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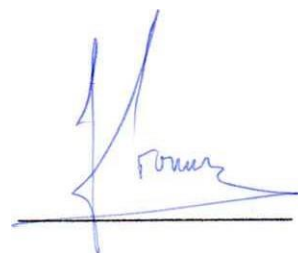
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DEDICATORY

Firstly, I would like to dedicate this thesis to God who gave me the calm and understanding to carry out my researching project. Secondly, to my parents for supporting me at every moment of my career with their love, patience, and motivation to go ahead and complete my studies. Finally, to my tutor Mgs. Mercedes Gallegos for her valuable knowledge and time who helped me to complete my research work successfully.

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Katherin Sani

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RESUMEN

Los roles que actualmente desempeña un profesor reflejan grandes beneficios en el proceso de enseñanza y aprendizaje, los cuales son: en primera instancia el de motivador, siendo un referente para que los alumnos no tengan miedo a equivocarse y en cambio los ayude a descubrir estrategias personales para el estudio del inglés. Por otro lado, está el papel de guía, que busca formar a sus alumnos a través de su propio aprendizaje, sin descuidar su labor docente. Este estudio se realizó en la Unidad Educativa Camilo Gallegos Toledo. Se ha determinado que el rol del profesor de inglés en el desarrollo del proceso de enseñanza y aprendizaje constituye un gran valor en el entorno educativo tanto en la construcción del conocimiento individual y colectivo de los estudiantes considerados en la actualidad los principales actores en este ámbito. Por lo tanto, el rol del profesor en las clases del Octavo Año Paralelo "A " evidencia varios tipos del mismo en su aplicación. Esta investigación se centró en analizar los roles que serían más productivos para el desarrollo del proceso de enseñanza y aprendizaje. Por lo tanto, la investigación tiene un enfoque cualitativo-cuantitativo y descriptivo-exploratorio. Las técnicas de recolección de datos fueron la encuesta y la hoja de observación. La población considerada para la investigación fueron 27 estudiantes del octavo año paralelo "A" de la Unidad Educativa Camilo Gallegos Toledo. Los resultados de esta investigación fueron descriptivos y exploratorios, ya que se investigó la ejecución de los diferentes roles como motivador, guía y facilitador del profesor de inglés en el aula.

Palabras clave: enseñanza, aprendizaje, rol, motivador, guía.

ABSTRACT

The roles that a teacher currently plays reflect great benefits in the teaching and learning process, which are: in the first instance of motivator, being a reference so that students are not afraid to make mistakes and instead help them to discover personal strategies for studying English. On the other hand, there is the role of the guide, who seeks to train students through their own learning, without neglecting their teaching work. This study was carried out in the Unidad Educativa Camilo Gallegos Toledo. It has been determined that the role of the English teacher in the development of the teaching and learning process is of great value in the educational environment, both in the construction of individual and collective knowledge of the students, who are currently considered the main actors in this field. Therefore, the role of the teacher at Octavo Año Paralelo "A "classes is evidenced by the application of some of them. This research focused on analyzing the roles that would be most productive for the development of the teaching and learning process. Therefore, the research has a qualitative-quantitative and descriptive-exploratory approach. The data collection techniques were survey and observation sheet. The population considered for the research were 27 students of the Octavo Año Paralelo "A" of the Educational Unit. The results of this research were descriptive and exploratory, as it investigated the performance of the different roles as motivator, guide and facilitator of the English teacher in the classroom.

Keywords: teaching, learning, role, motivator, guide

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CHAPTER I

1.1   INTRODUCTION

As a matter of fact, the role of the English teacher goes beyond providing an educational service. Nowadays, they are recognized as an example for their students, for the simple fact that they promote motivation, effort, and dedication. Based on the description, it is important to point out that the main role in the development of the teaching and learning process is now played by the student because he/she becomes the protagonist of his or her own learning. Therefore, her or his learning must be related to a teacher who fulfils the necessary roles which complement this learning such as a guide, motivator and facilitator, these roles will bring out the potential of the students through a meaningful teaching and learning process can be achieved.

The role of facilitator is to remain continuously prepared and to handle different methodologies, strategies, techniques, and materials which to enable the learner to facilitate foreign language learning. Therefore, the role of facilitator can be recognized as relevant, which is to assist students in their self-learning such as directing and supporting a better learning environment (Archana & Kumbakonam, 2016).

Meanwhile, for Haider & Jalal, (2018) the role of the motivating teacher is indispensable to get their students to be eager to learn by obviously listening to their suggestions and educational needs. Finally, the role of the guiding teacher is the one that should be used the most, for the simple fact that it is oriented towards setting goals, solving problems, seeking a better environment and accompanying students in their self-learning (Makulua et al., 2020).

According to Patiño & Reyes (2020) in Ecuador the teaching of English in educational institutions became compulsory, some situations have changed in the way of teaching the foreign language, since now the role of the English teacher in the institutions must be a facilitator who makes the process of language learning easier, all this depends on the attention that the teacher gives to his /her students and their needs, at this point the teacher puts into practice his/her knowledge as well as his/her teaching skills.

Now in Octavo Año Paralelo "A" at Unidad Educativa "Camilo Gallegos Toledo", the objective is to analyse how the role of the English teacher influences the development of the teaching and learning process. This research has been organized in five chapters:

Chapter I: The Referential Framework consists of the research problem, the problem statement, the formulation of the problem, the general and specific objectives, and the justification.

Chapter II: The Theoretical Framework mentions the theoretical background, all the theoretical foundations on the role of the English teacher in the teaching and learning process.

Chapter III: Methodological Framework contains the research design, type, level, methods, population and sample of the research techniques and data collection instruments.

Chapter IV: This chapter includes the analysis and interpretation of the results obtained.

Chapter V: This chapter focuses on conclusions and recommendations.

1.2   PROBLEM RESEARCH

The role of the teacher as an important aspect to improve the development of the teaching and learning process in the subject of English. During the pre-professional practices, it was observed the role of English teacher which was based in traditional role because the teacher only explained the class, but he did not permit an active participation by the students.

1.3   PROBLEM STATEMENT

Worldwide, English is recognized as an official language of teaching and learning which educational institutions make it essential to hire teachers who have been prepared to occupy this profession that demands qualities as charisma, creativity, and knowledge to implement strategies, methodologies, and activities that seek to improve the teaching and learning process (Ramayo, 2018).

In some Latin American countries, the teaching and learning process emphasizes human formation and preparation for adult life, a motto presented by some institutions based on the fact that the role of the teacher is a fundamental part of a persons' life since from the first stages of their educational life until they finish their studies, it marks their behavior in the classroom. A good teacher can be an inspiration for children and know what their professional future will be, to remember the good attitudes and good teachings during the student's preparation time (Sánchez, 2019).

In Ecuador, the current role of the English teacher is that of mediator and facilitator. The role of a mediating teacher allows them to generate learning opportunities for their students so that they are allowed to work for and with their interests at the pace of their students. On the other hand, the role of a facilitator allows the teacher to awaken the students' interest and willingness to learn. With this role, the English teacher works in his or her area, strengthening proactivity and executing a correct teaching-learning process. The application of such roles makes them the most efficient as it makes it more interesting for the students to work with ICT, a system that helps the motivation and interest of the learners (Holguín et al., 2019).

According to the characteristics of the role of the English teacher as motivator, guide and facilitator, it is essential to research if the English teacher maintains the traditional role where the students do not have an active participation and present disinterest, misunderstanding and a low level of comprehension in the English teaching and learning process in Unidad Educativa Camilo Gallegos Toledo.

1.4   PROBLEM FORMULATION

How does the role of the English teacher influence in the development on the teaching-learning process in students at Octavo Año Paralelo "A" at Unidad Educativa "Camilo Gallegos Toledo" in the city of Riobamba, Province of Chimborazo, academic period May - October 2022?

1.5   JUSTIFICATION

Nowadays, education urgently needs to look for new innovations in order to have better results in the teaching and learning process, it means to have a system that demands high educational quality. For this reason, the teacher must be opened to the needs of their students and play a role which helps the student to develop as an active entity, in order to find the best strategies, techniques and methods to improve the teaching and learning process (Masih, 2020).

