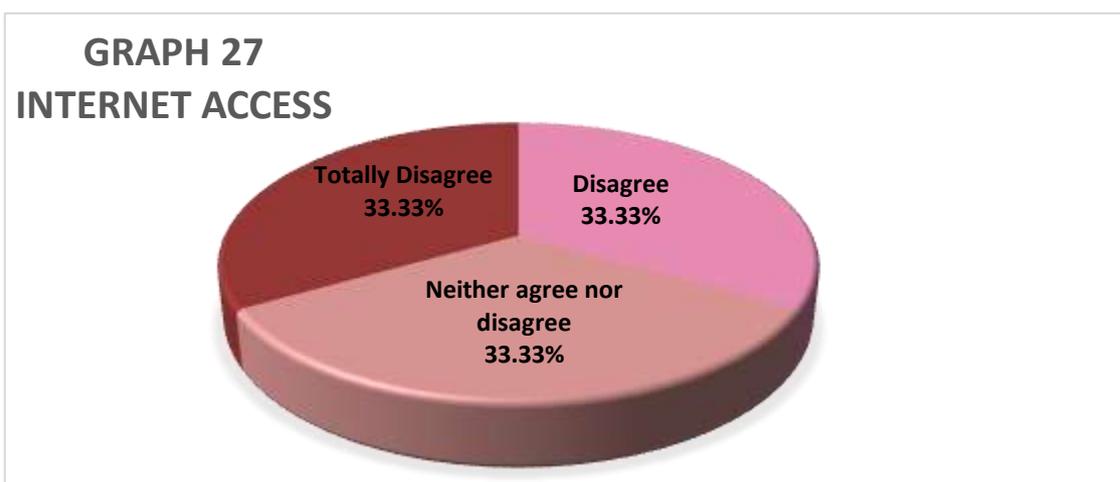
All three teachers totally disagree with the use of any form of technological device in class, which represents 100% of the pie chart. The teachers clearly state that there exist a lack of access to computers or any form of electrical devices to facilitate language learning.

The purpose of the question is to find out of the existence of any computers or the usage of any other electronic devices for teaching the subject in the classroom. The electronic devices include computers, CD players and projectors.

During the observation, the learning sessions rely entirely in the use of the English textbook. Language activities are taken from the textbook and focused more on mastering the reading and listening skills of the students. Listening and speaking skills are not the primary focus in the learning process.

It can be concluded that the lack of technological devices limits the teaching and learning of the subject. Therefore the language acquisition process is slowed down by the absence of interactive usage of the language.

Question 6.- Access to the internet for planning the class.



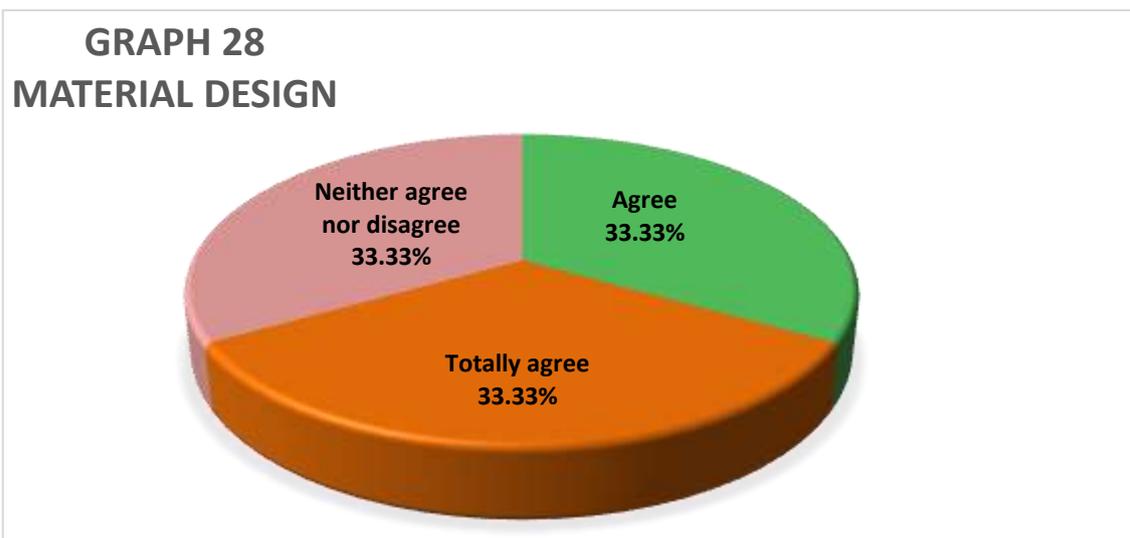
Graph 27 Internet Access

One teacher totally disagrees about using the internet when planning a class. The answer represents a 33.33% of the pie chart. The second English teacher disagrees which represents a 33.33%. The third English teacher neither agrees nor disagrees which represents 33.33%.

It is clear, according to the results that none of the teachers have access to the Internet for planning their classes. There are several websites recommended by the Ministry of Education such as the British council and other web pages related by the CEFR. Those web sites offer lessons plans and some advice for teachers to apply in their classes.

In conclusion, it can be said that the teachers participating in this study are not fond of the use of modern technology equipment. During the interview, Miss Belgica Bravo accepted the fact that her son helped her download information about the Ministry of Education of Ecuador.

Question 7.- Do you design your own material in order to attend your students' needs?



Graph 28 Material Design

The pie chart shows that one teacher neither agrees nor disagrees in working on the designing of his/her own learning material which represents 33.33%. The second teacher agrees which represents a 33.33%. The third teacher totally agrees when answering the question which represents a 33.33% of the pie chart.

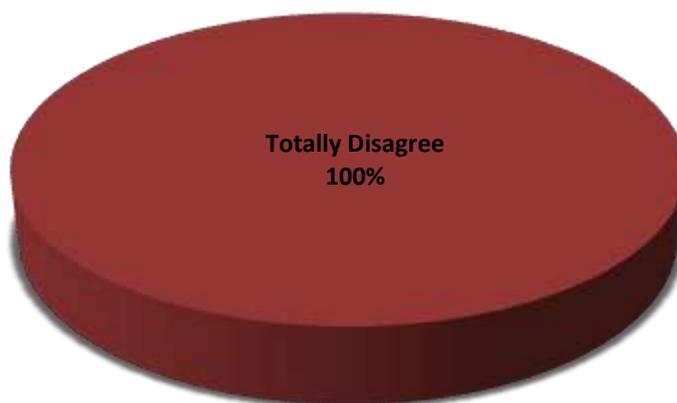
The teachers do not take advantage of the internet for designing modern language classes. However, the teachers design their own material based on the students' needs.

Another factor involved is the teachers' experience giving English classes which may help when planning a lesson. However, it is also noticed, there is not any preparation in Miss Bravo's classes. She does not present any printed worksheets or any other additional material to reinforce class activities.

The experience in teaching has made the teachers rely entirely on the techniques and methods that have worked for them in the past. It has caused them to lose creativeness and curiosity in finding new ways to teach.

Question 8.- Do your students have the same English level?