In Ecuador it is important to learn a foreign language, so curricular changes must be made, namely, to build a base that focuses on what is most important, which is the practice of authentic linguistic production as well as immersion in the culture. In spite of the above, according to surveys issued by Educación First in the year 2020, Ecuador is in last place out of 19 Latin American countries in terms of English language proficiency. On the other hand, in the ranking of each year out of 100 countries and regions, our country fell from 81st place in 2019 to 93rd place in 2020. As a result, the majority of students obtain a B1 level at the end of their secondary studies, so that teachers try to make use of updated strategies and methodology for teaching the foreign language. (Orosz et al., 2021).

This research is important because it allows us to understand the importance of the teacher's role in the development of the teaching and learning process. In addition, to study the different types of roles that can make the learner become active, critical and promote their own learning. However, it should be emphasized that the role of today's English language teacher is that of guide and motivator; these roles of the teacher induce the learner to use strategies and tools that meet their expectations and achieve deep learning.

In accordance with the above, it is important to recognize the opinion of the students in Octavo Año Paralelo "A" at Unidad Educativa Camilo Gallegos Toledo, because it is necessary to know what the roles of the teacher are should be applied to solve the education needs in the English teaching and learning process.

1.6   OBJECTIVES

1.6.1   General Objective

To analyze the influences of the role English teacher in the development of the teaching and learning process at octavo Año Paralelo "A" at Unidad Educativa "Camilo Gallegos Toledo" in the city of Riobamba, Province of Chimborazo, academic period May - October 2022.

1.6.2   Specific Objectives

To identify the roles of the English teacher in the development of teaching and learning process.

To know from the point of view of students about the role of English teacher that is applied on the teaching learning process.

To observe how the English teacher achieves the roles as motivator, guide and facilitator in teaching and learning process in the classroom.

CHAPTER II

2.1 THEORETICAL FRAMEWORK

2.2 THEORETICAL BACKGROUND

When carrying out a bibliographic search prior to the research, some documents from UNACH repositories with research similar to that proposed were considered.

The research work with the issue **"EXPLORATION OF TEACHERS AS A MOTIVATOR IN THE TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE IN STUDENTS OF TENTH GRADE IN "ISABEL DE GODIN" HIGH SCHOOL ACADEMIC YEAR 2015-2016",** a research that was carried out because of having observed the low motivation that students have when it comes to learning the English language and how the teacher is to blame for the use of his methodology that causes the student to dislike the language, so they are content to pass the subject with a minimum grade and not learn. The aim of the researcher is to recommend some motivational strategies to activate the interest in learning a new language, as well as to observe how the students react when some of the motivational strategies are applied in the classroom (Guayanlema, 2017).

Yumisaca, (2017) in his thesis entitled **"OBSERVATION OF TEACHER´S BEHAVIOUR WITHIN A CLASSROOM ENVIRONMENT WITH THE STUDENTS IN SEGUNDO AÑO DE BACHILLERATO ¨A¨ AT UNIDAD EDUCATIVA ¨CONDORAZO¨ IN THE ACADEMIC YEAR 2016- 2017", CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE PERIOD 2016-2017",** this research is focused on analyzing the behavior of the teacher, creating a variable environment for English language acquisition, due to the changing behavior of the teacher, students lose interest in learning a second language.

2.3 THEORETICAL FOUNDATION

2.3.1 Traditions of Teacher Training

The tradition of teacher training refers to the actions that have been built and maintained over time, with the purpose of being incorporated or improved according to the needs of current subjects for a better development in the educational field. There are three traditions which are the base on the training of a teacher, the first normalizing tradition which says that the teacher should be trained to be a guide and moral example. Secondly, the academic tradition, teachers are trained to fulfill a role of reproducers of knowledge, this means they have a solid knowledge of the subject they teach. The third is the efficiency tradition, where the teacher's role was to fulfill hierarchical orders, and for this reason, he/she had no say in the elaboration of objectives, contents, and methodology, which are very useful in the teaching and learning process (Ortiz, 2020).

2.3.2 Teaching Role

The teaching role is a cycle in which one person teaches another in order to form them with values and knowledge. The role of teacher demands a lot of responsibility, he/she is in charge of children, young people, and adults who need to be trained to be critical and reflective thinkers. In addition, they are responsible for the provision of quality education, i.e. they make decisions on curricular, organizational, and evaluative aspects. (García, 2020).

2.3.3 Teaching and Learning Process

The teaching and learning process is the means by which the student and the teacher exchange knowledge, that is to say, that one learns from the other, in this process, the teacher will look for the best way to reach his students and they will work with the best attitude and interest to learn. The purpose of teaching and learning is to train an individual in an integral way that allows him/her to obtain a future as a professional. In addition, it seeks to relate the didactic components that encourage dynamic interaction in a creative, reflective, and critical way with the students (Abreu Alvarado et al., 2018).

2.3.4 Role of the English teacher in the teaching and learning process

The role of the English teacher as evaluator and guide knows firsthand the level at which their students use English and the way in which the student learns in order to use the best strategies and resources that lead to a better management of English language skills. Likewise, it provides a pleasant environment that enhances the development of the teaching and learning process of each of the students, because they feel motivated to learn a second language with ease and comfort, so that they can develop their different competences.(Gonzáles, 2018).

Recognize the role of the English teacher, as he/she must have attitudes, abilities, and mastery of the language he/she is going to teach. In order to achieve an optimal job as a professional, he/she must have some qualities: patience, recognizing that not all students are able to learn at the same pace or that when learning they may make mistakes in their language skills. A very important quality is the respect that must be fostered in order to have a good classroom environment and finally creativity. The English teacher must be prepared for any situation that may occur and find a way for his/her students to understand the best way, find a good methodology or didactic resources (Mora, 2017).

2.3.5 Types of roles of the English teacher in the teaching and learning process

According to Kaur (2019) there are 7 different roles that the teacher can play during the teaching and learning process:

- **Controller:** their role is to be completely in control of the class, this type of role is developed when starting to introduce the English language from scratch.
- **Animator:** his role is to encourage the participation of the learners, losing the fear of making mistakes.
- **Evaluator:** takes on this role to analyze, and correct learners through feedback.

- **Organizer:** a role that involves total responsibility, as the role is to give instructions for the activities and to be a demonstrator of the content.
- **Guide:** this role allows the teacher to turn the learner into a self-explorer, to create an environment of their own learning, and can only serve as a support for their students. Furthermore, for Burgos (2019) the guiding teacher during the teaching and learning process supervises and helps with the difficulties that the pupils present, recognising that it is a way of guiding learning. Also, it should be emphasised that a guiding teacher can develop his or her class better, so that they can be more participative, such as provoking dialogues between teachers and students or even in working groups.
- **Motivator:** this role induces the learner to choose strategies and techniques that complement their expectations in the learning process. For (Blandon, 2022), the motivating teacher generates emotions and even looks for dynamics that awaken interest in learning, demonstrating that the students are the sole owners of their academic success in order to have good results both for the teacher by analysing their teaching and, for the students to demonstrate their skills during the teaching and learning process.
- **Facilitator:** also known as a strategy builder with which the teacher would autonomously help the student to learn.

According to (Romero, 2016), the teacher facilitator, in addition to demonstrating knowledge of the subject, uses techniques and methodological strategies to teach the class and to create a good classroom environment in order to make learning more effective and of high quality. Consequently, the role of facilitator is linked to the role of motivating teacher, by looking for and working with the needs of the students in order to meet the long-term objectives set at the beginning of the class.

2.3.6 TEACHER TRAINING POLICIES

Teacher training policies have been designed to strengthen the preparation of teachers. They can currently face the challenges of schooling children, adolescents, and adults with the aim of improving learning and educational quality. However, several Latin American countries, through their governments, seek to improve the development of education professionals through courses, seminars, and workshops that work on the use of new methodological strategies and resources that promote the development of teacher performance. Teacher training has undergone transformations, they have emphasized changing the progress of education for the development of the country, which is how the fact arises that the careers of Education Sciences take into account two aspects 1) Higher education institutions should be the only ones to train teachers for all levels of education. 2) The teaching service should be exalted and valued as any other profession (Ortiz, 2020) .

2.3.7 LEARNING APPROACHES IN ENGLISH LANGUAGE TEACHING

Approaches are classified into 5 groups: traditional, natural, structural, communicative and humanistic, each of them with their respective methods which will be mentioned below.

- **The traditional approach:** revolves around the Grammatical Translation Method, known as such for being the first method for teaching a foreign language, where the role of the teacher has been to be the authority, correcting and directing their students and then being judged for their mistakes (Abduramanova, 2021).

- **The natural approach:** mentions the way a second language should be learned, just as a mother tongue is learned. This approach includes the Direct Method and the Berlitz Method, in which the teacher's role is that of organizer and guide so that the learner can then share his or her learning results through oral production.(Djamilovna, 2021).

- **The structuralist approach:** dominates the fundamental structure of the English language, the speaker must maintain an adequate linguistic system. The methods which help to develop this approach are the Audiolingual, Situational and Audiovisual methods, where learning depends on the teacher, who takes the leading role and controls the pace of learning, both aurally and orally, and who chooses the best conditions for practicing the linguistic structures (Meenakshi & Doley, 2021) .

- **The communicative approach:** helps the learner to use the foreign language in the contexts that may be presented to him/her, as well as highlighting the functions of language. In this approach, the Nocio-functional Method is present, where the teacher's role is that of a model, guide, and promoter, but he/she is not the main protagonist in the class but tries to promote participation and interest in improving communicative competencies (Alibekova & Urinboyeva, 2020) .

- **The humanistic approach:** which gives importance to meaningful learning, the student is the main axis of the teaching and learning process, this approach works around the development of the student's abilities, needs, expectations, and desires. The methods that are present in this approach are Total Physical Response, Method of Silence, and Suggestopedia, these methods describe the role of the teacher as a motivator, who is committed to fostering progress in the mastery of the English language (Palacios, 2020).

2.3.8 NEW METHODS FOR SECOND LANGUAGE TEACHING

The way of teaching has changed, and new methods have been integrated to adapt to the needs of today's students. Therefore, it is necessary to mention each of them: Montessori Method, Project Based Learning, Flipped Classroom, Cooperative Learning, Gamification, Design thinking, Thinking Based Learning, and Problem Based Learning.

- **Montessori Method** : the purpose is the education of the learner, the role of the teacher in the classroom is to allow students to learn at their own pace, with total freedom, exploration, and experience, becoming an observer and guide when students seek help. (Utrilla, 2017).

- **Project-based learning:** a method that gives rise to the collaborative participation of students, where each student works for the good of the group, making the right decisions and controlling time so that they develop their autonomy based on real situations. The teacher's role was only to create the situation to be solved (Cobo & Valdivia, 2017).

- **Flipped classroom**: the purpose of this method is to work at home with the appropriate materials. The time at school is to be devoted to dealing with difficulties that each student has had and also that time at school is used to work on cooperative projects. The role of the teacher is that of a guide and support who must be willing to answer any questions students may have (Palencia, 2020).

- **Cooperative Learning:** a method that promotes work in groups, with the purpose that each of the members performs tasks to carry out the proposed work, the effort and dedication that each of the members put in will depend on the success or failure of the activity. This method helps with the acquisition of knowledge as everyone shares their skills and competencies until they are sure that everyone knows the subject. The role of the teacher is that of evaluator and motivator, supervising the activities of each group and encouraging them to obtain a good result (Orozco et al., 2018).

- **Gamification:** it is a learning technique that seeks to relate the game with the educational environment, making classes more participatory and interesting, also allowing better concentration. The role of the teacher is not only to create the activity but to condition the game instructions, but also to develop the student's experience and enrichment of concepts (Saltos & Celia, 2021).

- **Design thinking:** a creative method that seeks to solve problems, it also works in groups of students, where each one of them evaluates and stops to see where they are failing, leading them to come up with ideas for solutions. The role of the teacher, as a designer of classroom experiences is to change some situations to a more authentic one that enhances the needs of the learner (Medina, 2020).

- **Thinking-Based Learning:** it is a method that seeks to leave aside memorization, this method allows the student to analyze, reason, and make decisions based on the construction of their own learning thanks to the development of thinking skills. The role of the teacher is to create conditions by giving concepts that strengthen students' reflective reasoning with respect to various situations (Patiño, 2021).

- **Problem-based learning:** it is a method in which real-world problems are used to promote learning by developing students' critical thinking, empathy, and communication skills. This method makes students the protagonists of their learning as a group or individual work can be implemented. The role of the teacher is to guide students with the appropriate process and resources (Sarango, 2019).

CHAPTER III

3. METHODOLOGY

3.1 APPROACH

This research was qualitative and quantitative. Qualitative because it allowed information to be interpreted through analysis in a natural context, and to understand the meaning of human experiences. In addition, it allowed the researcher to obtain a point of view of reality and to build conclusions by means of what has been analyzed in the research field (Maxwell, 2019). It is also quantitative because through the collection of numerical data, tables and statistical analysis it was found the perceptions students have regarding the role of the English teacher. Through the application of the respective research instruments that was a survey, it was tested the veracity of the study, where the researcher maintained a direct relationship with the environments and the subjects of the study (Apuke, 2017). In this researching, the teacher's roles were analyzed and was known which of them where the most productive and permitted the active participation of the students in the teaching and learning process.

3.2 RESEARCH MODALITY

This enquiry involved documentary and field research. It allowed to work with the collection and review of information through the reading of documents, books, magazines, etc., in order for the researcher to review some theories, approaches and methodological bases, adequate and appropriate to carry out the study, typical of a type of documentary research. In addition, this research had a field modality, which is representative of qualitative research, it allowed to see what people do, it meant working directly with the original sources, which provided control over the same and amount of data collected (Almeida, 2021).

3.3 LEVEL OR TYPE OF INVESTIGATION

The research was exploratory and descriptive. Exploratory researching because it was worked on a topic that lacks information and sought to work to demonstrate what was most relevant based on the relationship of variables that could be useful for subsequent research, in such a way that it allows the researcher to become familiar with the problem and obtain direct information about the research and draw their own on the work that was carried out (Elman et al., 2020) .Descriptive researching because the main objective of the study was to describe the study population, such as human behaviors, based on an observational research method to collect relevant research information (Siedlecki, 2020). In this researching the focus was to know what the roles were used by the teacher and observe the results of its achievement.

3.4 RESEARCH POPULATION

The study was conducted with 27 students and an English teacher of the Octavo Año Paralelo "A" at Unidad Educativa "Camilo Gallegos Toledo" in the city of Riobamba,

Province of Chimborazo, academic period 2021- 2022. For the development of this study, we interacted with both the teacher and the students through the application of a survey and an observation guide.

3.5 SAMPLE

As the population was relatively small, it was not relevant to take a sample.

3.6 TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

3.6.1 Bibliographical Sources

To elaborate this research, an analysis of the literature review was carried out to select articles, scientific journals and books that helped in the construction of the research work. The bibliographical review is used to create scientific academic works, end-of-degree and master's degree projects(Codina, 2020).

3.6.2 Survey

In order to find out about the role of the teacher in the classroom, a survey was applied to the students to find out about the teacher's performance, both in terms of methodology and interaction. The survey is a questionnaire designed to obtain answers on a study problem (Avila et al., 2020).

3.6.3 Observation Guide

It was observed how the teaching and learning process was carried out during an English class. An observation sheet was completed to obtain information on whether the method applied is helping or not (Catellanos, 2017).

3.7 TECHNIQUES FOR ANALYZING AND INTERPRETING DATA

The interpretation and analysis of the information was reflected in how the data collected was organized, so much so that the sample selected and interpreted according to the techniques and instruments used in the qualitative work was understood. In this sense, the process of collecting, analyzing and interpreting the information was an action carried out by the instruments: observation guide and survey.

The observation guide made it possible to structure the indicators to be analyzed in columns, in order to point out the most relevant aspects during the observation. It should be noted that the observation guide served as an instrument of data analysis from the action in which the time was estimated, the manifestations and actions of the subjects or phenomena to be studied were considered, in order to meet the objectives of the research (Covarrubias & Martínez, 2012).