Graph 29
Students' English level



Graph 29 Students' English Level

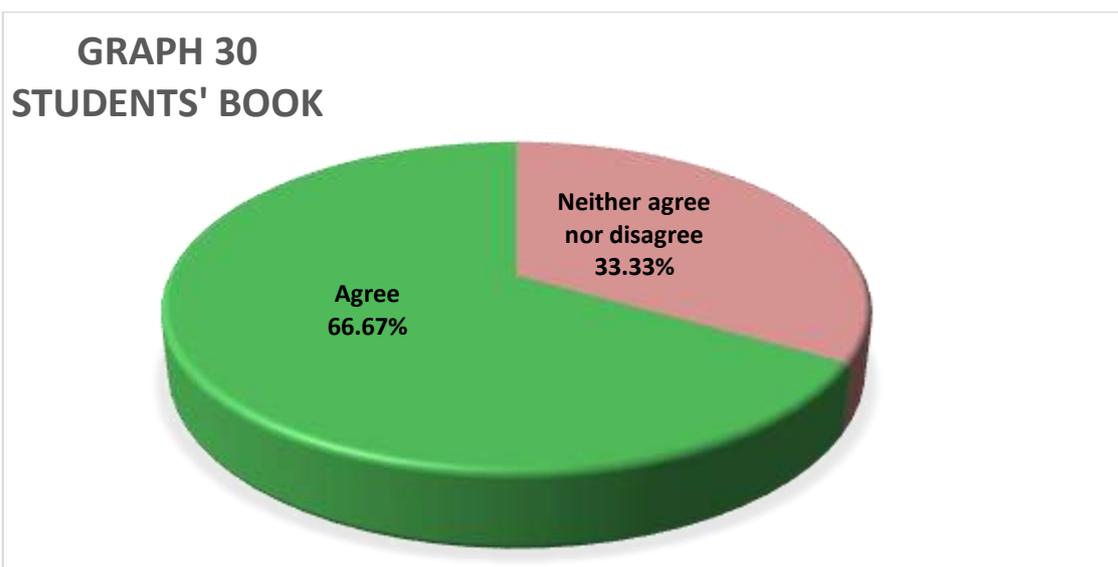
All of the teachers choose the option that they totally disagree when answering the question. The results are accounted as 100 % in the pie chart. The teachers are aware of the students' different levels of mastery over the target language.

The result of the question supports the findings in the classroom observation. It shows that not all the students have the same level of English. Furthermore, the students are not by far on the language level demanded by the standards of the Ministry of Education.

The students' diagnostic test reflects the following: All the students in the classroom have different levels of language. There are some students with no knowledge of the subject. There are some students with little knowledge of the subject. There are a few students who know the basics of the language.

In conclusion, all the students do not have the same English level and for those who know a little, it cannot be used for communication.

Question 9.- Does the textbook fit the current students level?



Graph 30 Students' Book

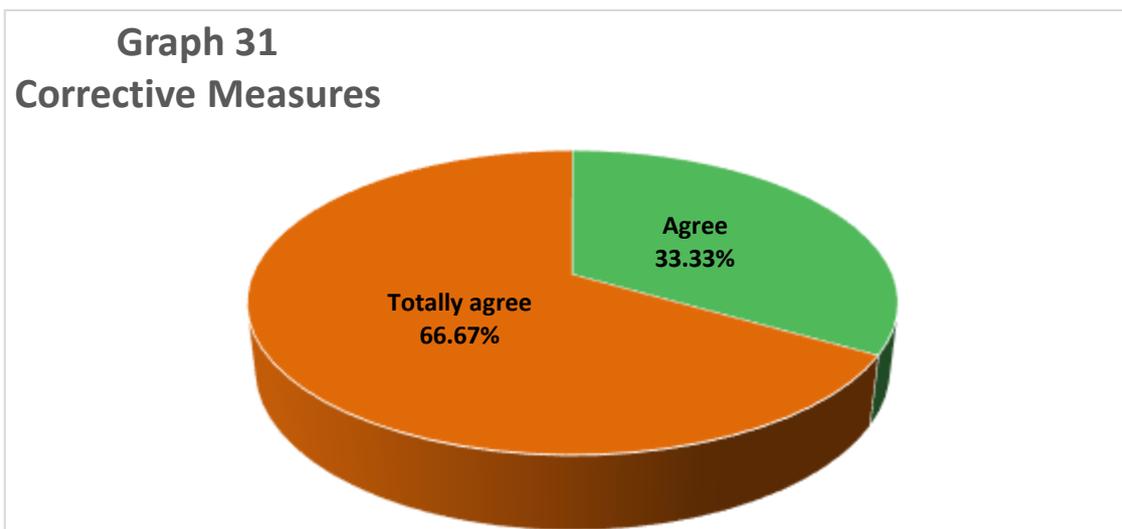
The pie chart shows that two of the teachers agree which is accounted as 66.67% of the pie chart. Meanwhile, the last teacher neither agrees nor disagrees when answering the question. The result is accounted as 33.33%.

It has been mentioned in the previous chapters that the textbook is a complicated tool. The activities in the textbook are overwhelming and it is impossible to complete every activity. This is because of the limited time available to teach each class.

There are some activities and exercises that the teacher skips due to the language level of the students. Another reason why the teachers skip activities is due to the time constraints of the class sessions.

The textbook covers several meaningful activities and tasks for the practice of the language. However, this raises a question, is the teacher prepared for the new curriculum and books? The answer is no because of the overcomplicated instructions.

Question 10.- Do you take corrective measures when your students get low grades?



Graph 31 Corrective Measures

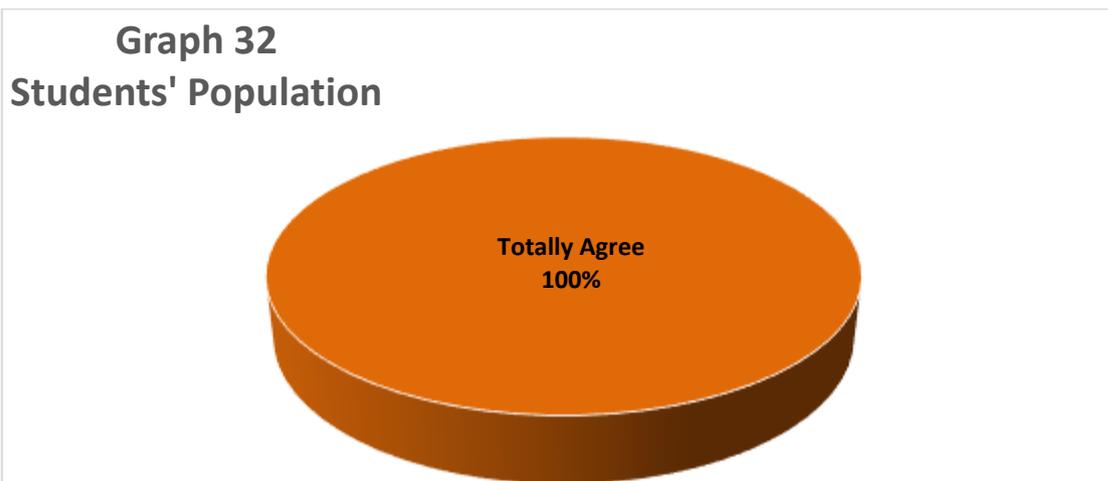
In the pie chart it shows that two of the teachers totally agree in providing corrective measures which represents 66.67%. Meanwhile, one teacher only agrees which is accounted as 33.33% in the pie chart.