The survey itself was used, in this case to interpret the information and to do as a determinant of the responses in tables and percentages that were represented in graphs. The survey as an instrument of data interpretation allowed a diagnosis to be made and represented in more reliable and effective statistical data (Heeringa et al., 2017).

Triangulation is the more general process by which two instruments are compared and linked. In addition to verifying the results produced from qualitative and quantitative research. Triangulation in itself allows the mixing of methods and techniques in this case the observation and survey guide, two instruments that help to work by collecting and interpreting data to obtain information and to be able to represent them in tables and in graphical form to make the information more summarized and organized (Flick et al., 2004).

4. RESULTS AND DISCUSSION
4.1 RESULT'S OBSERVATION GUIDE

The observation guide was applied during regular English classes, at octavo Año Paralelo "A" at Unidad Educativa "Camilo Gallegos Toledo" in order to fulfil the specific objective: to observe the role of the English teacher on the development on teaching learning process in the classroom.

Tabla 1.   Analysis and Description of Observation Guide

Teacher´s Role	Observation	Analysis
1. The teacher starts her classes with reflective activities that help to motivate his students.	The class was started by the teacher with some motivational activities. She presented a role of authority in the class, ordered the class with loud clapping to put away everything from the previous subjects and continued with the lesson.	The authoritarian teacher gives signals of obedience and is more concerned with discipline and order than with the understanding of their students. For this reason, this type of teacher will produce passive learners with poor social skills (Listiani et al., 2019). Reflective activities during class help to motivate students, because they encourage them to commit themselves and work towards the goals, they set for themselves. A motivating teacher keeps the desire to be consistent and to look forward to learning a second language actively (Tadele, 2019).
2. The teacher accepts suggestions from her students for a better development of the class.	The teacher sometimes listens to her students' suggestions, the lessons are explained according to her planning, she suggests students to raise their hands if they want to answer questions about the subject, she listen a few time if her students need to talk about their feelings related to the content of the class.	The role of the modern teacher is to get in better tune with their students, listening to their suggestions and opinions according to how they need or what they need to learn, it is simple to recognize that the most affinity students have with the teacher it shows the attachment or interest in the subject she/he teaches. A teacher who listens to the suggestions of her/his students tends

		to create a more active teaching and learning environment and motivates the student to be interested in learning the English language (Reeve & Shin, 2019).
3. The teacher, when organizing the class into working groups, is attentive to the concerns of the students.	The teacher works with each student, most of the time they work with her to complete the activities or learn vocabulary that they pick up while reading the English book.	Working in collaborative groups is beneficial for the development of communication and confidence when presenting ideas in the group, as well as helping each other to understand and develop the activity. As a teacher, when organizing small workgroups, it must be willing to observe each of its members and the roles that each of them fulfils. In addition, present activities that encourage the groups to work collaboratively and create a good working environment (Van de Pol et al., 2019)
4. The teacher controls the class and good atmosphere in the classroom.	The teacher controls order completely, she raises her voice when students try to disrupt her class.	The controller teacher's role makes the students act as the teacher requires, mainly this happens when teaching new subjects that need all the attention. When a teacher is controlling, the classroom environment is tense because it is not allowed to practice a variety of activities, but to focus on the teacher's knowledge and experience when dictating the content (Rindu & Ariyanti, 2017).
5. The teacher develops the lesson and demonstrates that she has planned the lesson	The teacher shows to work with planned lessons, she makes dynamic the class a few times, it seems very traditional like reading some articles, learning words and sending homework. She checks if everyone has completed the activities of the last lesson.	The lesson plan is necessary for the teaching application because it will be possible to work in an organized manner, with activities coherent with the purpose of meeting the objectives set out in it. In this way, for the teacher and the student, the use of a well-organized and elaborated lesson plan provides a

		sense of security when working the classes (Xaydarova, 2022).
6. The teacher is focused to the students' understanding of the lessons.	The content is repeated by the teacher several times if the student does not understand. She shows interest and she does it in the best way because she worries the students had understood the topic of the class. Finally, she even evaluates them orally at the end of the class.	Being an English language teacher today demands a lot of creativity when planning and applying the content, as well as using the appropriate methods, techniques, resources, materials and strategies which to reach each of the students and corroborate the understanding of the lessons (Kaur, 2019).
7. The teacher shares learning strategies with her students to improve their English language skills	The teacher shares English language learning strategies a few times. The teacher focuses on teaching the contents and completing the activities provided by the educational unit.	Learning strategies promote autonomous learning and constant practice strategies in the student. Teachers have the need to instil in their students the interest to learn and also to share strategies that help develop all their skills in the area of English, this also seeks to motivate the student to study a second language (Tavoosy & Jelveh, 2019).
8. The teacher explains the assessment criteria of the subject	The teacher establishes the criteria to be evaluated in her class a few times, the evaluation criteria allows the students to know how they should act in the classroom, as she wants to assess their competencies.	The assessment criteria are those parameters that allow the student to know what is expected of them at the moment of validating their performance in the learning process. It is important to mention to the students how they will be evaluated since if the evaluation criteria are used, the teacher will do it with precision and reliability (Wanner & Palmer, 2018).
9. The teacher after assessing her students and knowing the results, asks what the cause of not having understood certain subjects is.	The teacher gives importance when the students get bad marks even though it is not the majority of students, she tells them to improve and that the next time they should make an effort and put more effort into attending the classes she teaches.	It is known that the assessment process is the only method of verification by which the academic performance of students is measured. When the majority of students have poor grades, the teacher should analyze how he/she is teaching and what should be changed to improve his/her teaching, as well as motivate his/her students

		to make an effort to understand and achieve their goals of learning a new language (Watling & Ginsburg, 2019).
10. The teacher allows students to provide reinforcement work to students who need it	The teacher allows her students to do remedial homework so that they do not maintain a bad average and do not have problems at the end of the year. She comments, that she is giving them excessive facilities. However, they are demonstrating disinterest and few responsibilities because they don't present their homework at time.	The reinforcement activities are presented in the case of having students who present low grades, which they can raise their average. This type of activity that the teacher applies is in extreme cases of having students who don't comprehend the content clearly (Rumfola, 2017).
11. The teacher clears doubts to students' academic questions after class.	The teacher responded to any concerns that her students might have and she talked to the representatives about their students' performance.	The role of the tutor teacher was to provide support to a group of students who have not understood what has been explained in class, such as clarifying doubts, and guidance on assignments or possible topics for an evaluation. In addition, it should be emphasized that the initiative should be taken by the students for the simple fact of improving their academic performance. In some cases, doubts are solved after class. Students who do not feel confident and are afraid of being judged by their peers, ask for tutorial activities after the lesson (Ferguson, 2018) .

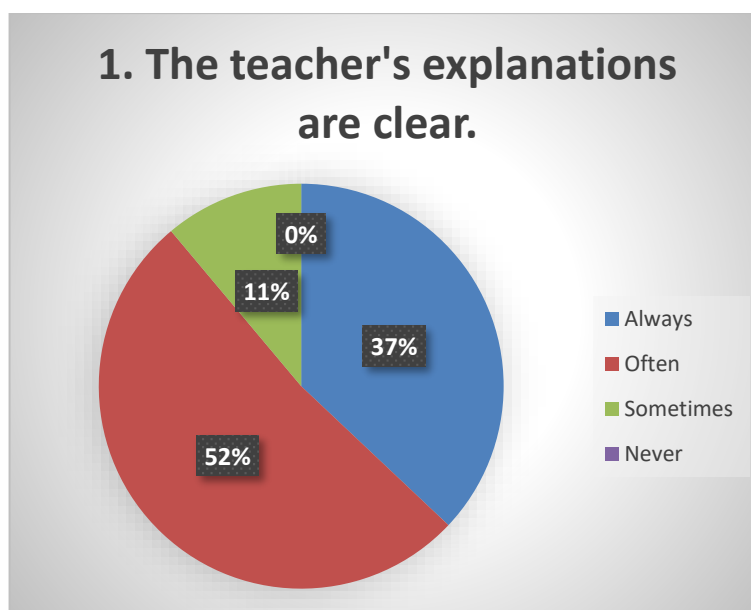**Done by:** Katherin Sani (2022).