The findings in the surveys reflect on the observations carried out by the researchers. The actions performed by one of the teachers, Miss Belgica Bravo, match with the answers of the surveys. The teacher reinforces the students learning through a series of language activities.

It was noticed during the class observation the type of feedback and reinforcement carried out by the teacher. The teacher usually sent extra homework such as the repetition of vocabulary, translation of sentences or just to copy the examples of the target language from the textbook to the notebooks.

In conclusion, the teachers take corrective measures when the students get low grades. However, the types of activities chosen do not help the students to clear any misunderstanding of the language or to learn in a meaningful way.

Question 11.- Does the number of students affect your class?



Graph 32 Students' Population

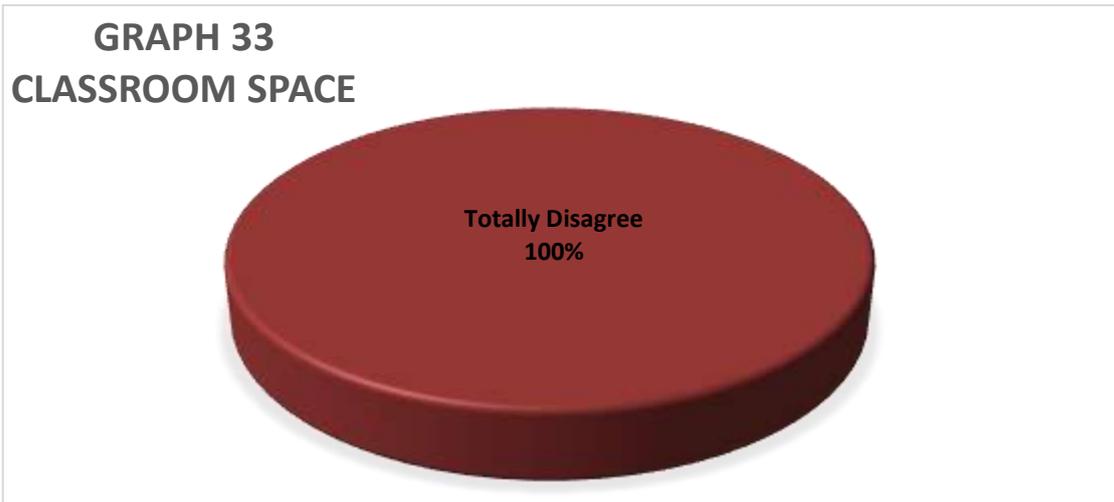
All three of the teachers totally agree that the number of students in the classroom affect the class. The answers represent 100% in the pie chart.

The overpopulation in the classroom does not permit the teacher to reach out to all the students. This leaves many students unable to clear any doubts or misunderstandings with the teacher. Furthermore, the teacher has an impossible task in working with each student to assess their ability with the language.

A large number of students create large amounts of noise that become a distraction during the learning process. Even though the teacher is able to maintain order over the students, the time used to get the students attention is wasted.

In conclusion, the findings match with the results previously gathered by the researchers. The students' overpopulation represents a problem for the teacher. It interferes with the learning process and the overall performance of the students.

Question 12.- Is there enough room for walking around and monitoring the students?



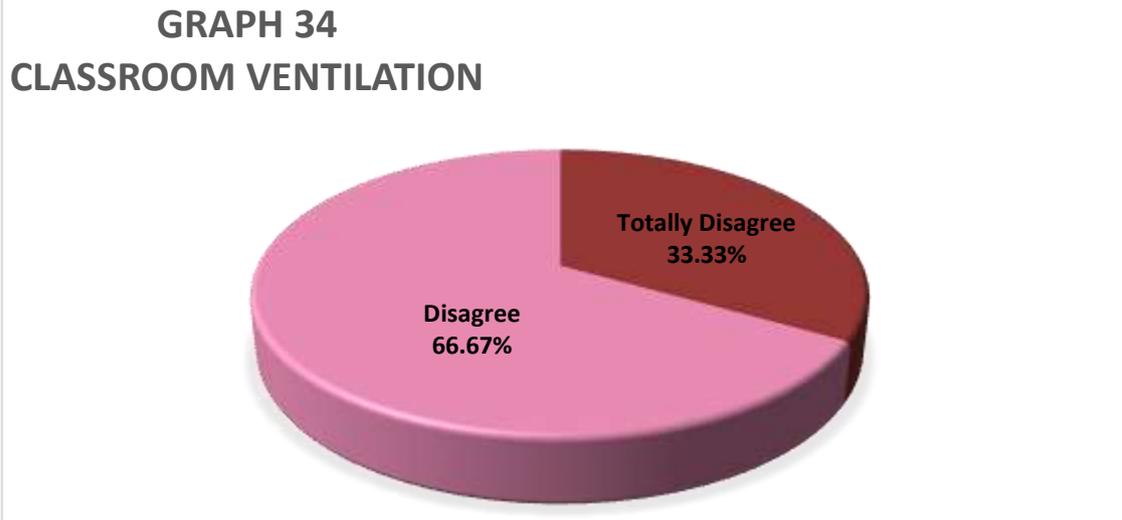
Graph 33 Classroom Space

All the teachers choose the option totally disagree when answering the question about the space inside the classroom. The answers represent 100% in the pie chart.

It was stated by the teachers that there is not enough space to walk around and monitor in the classroom. The teacher is not able to interact with the students directly in order to assist them.

The classrooms are the same in size and they are ideal for teaching. However, the problem lies in the overpopulation of the students inside the classroom. The situation gets worse since the classrooms do not come with an appropriate cooling system. The heat generated by the students makes the situation difficult for everybody.

Question 13.- Does the classroom have a good ventilation system?



Graph 34 Classroom Ventilation

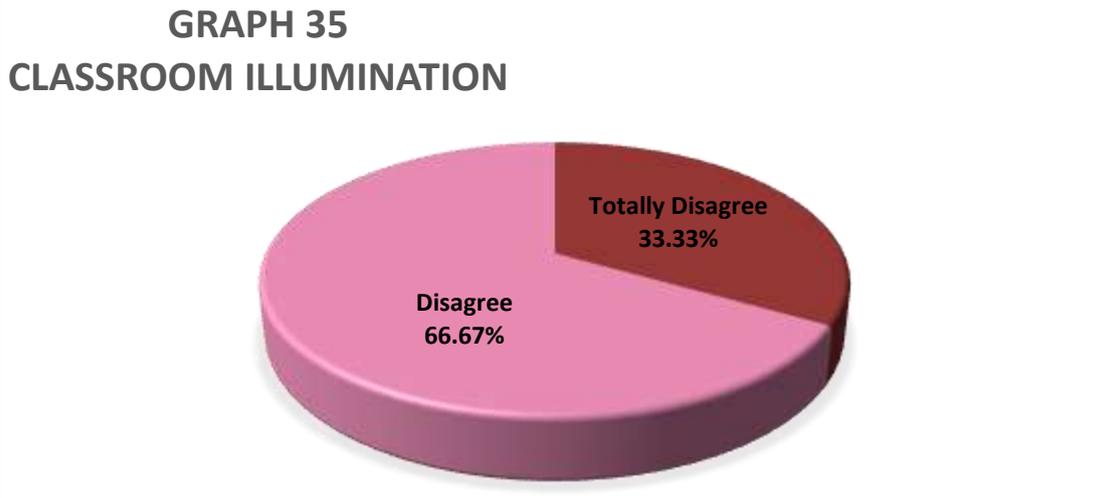
The chart shows that two teachers disagree with the question which is accounted as 66.67%. Meanwhile, the third teacher chose the option totally disagrees when answering the question. The answer is accounted as 33.33% in the pie chart.