4.2 ANALYSIS OF SURVEY'S RESULTS

The survey was carried out face to face with 27 students at octavo Año Paralelo "A" at Unidad Educativa "Camilo Gallegos Toledo" in order to fulfil the specific objective: to know from the point of view of students about the role of English teacher that is applied on the teaching learning process.

Question 1. The teacher's explanations are clear.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	10	14	3	0	27
PERCENT	37%	52%	11%	0%	100 %

Done by: Katherin Sani (2022).

Graphic 1   **Teacher's explanations**

Done by: Katherin Sani (2022).

Analysis

According to the results obtained, 10 students indicate that the teacher explains the class clearly, which corresponds to 37 %, 14 students indicate that the teacher often explains the class clearly, which corresponds to 52 %, 3 students indicate that sometimes the teacher explains the class clearly, which corresponds to 11 %, 0 students indicate that the class is explained in a confusing way. The results indicate that 52 % of the students consider that the lesson's content is often explained in a clear way, which allows us to deduce that at certain times there are gaps in the students' understanding.

Interpretation

Lessons can become misunderstood when the teacher did not plan and apply the right strategies and methods to capture the attention and participation of their students, as well as recognize that learners need a teacher who will be a guide and maintain a good sense of humour (Munna & Kalam, 2021).

According to Shanmugavelu (2020), for a class to be clearly understood, techniques known as dynamic activities and motivating as Questioning, which helps to have a more active class. Critical students and teachers can apply the technique of Questioning which consists of asking and answering questions about a topic according to the class content. The use of techniques is a good factor in making the class more attractive and therefore it will be better comprehended, in this sense the author mentions that the constant dialogue in the classroom between teacher and student stimulates the acquisition of knowledge.

Question 2. The teacher manages to arouse interest in the subject.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	9	6	12	0	27
PERCENT	33%	22%	45%	0%	100 %

Done by: Katherin Sani (2022).

Graphic 2 **Interest in the subject**
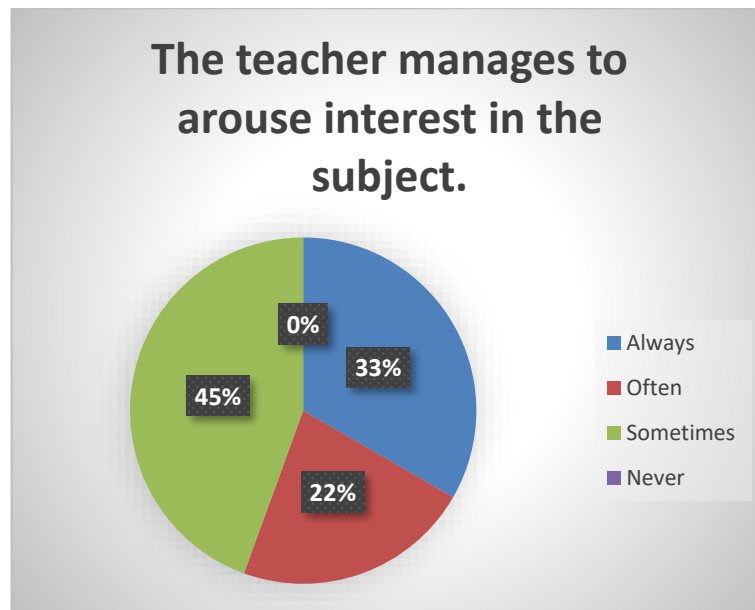
The teacher manages to arouse interest in the subject.

0% 33% 45% 22%

- Always
- Often
- Sometimes
- Never

Done by: Katherin Sani (2022).

Analysis

According to the results obtained, 9 students indicate that the teacher always manages to arouse interest in the subject, equivalent to 33%, 6 students indicate that the teacher often manages to arouse interest in the subject, corresponding to 22%, 12 students indicate that the teacher sometimes manages to arouse interest in the subject, corresponding to 45%, 0 students indicate that the teacher never manages to arouse interest in the subject. The results indicate that 45 % of the students consider that the teacher sometimes manages to arouse interest in the subject which permit to know that it is necessary to develop activities to catch the attention of the students.

Interpretation

English teachers encourage the study of the language when they promote the appropriate use of strategies, materials and resources that make the subject more participatory and interactive. Students can also be encouraged to learn the subject when the teacher demonstrates a patient attitude, not judging what they know, but complementing them with their knowledge and motivation (Dwinalida & Setiaji, 2022).

Question 3. The teacher gets the students to participate actively in the lessons.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	5	7	12	3	27
PERCENT	19%	26%	44%	11%	100 %

Done by: Katherin Sani (2022).

Graphic 3   **Student's participation**
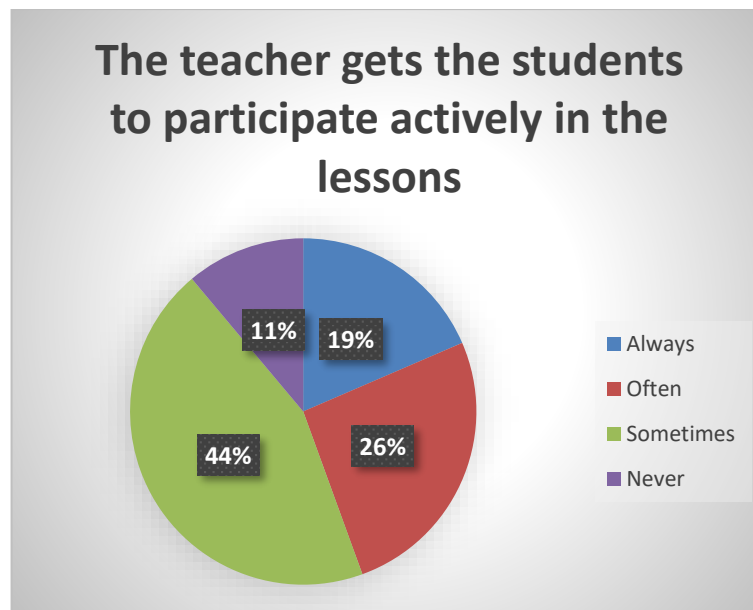
Done by: Katherin Sani (2022).

Analysis

Based on the results of table:5 students mention that the teacher always allows the students participate actively in the lessons corresponding to 19%, 7 students mention that the teacher often allows the students participate actively in the lessons corresponding to 26%, 12 of the total of 27 students mention that the teacher sometimes allows the students participate actively in the lessons with a value representing 44%, 3 students mention that the teacher never allows the students participate actively in the lessons which represents 11%.

The results indicate that 45 % of students consider that the teacher sometimes allows participate them in some occasions which indicate that the students expect to participate in a dynamic way and to collaborate with construction of the knowledge.

Interpretation

Class participation is a sign that the students are understanding and also the interest and commitment that the student puts into learning. Within the teaching-learning process, the teacher gets her students interested in the subject of English, leaving aside the traditional explanations that consist of listening and memorizing, as well as completing worksheets that are tedious for the students. The best way to get the active participation of students is through games and oral practice, there are a number of activities in which the teacher can apply them according to the learning needs of their students (Monge, 2019)**.**

Question 4. The teacher is concerned that students have understood the lesson and if it is necessary she explains again.

	ALWAYS	**OFTEN**	**SOMETIMES**	**NEVER**	**TOTAL**
SURVEYS	9	4	11	3	27
PERCENT	33%	15%	41%	11%	100 %

Done by: Katherin Sani (2022).