It was observed in the classroom the lack of ceiling fans and air conditioners for keeping an adequate temperature. There were no windows, just a hole close to the ceiling which instead of providing ventilation contributed to bring noise from the outside and helped disrupt the class.

In this school, there are not enough resources to accommodate a classroom with the appropriate ventilation and temperature for all the students. Most of the classrooms do not have working ceiling fans and the classrooms are too small to accommodate all the students properly. An unbearable heat is generated by the number of students in the small classrooms.

In summary, the lack of a good ventilation system creates a learning distraction such as fatigue for the students and teacher. It hinders the learning process of the classroom.

Question 14.- Does the classroom have good illumination?



Graph 35 Classroom Illumination

The pie chart shows that two teachers disagree with the classroom illumination which represents 66.67%. Meanwhile, the third teacher total disagrees in the existence of proper illumination in the classroom. The result represents a 33.33% in the pie chart.

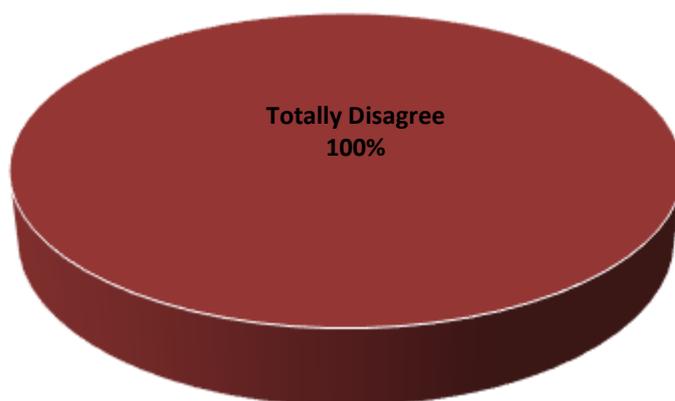
Just as there is a lack of ceiling fans, there is a lack of good illumination system in the classroom. The results for this question are similar to the previous one.

The school opens at 13:00 p.m and closes at 19:00 p.m. Miss Belgica Bravo mentioned during the interview that some of her classes are at the last periods. Although there are lights in the classrooms, the lights are not bright enough to illuminate the classroom properly.

In summary, the classrooms do not provide good lighting due to the lack of maintenance and other factors. This creates a problem because the teacher has to finish the class earlier than what is planned.

Question 15.- Is there an English Coordinator?

Graph 36
English Teacher Coordinator



Graph 36 English Teacher Coordinator

The answers show that there is no English Coordinator at this institution. The result represents 100% in the pie chart. An coordinator would provide better organization for the English teachers. Additional, Information and schedule planning can travel faster if someone is appointed to distribute it.

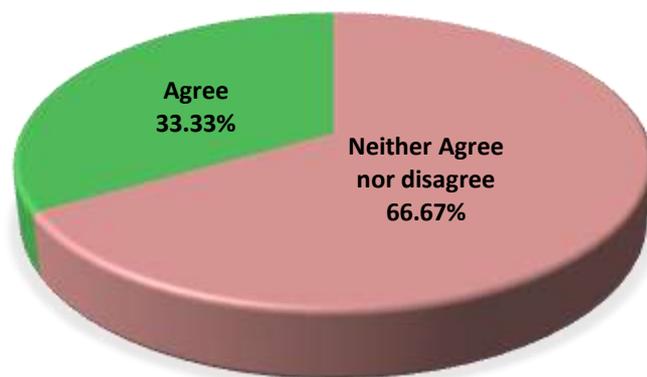
Another important issue to take into account is the guidance that new teachers require when teaching for the first time. Any problem or unpredictable situation encountered during schools hours requires the supervision of the English coordinator.

Besides training new teachers to handle unexpected events, the English coordinators are also required to aid teachers. If an English teacher has a problem related to the subject then it is up to the coordinator to help find a solution.

In conclusion, since there is no English coordinator in this school. There is no assistance or guidance when a problem arises. Furthermore, any information important for the English teacher cannot arrive at a faster pace.

Question 16.- Is there a good communication between the authorities and the teachers?

GRAPH 37
AUTHORITIES AND TEACHERS COMMUNICATION



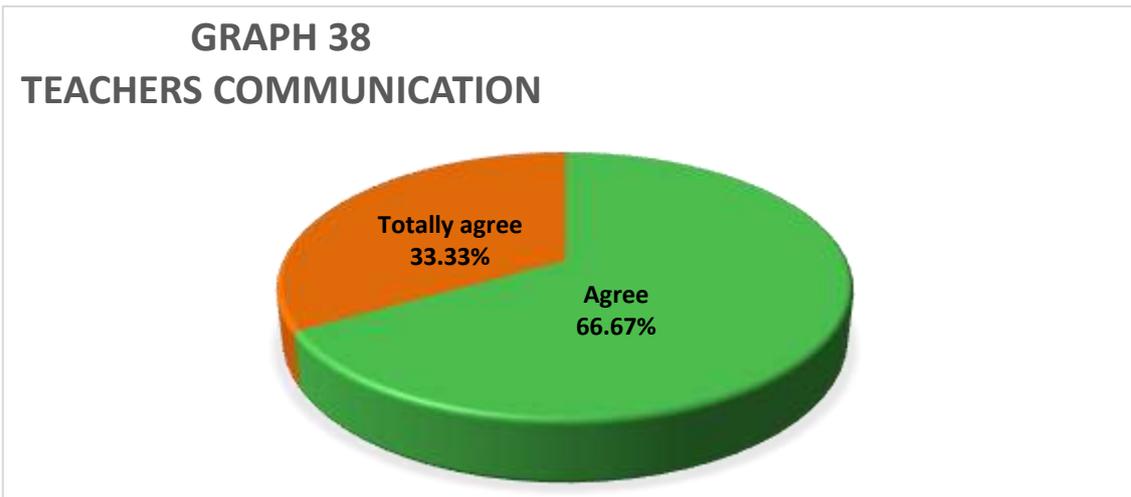
Graph 37 Authorities and Teachers Communication

The pie chart shows that two teachers neither agree nor disagree in the existence of good communication between authorities and the teachers. The results are accounted as 66.67% in the pie chart. Meanwhile, the third teacher agrees which represents 33.33%.

During the interview, Miss Bélgica Bravo described the type of communication between her and the principal. She explained that messages, notices or other important news are spread as gossips. The type of organization that exists in the school can be described as a club organization since there is little communication between the authorities and teachers.