Graphic 4   **Student comprehension**
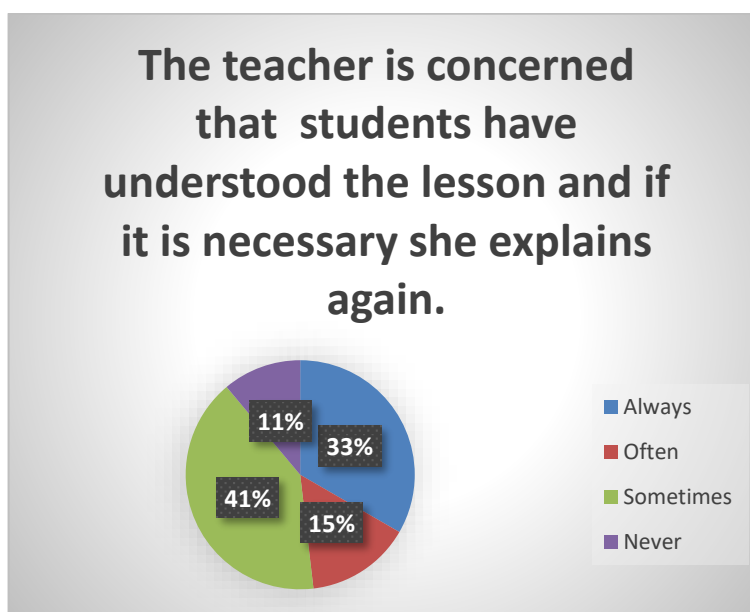
Done by: Katherin Sani (2022).

Analysis

According to the results obtained, 9 students indicate that the teacher always is concerned that students have understood the lesson and if it is necessary she explains again, which corresponds to 33%, 4 students indicate that the teacher often is concerned that students have understood the lesson and if it is necessary she explains again, representing 15%, 11 students say that the teacher sometimes is concerned that students have understood the lesson and if it is necessary she explains again, representing 41% and 3 students mention that the teacher never is concerned that students have understood the lesson and if it is necessary she explains again, representing 11%. The results indicate that 41% of the students mention that the teacher sometimes is concerned that students have understood the lesson and a 33% mention that she always is concerned if the students have understood the lesson, so she takes the decision to explain the subject again so that the students are not left with gaps in their learning.

Interpretation

Teachers should be aware that the learning capacity of their students is very different between each one of them, and even more so when they are learning a new language. Not everyone assimilates at the same pace, nor with the same strategies. For this reason, if the students ask for a new explanation, the teacher immediately should propose new examples, with the purpose to get more comprehension and the teacher can do it with individual or group tutoring according to the number of students who have the need. The mediator role of the teacher is concerned with the rhythm and the needs of the students (Morrison & Evans, 2018).

Question 5. The teacher solves the doubts raised by her students.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	4	13	3	7	27
PERCENT	15%	48%	11%	26%	100 %

Done by: Katherin Sani (2022).

Graphic 5 **Solution of doubts**

The teacher solves the doubts raised by her students.

- 15% Always
- 48% Often
- 11% Sometimes
- 26% Never
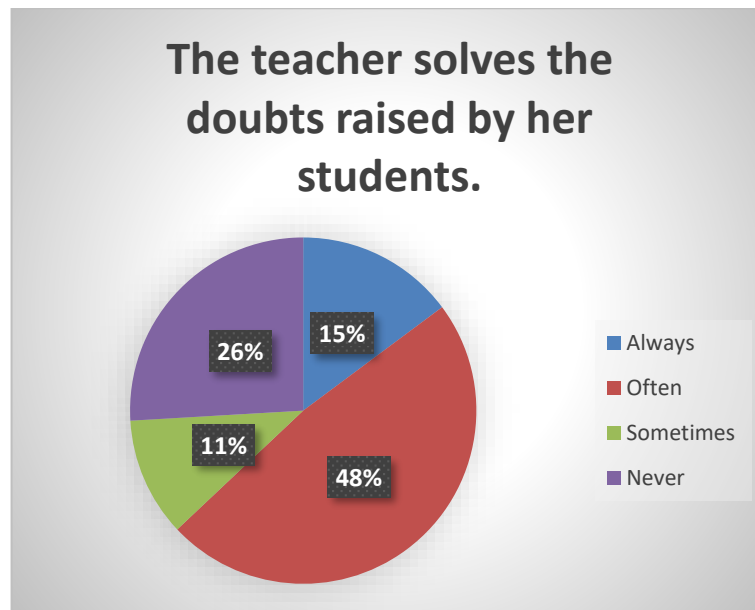
Done by: Katherin Sani (2022).

Analysis

To the question posed, 4 students indicated that the teacher always solves the doubts raised by her students, which represents 15%, 13 students indicated that the teacher often solves the doubts raised by her students, which corresponds to 48%, 3 students indicated that the teacher sometimes solves the doubts raised by her students, which represents 11% and 7 students indicated that the teacher never solves the doubts raised by her students, which represents 26%. The result indicates that 48% of the students who were surveyed mentioned that the teacher solves the doubts and concerns of her students, making their knowledge clearer and demonstrating their acquaintance of the subject.

Interpretation

Dialogue brings great benefits to the teaching and learning process because opinions and concerns presented by both parts are exchanged. The teacher should be open to any questions or suggestions that the student may have, as this strategy will help him/her to develop better in his/her activities. The doubts that the students have towards the teacher means that they are interested in understanding what the teacher teaches, in addition to feeling confident to address the teacher without fear, which promotes a good learning environment where there is the practice of active communication (Zhu & Carless, 2018).

Question 6. The teacher changes strategies to cope with unexpected situations.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	8	7	10	2	27
PERCENT	30%	26%	37%	7%	100 %

Done by: Katherin Sani (2022).

Graphic 6   **Unexpected situations**
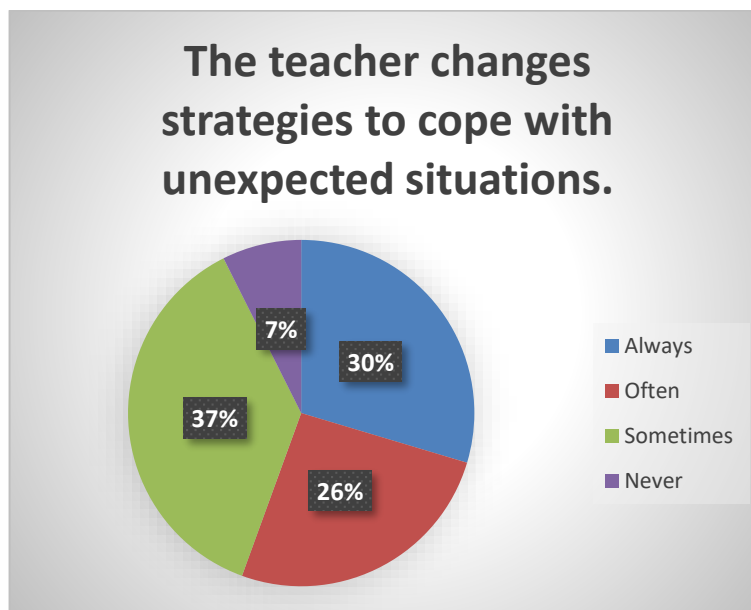
Done by: Katherin Sani (2022).

Analysis

According to the results obtained, 8 students say that the teacher always changes strategies to cope with unexpected situations, which corresponds to 30%, 7 students say that the teacher often changes strategies to cope with unexpected situations, representing 26%, 10 students say that the teacher sometimes changes strategies to cope with unexpected situations representing 37% and 2 students say that the teacher never changes strategies to cope with unexpected situations representing 7%. The result shows that 37% of the students say that the teacher sometimes changes strategies and 30% indicates that the teacher always change the strategies. Therefore, it is necessary to recognize that a teacher should look for the best teaching methods and strategies that include all students so that they understand the explanation and do not find themselves lost and even worse annoyed by learning English.

Interpretation

The strategies are activities that the teacher performs to facilitate student learning. The teacher must be attentive to the situations and needs that may arise, and manage these strategic changes according to the modality, content and time available. These changes are applied when there are differences in student learning, which can be known by the performance and personal development of the learners (Oktavia et al., 2022).

Question 7. The teacher uses didactic resources that facilitate student learning.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	2	4	8	13	27
PERCENT	7%	15%	30%	48%	100 %

Done by: Katherin Sani (2022).