It can be concluded that the lack of proper communication creates disorganization and misinformation about important events or meetings. This creates a conflicting and unpleasant environment due to the gossips.

Question 17.- Is there a good communication among your colleagues?



Graph 38 Teachers Communication

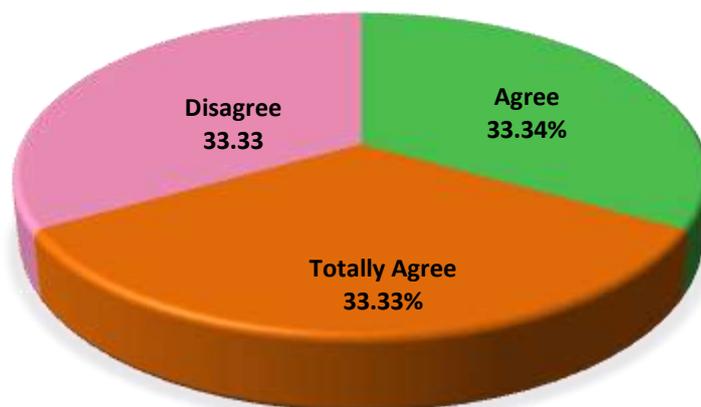
The pie chart shows two teachers agree with the existence of good communication among colleagues. This is accounted as 66.67% in the pie chart. Meanwhile, the third teacher totally agrees with the question which is accounted as 33.33%.

The results reveal that there is a good level of communication among colleagues. The teachers have a good relationship with each other. That might be why the information they get is what they hear from each other.

Even though, there is a good relation among colleagues it does not help the information to travel efficiently. Furthermore, without a proper coordinator to guide the teachers, effective teamwork is hardly ever seen.

Question 18.- Have you attended seminars in the last six months?

GRAPH 39
SEMINAR CAPACITATION



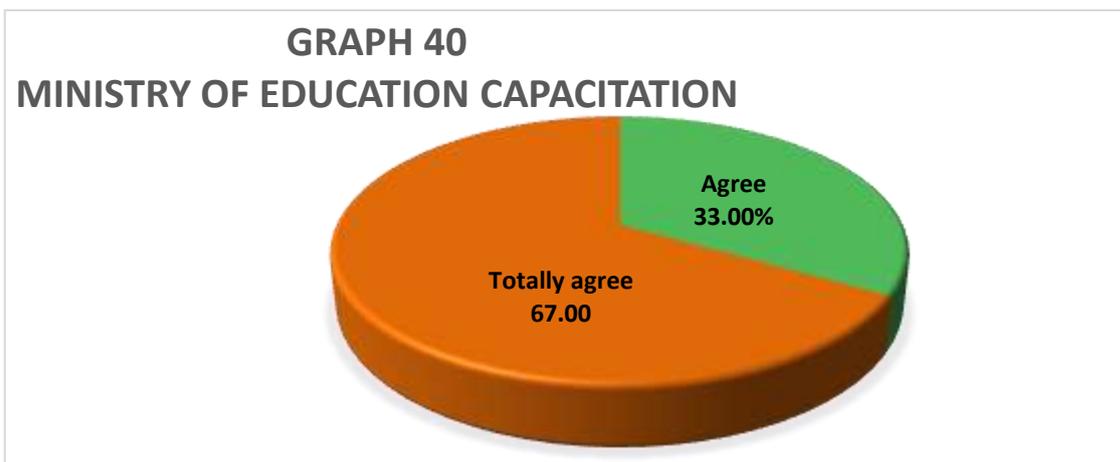
Graph 39 Seminar Capacitation

The pie chart shows that one teacher disagrees having ever attended seminar in the last six months, which is accounted as 33.33%. The second teacher agrees, which is accounted as 33.34%. The third teacher totally agrees, which is accounted as 33.33%.

As previously mentioned in chapter two, it is important for language teachers to have a continuous preparation. Teaching techniques are improved constantly by professionals in the field.

In conclusion, the results show a divided opinion about capacitation and updating to new methods as well as teaching techniques. Two of the teachers state going to seminars to obtain updates in language teaching. On the other hand, the third language teacher does not attend seminars.

Question 19.- Are you receiving coaching in the subject by the Ministry of Education?



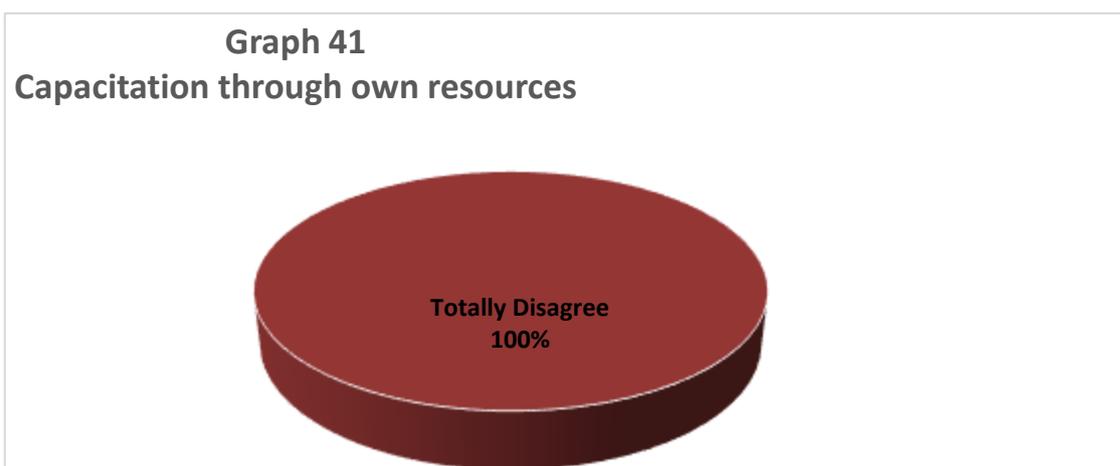
Graph 40 Ministry of Education Capacitation

The pie chart shows that two teachers totally agree in receiving coaching by the Ministry of Education. The answers are accounted as 67.00% in the pie chart. The third teacher agrees in receiving coaching by the Ministry of Education. The answer is accounted as 33.00%. The teacher agrees in having received coaching by the Ministry of Education.

It has been mentioned before that the Ministry of Education has given an additional importance to the training of English teachers. The arrangement of seminars and workshops are designed not only to improve language performance but also teaching skills.

It can be concluded that the teachers have a continuous coaching and training in the subject. The purpose of the training is to raise the standards and the quality of the teaching that takes place.

Question 20.- Are you receiving coaching by your own means?



Graph 41 Capacitation through own resources

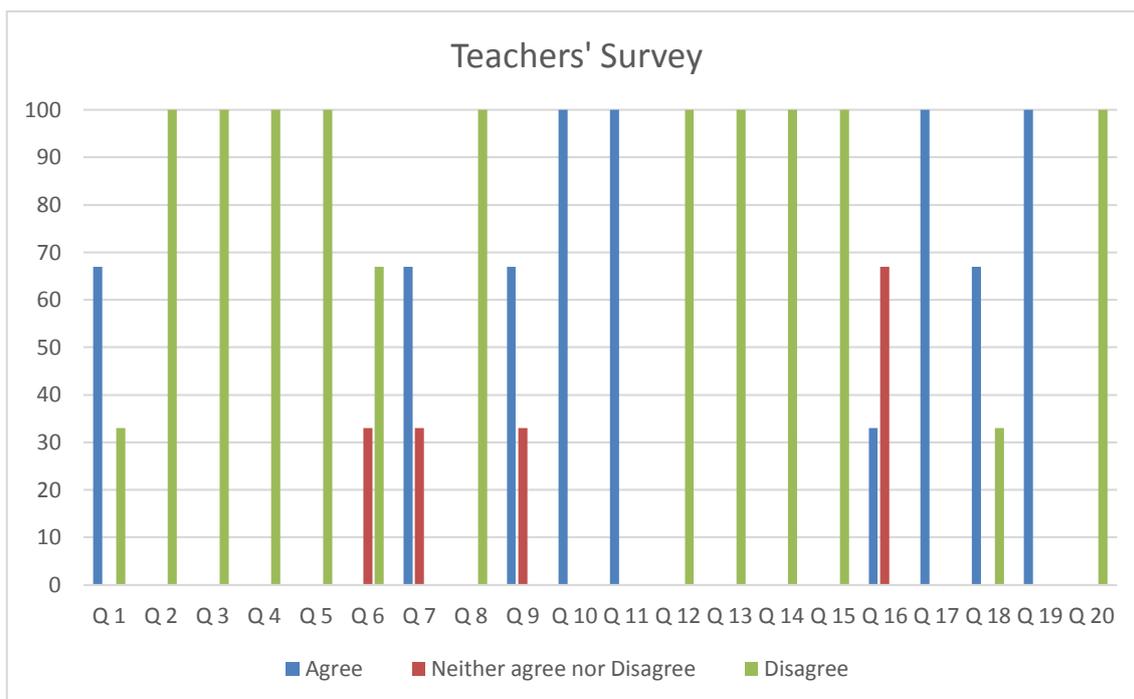
All three English teachers totally disagree about coaching themselves by their own means. The result is accounted 100% of the pie chart.

The teachers do not spend their money on professional development on language teaching. They obtain this training by the Ministry of Education for free. The seminars are organized according to the teacher needs and availability of the international speakers.

It is clear that the three teachers are receiving a continuous training in the field of language teaching. Also they do not need any form of external coaching in the subject since they are part of the seminars arranged by the Ministry of Education.

In conclusion, the findings describe the background in the preparation, coaching, and training done by the Ministry of Education in favor of the teachers.

Statistics of the Teacher Survey



Graph 42 Teacher's Survey Statistics

The statistics show that most of the teachers choose the option disagree when answering the questions. Most of the teachers disagree with issues such as teacher resources, teacher preparation, staff organization, classroom environment, and student level. However, the teachers agree in some issues such as the number of students affecting the learning ability.

3.6 RESOURCES, TIMELINE AND BUDGET

The resources in which this research project relies are the surveys, questionnaires, and notes from the interviews. It includes the results of the questionnaires with their analysis in a neutral way.

It also includes government information from its web page as well as other reliable sources from the web. E-books and journals reinforce some of the analysis made. Books and articles from experts in the field of education support some of the analysis from this study.

The following chart summarizes the timeline of this study.

Table 3 Research Timeline

Date	Activity
September 5, 2013	Tutorship was approved and assigned for this study.
October, 2013	Collection of primary data: interviews with the authorities
November, 2013	Application of tests, surveys and interviews to teachers and students
December 2013	Interpretation of the data collected by the interviews, surveys and tests.
January 2014	Writing and presentation of the first chapter.
February 2014	Writing and presentation of second chapter
April 2014	Writing and presentation of the third chapter
May 2014	Writing and presentation of the fourth chapter
June 2014	Final review

Table 8 Research Timeline

The budget for this study can be interpreted in the following way. It is important to remember the purpose of this study. The purpose of this research was to make an analysis of the causes for the deficiency in the overall proficiency and in the language level of the second year bachillerato students at Unidad Educativa Fiscal “Dr. Emilio Uzcategui Garcia” of 2013 – 2014 academic year.

Therefore, the budget for this study did not require a great deal of

copies or other educational materials like a booklet for each students in the case that the objective of this study were the design of a booklet or other related topics which would have required to teach and observed the classes as part of the study.

Table 4 Research Budget

	N° Copies	Unit price per copy	Total Price
Diagnostic Test (4 pages)	680	0.05	\$ 34
Teachers' survey (2 pages)	10	0.05	\$ 0.50
Students' survey 2 (3 pages)	360	0.05	\$ 18
Total	1050		\$ 52,5

Table 9 Reseach Budget

CHAPTER IV

FINAL OUTCOMES

4.1 CONCLUSIONS

This last chapter is a summary of the findings previously presented throughout the research report. It offers recommendations about different ways to improve the students' language performance, and to prevent the deficiency in the acquisition of the language of the second year bachillerato students in the future.

The following section includes a summary of some of the most relevant topics and findings encountered during the research. These include professional development, textbooks, teacher preparation, students, and technology.

The first topic discussed is the teacher's professional development. The low performance of the students is largely due to the lack of teaching creativity by the teacher. The implementation of dynamic and interactive teaching methods gives students the opportunity to interact with the language. However, the teacher's lack of personal training has hindered the development of adapting to modern teaching methods.

The teacher uses methods for teaching the English language that are mechanical and repetitive, as evidenced by the findings and student surveys. Additionally, the methods implemented by the teacher are considered old-fashioned and ineffective. The features of some methods implemented in the teaching process belong to the Grammar Translation Method, the Audio-lingual Method and the Series Method.

Another important part of the professional aspect of the teacher is the lack of the basic knowledge of technology. The teacher does not know the proper use of a computer as well as the use of the Internet. Both are useful tools for creating pedagogic material that could be implemented in the class.

Another factor that is considered in students' English language acquisition is the teachers' experience with the textbook. Learning a language requires a set of tools from which to practice with. One such important tool is the textbook given by the school. The teacher has stated that the textbook used in the past was difficult to use and to implement to the class. The content material did not give a positive experience for the students when learning.

The current textbook has alleviated some of the deficiencies that the former textbook possessed. However, the current textbook has shown to also contain certain problems. The content in the textbook proves to be inadequate for the students learning process. The language level in the textbook as well as the number of activities that needed to be covered proved to be overwhelming for the students.

The next topic in this section is the experience of the teacher. In the field of teaching, experience plays an important role in the management of a class. For an inexperienced, teacher the role as an educator can be overwhelming.

For the current teacher, her experience to control a classroom was more than enough. The teacher had taught for many years in different institutions and different subjects as well. The teacher was able to handle various situations that might occur in the class and to keep the students' attention when teaching a class.

The following topic refers to the dominance of the language that the teacher possesses. When teaching, one has to master the subject that it is going to be transmitted to others. For an English teacher the same rule follows. An English teacher has to have a sufficient amount of knowledge of the subject in order to an excellent teaching quality. When the teacher does not master the subject, then the knowledge transmitted to the students is flawed with errors.