Graphic 7 **Didactic resources**
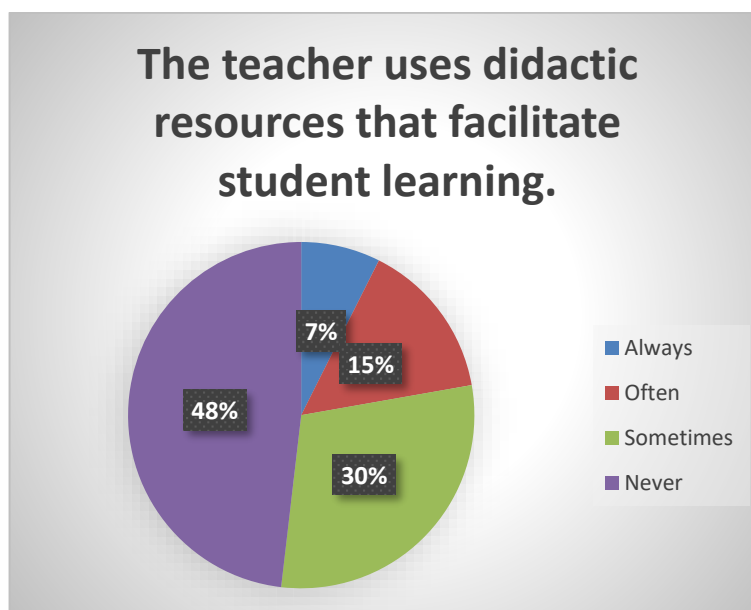
Done by: Katherin Sani (2022).

Analysis

To the question posed, 2 students indicate that the teacher always uses didactic resources that facilitate student learning, which corresponds to 7%, 4 students indicate that the teacher often uses didactic resources that facilitate student learning, which represents 15%, 8 students indicate that the teacher sometimes uses didactic resources that facilitate student learning, which represents 30% and 13 students mention that the teacher never uses didactic resources that facilitate student learning, which represents 48%. The result shows that 48% of the students recognize that their teacher does not attach importance to didactic resources as videos, speakers, audios and computers that could facilitate the learning of English, taking into account that resources facilitate the use of teaching strategies and techniques by the teacher, making the class more motivating and interesting.

Interpretation

The didactic resources play an important role in the development of the teaching-learning process, allowing the teachers can teach in an easy way in order to captivate the attention of the students. When English language is learned , it becomes necessary to do it more with oral practice, in this sense it is important the students work with multimedia tools, thus practicing the four language skills (Kvasyuk et al., 2021) .

Question 8. The teacher considers it is necessary to work with extra didactic material (worksheets, other texts, etc.) to strengthen the understanding of the students.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	3	5	19	0	27
PERCENT	11%	19%	70%	0%	100 %

Done by: Katherin Sani (2022).

Graphic 8   **Extra didactic material**

The teacher considers it is necessary to work with extra didactic material (worksheets, other texts, etc.) to strengthen the…

- 11%
- 0%
- 19%
- 70%

- Always
- Often
- Sometimes
- Never
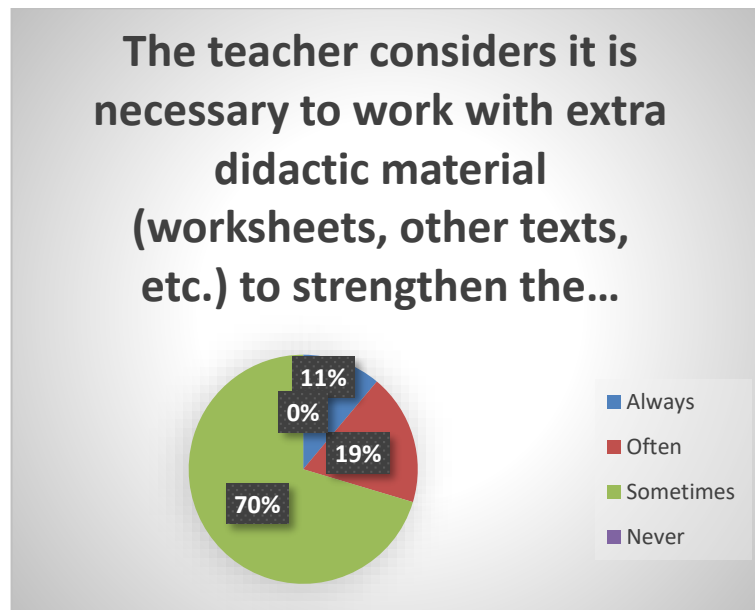
Done by: Katherin Sani (2022).

Analysis

To the question posed, 3 students indicate that the teacher always considers it necessary to work with extra didactic material to reinforce the understanding of the students, corresponding to 11%, and 5 students mention that the teacher often considers it necessary to work with extra didactic material to reinforce the understanding of the students, representing 19%, 19 students indicate that the teacher sometimes considers necessary to work with extra didactic material to reinforce the understanding of the students, representing 70% and 0 students indicate that the teacher never considers necessary to work with extra didactic material to reinforce the understanding of the students. The result shows that 70% of the students consider that for the teacher it is sometimes necessary to work with didactic material to reinforce the students' learning and at the same time to evaluate the level of their students.

Interpretation

The elaboration and application of the didactic materials depend on the needs of the students, in the case of using extra didactic material, it must present some characteristics that are appropriate to the age, aligned to the content and that awaken the attention of the students. The application of extra didactic material arises to complement, modify and help students to better understand the contents   (Wang et al., 2021)**.**

Question 9. The teacher is respectful when she talks to her students.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	21	4	2	0	27
PERCENT	78%	15%	7%	0%	100 %

Done by: Katherin Sani (2022).

Graphic 9   **Respect**
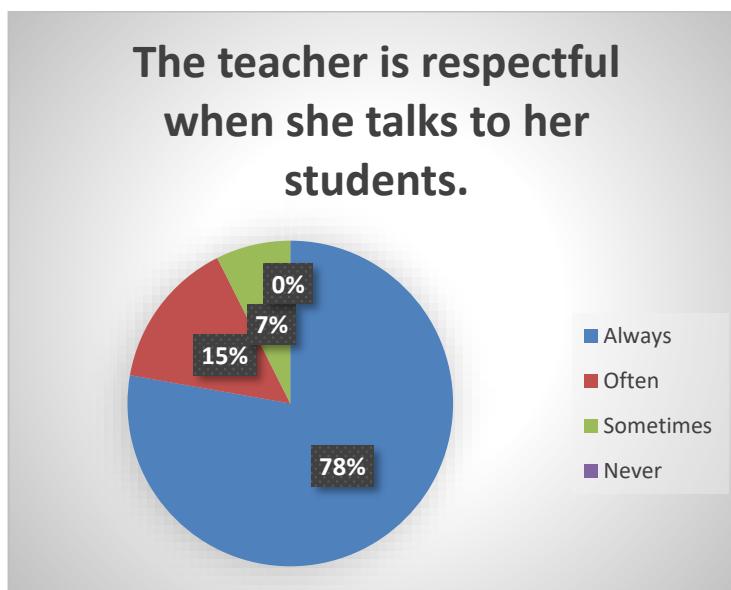
Done by: Katherin Sani (2022).

Analysis

According to the results obtained, 21 students indicate that the teacher is always respectful when talking to her students, representing 78%, 4 students indicate that the teacher is often respectful when talking to her students, representing 15%, and 2 students indicate that the teacher is sometimes respectful when talking to her students, representing 7% and 0 students indicate that the teacher is not respectful when talking to her students, corresponding to 0%. The result shows that 78% of the students indicate that the teacher is always respectful when talking to her students because when they are participating in a speaking activity if they present mistakes, she waits that they finish the participation, and she explains how they should improve the mistakes.

Interpretation

The school considers the teacher with an exemplary role, to demonstrate values so that their students practice them as well. For this reason, the teachers when addressing to students

depend a lot on the tone of voice they use, the tone should be courteous, with the purpose of not intimidating or annoying and maintaining a good classroom environment. The teacher listening to the students should be patient and help students become good communicators (Alzeebaree & Zebari, 2021)**.**

Question 10. The teacher motivates the students to learn the foreign language.

	ALWAYS	OFTEN	SOMETIMES	NEVER	TOTAL
SURVEYS	4	6	12	5	27
PERCENT	15%	22%	44%	19%	100 %

Done by: Katherin Sani (2022).