The current teacher does not completely master the target language. The teacher lacks some of the basic skills when using the language. During the interview, it was discovered during the interview that the teacher's listening and speaking skills are not well developed. Most of the answers given by the teacher were in the native tongue and not in the target language. The lack of these skills clearly was also observed in the classroom since the teacher spoke to the students in the native tongue

all the time.

Proper planning before giving a class leads to a more effective learning process. That is why; teacher preparation is also a factor in this study. When class planning is rushed or if there is not any planning then the class itself has been given in vain. During the interview with the current teacher, it was discovered the lack of designing lessons plans. The teacher confessed that she only follows the procedure given by the textbook. The teacher would follow unit after unit in the textbook in an attempt to complete the book.

The administration at the school is an inefficient one in terms of communication. Information of daily activities and events are not transmitted effectively to all the staff members on time. In some occasions, teachers would come to the school to give classes only to find out that the school itself would be closed for the day.

Throughout the research, it was established that the organization of the school was that of a club culture. One member, the principal, was in charge of all the sectors and thus any information needed to know by the staff would come from that person. This explained why information traveled slowly or in the form of gossips from staff member to another. Also the lack of a language department further contributed to the research.

The classroom environment is another factor that is considered in this study. The environment in the classroom is difficult to manage in the school. The temperature during the day is very high that causes being indoors to be difficult because of the heat. This causes the students to lose focus on what they are being taught. The heat also causes the teacher to feel tired and exhausted.

Continuing the topic about classroom environment, the number of students also affects the learning environment itself. The number of students in the classroom is a difficult problem for learning, as well as for mobility. The over population of the students cause many distractions within the group. These distractions create a series of interruptions that might occur in the classroom. The actions cause the teacher to stop the lesson in order to solve any problem that take place.

The large number of students also contributes to the lack of space in the classroom. This causes two things to take place. The first, it is because of the lack of space, the teacher has a difficult time monitoring the students. The teacher can only help those that are only in the front row of seats. The second is the concentration of body heat that rises because of the number of students and the lack of space.

Finally, technology is taken into account. In the classrooms, there is a lack of technological equipment that, if present, could help students learn in a more interactive experience. Language can be internalized more effectively if there is an interaction with technology. However, much of the basic equipment is not implemented in the classroom such as CD players, projectors, and computers. The lack of the equipment causes many opportunities to be lost when the language is practiced in class. Additionally the teacher is not trained to use modern day technology.

4.2 RECOMMENDATIONS

Based on the results that have been analyzed in the previous chapter, there are two main areas in which recommendations can be given. There are specific recommendations for the institution and for the teacher.

RECOMMENDATIONS FOR THE INSTITUTION

The overall organization of an institution plays an important role in the effective performance and success of that institution.

The institution should take responsibility in the effectiveness of teaching the English language. Such responsibilities include the designation of an English coordinator, the creation of English Labs, and to promote a better working relation between the teachers and the administrative staff.

The absence of an English coordinator at EUG School results in the lack of organization within the English teachers. A recommendation to solve this problem is to designate a well-trained teacher who can be in charge of the redesigning of the curriculum to fulfill the objectives and to provide a space for socializing events that will

benefit the training of teachers and therefore improve the performance of the students. holding meetings once a week for any planning or events that may occur. This will give the staff a clear vision of the objectives that must be accomplished during that time

Another role that the English coordinator must assume is the preparation of the staff. The English coordinator should arrange workshops to improve teachers' professional development, strengthen their skills, communicate about upcoming seminars and preparing teachers in the use of technological devices.

Continuing to support the overall improvement of the teacher's professional skills, it is recommended for the institution to devise academic projects for teachers. It would create a cooperative environment between teachers to support the interpersonal relationship with each other.

The institution must also take responsibility in the implementation of proper learning resources. The learning resources include technological devices such as computers, CD Players, English Labs as well as conventional resources, e.g. textbooks.

As a response to the lack of electronic learning resources and other technological tools at EUG School, the principal should work on a plan to raise awareness from the local government on the current needs that the institution is facing.

A short-term solution that can be recommended is the use of the teachers' personal electronic equipment. Such devices include tablets, laptops and CD players if the teacher owns them.

Solely relying on the government English books is insufficient for language acquisition. It is recommended to provide the students with information from where to acquire additional learning material. For example, the official website of the Ecuadorian Ministry of Education: www.educacion.gob.ec/recursos/. It is important for the students to have as many learning materials/tools as possible.

A problem that significantly affects the performance of the staff is the speed in

which information travels around in the institution. To speed up communication in a non-technological environment is the use of bulletin boards. They will provide valuable information that can easily be read by all members of the staff. The bulletin board can also be used to schedule meetings in order to help decide on important matters affecting the school.

The number of students must be managed in the classrooms in order not to only provide accommodation for the students, but to give a better learning environment for the students. A class of 50 to 60 students turns out to be a chaotic environment, especially when teaching a foreign language. It is recommended to reduce the number of the students within the classroom.

Another issue involved with the accommodation of the students is the illumination and the ventilation in the classroom. A better environment can produce a better performance. Collaborative work is suggested to achieve the objective of providing the students a decent and enjoyable space where learning can take place.

RECOMMENDATIONS FOR THE TEACHER:

The government is offering full support for all those teachers who are interested in improving their English language skills by offering full tuition scholarships. The program “Go teacher” sponsored by the Ministry of Education offer teachers the possibility to study abroad and practice English. It is strongly recommended that the teacher who has been a part of this study should take the advantage of this offer in order to master the language and to update her personal knowledge of the subject.

The teaching method used by the teacher is ineffective. It is recommended for the teacher to use different approaches for teaching in order to capture the students’ attention. Today’s teaching methods will provide the students the opportunity to think in a more creative and logical manner when learning the language. Such methods are Cooperative Learning, Constructivism, and Task Based Teaching.

In conclusion, It is hoped that the findings of this research will improve the language learning in “Dr. Emilio Uzcategui Garcia” school and other institutions that

may have similar situations. The topic of this research is a problem that most of the public schools throughout Ecuador share. Thus, this work can be used as a reference for future studies of the subject for the benefit of students and teachers.

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ANNEXES

Teacher's interview Questionnaire

Personal Information

Full name: Belgica Josefina Bravo Romero

Date of birth: 26 September 1948

Place of birth: Guayaquil - Guayas

I.D. Card number: 0903382190

Academic Background

Primary School: Escuela fiscal mixta Juan Leon Mera

Secondary School: Colegio Nacional Guayaquil

University education: Universidad Estatal de Guayaquil

Facultad de filosofía (profesora de segunda enseñanza en el idioma Ingles)

Master's degree: no

Numbers of degree: 0

Courses and seminars: Tics (M.I. Municipalidad de Guayaquil); CEN (10 levels)

Courses abroad: No

Professional Background

Academic institutions: Rosario Sanchez Bruno (25 years)

Colegio Nacional Vicente Rocafuerte (3 years)

Colegio Nacional Guayaquil (7 years)

Colegio Fiscal Mixto Dr. Emilo Uzcategui Garcia (5 years)

Other Subject taught: Ciencias Naturales, lenguaje y literatura, Dibujo.

Number of years of being teacher: 40 years

Current working institution: Colegio Fiscal Mixto Dr. Emilo Uzcategui Garcia

Additional questions

1. Do you speak English fluently?

I think I do.

2. Have you ever travelled abroad to master her language skills?

No, I haven't.

3. Have you received professional coaching in the English teaching language on the Ministry of Education behalf?

Yes, I have. (Two weeks before from the interview)

4. How many classes do you teach?

I teach six classes.

5. What grades do you teach?

I teach three classes from 2nd bachillerato and 3 classes from 3rd bachillerato

6. Around how many students do you teach in one day?

Around 250 to 300 in average.

7. Around how many students do you teach in each classroom?

In each classroom, there are around 55 to 60 students.

8. Did the change from the learning standards of CRADLE to the current standards for language learning affect the performance of the teacher?

Yes, it did. To start with the previous approach was based on task activities with books focused on reading and writing but not listening nor speaking. The teachers were lost at the moment of taking full advantage of those books and curriculum. The current curriculum; the new curriculum seems to be better if we compared it with the previous one. The problem is the lack of coaching for taking full advantage of the new books and the lack of preparation for measuring the new learning standards.

9. Does the number of students affect teaching? How?

The number of students hinders the learning process. It is difficult to monitor the learning progress of every student in the classroom. The number of pupils also makes it difficult interacting with the students when answering questions. Class time is limited so it is impossible to help each student individually. Also checking for homework is time consuming and impossible to properly assess.

10. What textbook is being currently used in the classrooms?

English Level 1 and level 2.

11. Does the textbook help in teaching the language?

Well, the book focuses heavily on the mechanical activities such as grammatical problems and structures. The activities in the book do not give the opportunity to experiment with the language. In some sections of the book, the activities tend to have examples of language not yet covered.

12. Does the teacher's guide help in teaching the language?

The teacher's guide is difficult to understand, especially grammar explanations and instructions for activities.

13. What materials does the textbook offer?

The textbook comes with a CD-ROM containing digital language activities and audio tracks.

14. What teaching equipment is available in the classrooms?

There is no available teaching equipment in the classroom like computers, projector or CD players. However, there is a white board that the teacher can use.

15. What are some of the electrical devices available in the classrooms?

There are no electrical devices like power outlets, air conditioners, electrical fans, and light bulbs. However, there is a ceiling fan in each classroom.

16. Are the classrooms suited for teaching? Why?

It is difficult to give a class because of the lack of equipment that the English textbook demands. In addition, the temperature in the classrooms tends to rise because of the weather, number of population, and the lack of a ventilation system.

17. Does the classroom environment affect the learning procedure?

The classroom environment affects the learning procedure because of multiple factors. The first is the temperature in the classroom, which not only causes fatigue to the teacher but also to the students. Second is the lack of lighting in the classroom during the afternoon sessions making writing activities difficult to complete. Third is the lack of teaching equipment that reduces the effectiveness and learning alternatives for learning.

18. Who is the principal of the Institution?

The principal of the institution is Lcda. Maria Alarcon Figueroa

19. Who is in charge of the organization in the institution?

The organizer of the events and decision-making is the principal.

20. Who is in charge of communication in the institution?

Information and event plans travel verbally from the director to the rest of the staff. There is no use of phones, computer or any form of electronic communication because they aren't available.

21. Who is the English coordinator in the institution?

There isn't any since the person in charge of coordinating all the teachers is the principal.

22. Is there an English department for English teachers?

No, there isn't any. However, there is a teacher lounge where teachers can rest when on their spare time.

Classroom Observation Form

Instructor: Belgica Josefina Bravo Romero

Course: 2nd bachillerato

Peer/Observer: Daniel Anchundia & Celso Novoa

Use criteria that apply to format of course observed.

Review Section	Description/Comments
<p>1. SUBJECT MATTER CONTENT (shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)</p>	<p>The teacher uses native tongue during most of the class. She explains the target language and its uses in great detail. She does not speak in English unless pronouncing a key word.</p>
<p>2. ORGANIZATION (organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors on-line course)</p>	<p>The teacher comes with an organized planning for the class. She arrives to class on time. Takes the roll call of the students. She clearly states what will be learned during the process of grammar explanation.</p>
<p>3. RAPPORT (holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)</p>	<p>The teacher is respectful towards the students, treats every student equally and grades each student on classwork. The teacher activities are straight forward and students show signs of boredom.</p>
<p>4. TEACHING METHODS (uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives)</p>	<p>The teacher follows a basic procedure when beginning the class. She presents the target language and its uses. She makes the students memorize the language through repetition and drilling. She then would assign activities from the textbook. Next she would work with the students in completing the grammatical activities. The teacher relies in the mechanical procedure of drilling for language internalization. She uses the whiteboard to present the target language. Class activities are used from the textbook. Classwork activities are performed individually on notebooks.</p>
<p>5. PRESENTATION (establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)</p>	<p>The target language is presented by the teacher with a clear voice and pronunciation. The teacher speaks in the native and only uses English on key words or structures. The presentation of the target language is presented on the whiteboard with examples.</p>
<p>6. MANAGEMENT (uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control; maintains effective e-platform management)</p>	<p>Maintains discipline in the classroom from beginning to end. Uses time very wisely too complete section in the textbook. Interacts with the students when explaining grammar structures.</p>

Review Section	Description/Comments
7. SENSITIVITY (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)	The teacher treats each student equally no matter the gender. Responds to any question by a student in well manner and informative way. She does not have any favorites.
8. ASSISTANCE TO STUDENTS (assists students with academic problems)	The number of students, limited space, and the limited time for each class prevents the teacher attending each of the students' needs and language errors. Some of the students remain confuse.
9. PERSONAL (evidences self-confidence; maintains professional comporment and appearance)	The teacher's 40 years of experience reflects in the management of the class. While giving the class, the teacher makes sure that each student has her attention. Students who are distracted are called on by the teacher to pay attention. She remains calm and focused on her performance in class. She is well dressed for giving classes.
10. PHYSICAL ASPECTS OF CLASSROOM (optional) (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	The classroom is fairly big but because of the number of students it is fairly crowded. There are more than 50 students in a classroom designed for a max of 40 students. The classroom suffers from outside noises since the school is nearly 20 meters from the highway. It causes some of the distraction in the explanation of the target language. The temperature in the classroom is high enough to cause everyone to feel fatigue.

Strengths observed:

The teacher has a strong control over the class and organizes the students' seats. She gives instructions even with internal and external distractions. She provides clear grammatical explanation and provides oral repetition of the target language. She manages very well the class time to accomplished objectives and textbook activities. Many of the student show respect and pay attention to the lesson given by the teacher. She is forward towards the class when speaking. She gives enough time for the students to complete activities of the textbook.

Suggestions for improvement:

An improvement would be the use of communicative activities when using the language. Students only learn the language through mechanical means and require the development of speaking skills. Also, the use of a CD player for listening activities to develop listening skills. Another would be designing activities to be more interactive and diverse that permits students experiment with the language. This would increase the learning motivation of the students. The teacher needs to give classes in English to adapt the students to the language naturally. Also it would help the students' pronunciation by constantly listening to the language.

Overall impression of teaching effectiveness:

The students show a basic understanding of the grammar structures because they can create sentences using the target language. However, the students lack the skills to perform a basic conversation with each other.