Graphic 10　　**Motivation**
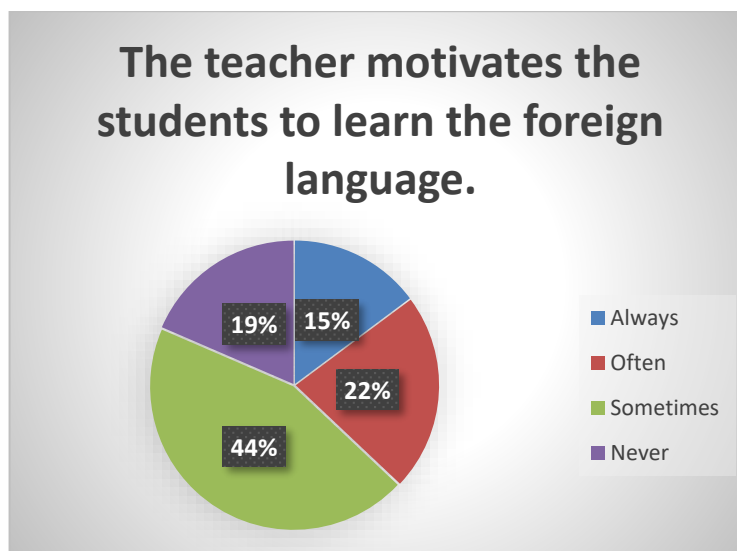
Done by: Katherin Sani (2022).

Analysis

According to the results obtained, 4 students mentioned that the teacher always motivates the students to learn the foreign language, representing 15%, 6 students indicated that the teacher often motivates the students to learn the foreign language, representing 22%, 12 students indicated that the teacher sometimes motivates the students to learn the foreign language, representing 44% and 5 students indicated that the teacher never motivates the students to learn the foreign language, representing 19%. The result shows that 44% of the students who were surveyed indicated that the teacher sometimes motivates the students to learn the English language, causing the students do not pay attention and they do activities of other subjects while the English class is being taught.

Interpretation

According to, Oga-Baldwin (2019) motivation by the English teacher is an essential factor in the learning process. The language teacher can motivate his or her students by doing activities that activate them, keep them attentive to the subject matter, and stimulate the free exchange of communication among all participants in the classroom. Motivated learners will feel the need to exercise and practice the foreign language.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The functions of the English teacher. Such as designing interesting content that meets the needs and expectations of the student. In addition to a good selection of activities that promote cooperative learning with which it is practiced, motivate and facilitate students to learn the English language.

- The role of the teacher allows the student to become a critical entity, who works to learn the language, of course with the guidance of the teacher to help them with good planning, communicative activities where the language is put into practice. In addition to implementing better resources and materials with which to motivate and facilitate student learning, according to the survey applied.

- The different roles that a teacher comes to apply cause in his students an encouragement or discouragement for the subject, in this sense the role that is evidenced during the observation was a traditional role, causing a tense environment, rote learning, implementation of methods and techniques that cause a disinterest in the language, causing to obtain a minimum score to pass the subject.

5.2 RECOMMENDATIONS

- A good role as a teacher, both in terms of knowledge and its application, causes a better development of the teaching-learning process, so it is recommended that the teacher work with didactic methods and techniques, motivating that promote and facilitate the learning of the subject.
- It is recommended that students, who are the main beneficiaries of this process, evaluate the teaching performance, as well as their way of applying their contents, the resources, and materials they apply, so that the subject has an improvement and is dominated by the student and not only seek for the school year with a minimum grade.
- Consider the roles of motivator, guide, and facilitator for a good application of the English subject, remembering that they are roles that seek the active participation of the student. In addition, they present techniques and methods that bring out the potential of students.

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ANNEXES

SURVEY

STUDENTS SURVEY

Objective: To know from the point of view of students about the role of English teacher that is applied on the teaching learning process.

DATA
Educational Unit: _____
Name: _____
Age: _____
Grade: _____   **Parallel:** _____

The following items are related to the role of the teacher in the classroom. Please mark with an X according your statements. **ALWAYS, OFTEN, SOMETIMES**, and **NEVER.**

	Always	Often	Sometimes	Never
1. The teacher's explanations are clear.				
2. The teacher manages to arouse interest in the subject.				
3. The teacher gets the students to participate actively in the lessons.				
4. The teacher is concerned that students have understood the lesson and if it is necessary she explains again.				
5. The teacher solves the doubts raised by her students.				
6. The teacher changes strategies to cope with unexpected situations.				
7. The teacher uses didactic resources that facilitate student learning.				

8. The teacher considers it is necessary to work with extra didactic material (worksheets, other texts, etc.) to strengthen the understanding of the students.				
9. The teacher is respectful when she talks to her students.				
10. The teacher motivates the students to learn the foreign language.				

OBSERVATION GUIDE

	UNIVERSIDAD NACIONAL DEL CHIMBORAZO PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS FACULTAD DE CIENCIA DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
**OBSERVATION GUIDE ON TEACHER PERFORMANCE AND THE RELATIONSHIP BETWEEN TEACHER AND STUDENTS**
**Objective:** To observe the role of the English teacher on the development on teaching learning process in the classroom.
Teacher Name	
Subject	
Course	
Class hours	

TEACHER´S ROLE	OBSERVATIONS
1. The teacher starts her classes with reflective activities that help to motivate his students.	
2. The teacher accepts suggestions from her students for a better development of the class.	
3. The teacher, when organizing the class into working groups, is attentive to the concerns of the students.	
4. The teacher controls the class and good atmosphere in the classroom.	
5. The teacher develops the lesson and demonstrates that she has planned the lesson	
6. The teacher is focused to the students' understanding of the lessons.	
7. The teacher shares learning strategies with her students	

to improve their English language skills	
8. The teacher explains the assessment criteria of the subject	
9. The teacher after assessing her students and knowing the results, asks what the cause of not having understood certain subjects is.	
10. The teacher allows students to provide reinforcement work to students who need it	
11. The teacher attends to students' academic questions after class	

PHOTOGRAPHS

Students review the content for a test. Teacher´s role as Facilitator
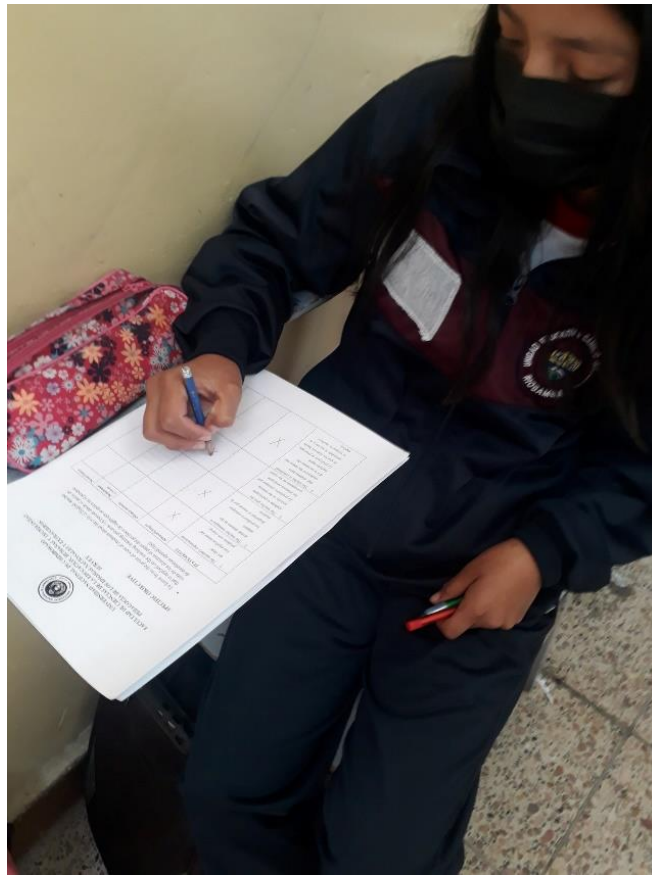

Done by: Katherin Sani

Student reads a content and present mistake. Teacher's role as Motivator

Done by: Katherin Sani

Student completes the survey

Done by: Katherin Sani