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THESIS TITLE:

“OBSERVE THE PROBLEMS IN LEARNING ENGLISH IN THE CLASSROOM ENCOUNTERED BY THE STUDENTS OF PRIMERO DE BACHILLERATO AT UNIDAD EDUCATIVA YARUQUIES, IN THE RIOBAMBA CANTON, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2015 - FEBRUARY 2016.”

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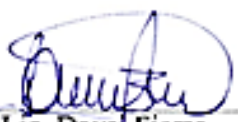
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I certify that the research has sufficient merit to be subjected to the public presentation and evaluation by the respective tribunal.

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It is all I can certify in honour of the truth.

Best regards.



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After hearing the oral defence and reviewing the final report of the investigative project written for the purpose of graduation, it was found to be fulfilling of the requirements. The written work for English Teaching Bachelor’s degree has been approved by the members of the Tribunal. The Tribunal forwards this Project for use, and will be kept in the library of the Facultad de Ciencias de la Educación, Humanas y Tecnologías at the Universidad Nacional de Chimborazo.

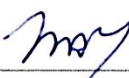
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The intellectual heritage of this thesis belongs to the National University of Chimborazo.

Riobamba, January 15th, 2016



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Sandra Paulina Salazar Quilligana.

DEDICATION

This research work is dedicated to God who illuminates my thoughts and gives me the force to go ahead with my goals and dreams. He is also my inspiration to carry on in life with faith and hope.

This work is also dedicated to my loving mother Blanca, who with her love and comprehension has always been supportive and with her wisdom has guided me in the most difficult times.

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RESUMEN

El presente trabajo se enfoca en la investigación de los problemas de aprendizaje de los estudiantes de primero de bachillerato de la Unidad Educativa Yaruquies, en el cantón Riobamba, provincia de Chimborazo. El objetivo general del proyecto es identificar por observación los problemas en el aprendizaje del idioma Inglés en el aula, por lo que se aplicó una encuesta de once preguntas abiertas y cerradas para tener ideas más claras sobre la indagación y recolectar información, también se utilizó dos guías de observación durante el periodo académico Septiembre 2015 a Febrero 2016, las cuales contenían ítems claros y algunos aspectos a considerar en la observación del profesor, estudiantes, y aspectos generales del aula de clase, de la misma manera se empleó entrevistas para conocer de manera directa el problema de investigación, todas estas técnicas e instrumentos ayudaron en el análisis e interpretación de los resultados en el cual se fue observando y describiendo los problemas reales de los alumnos en el aprendizaje de este idioma extranjero, durante las actividades que llevaron a cabo los estudiantes durante el proceso de enseñanza y aprendizaje. Este proyecto de investigación se fundamentó en el método Inductivo porque la información fue recolectada a través de la una verdadera observación utilizando los respectivos indicadores para ello. Así también se aplicó la investigación bibliográfica documental, de campo y la metodología cualitativa. Después de finalizar la investigación, se concluyó que los problemas en el aprendizaje del idioma Inglés afectan a los estudiantes de primero de bachillerato de la Unidad Educativa Yaruquies.

SUMMARY

This work focuses on the research of learning problems of students in eleventh grade at the Education Unit Yaruquies in the canton Riobamba, Chimborazo province. The overall objective of the project is to identify, by observation, the issues in learning the English language in the classroom. A survey of eleven open-ended questions was applied in order to have clear ideas about the investigation and collect information. Two observation guides were also used during the academic period September 2015 to February 2016, which contained certain items and some things to consider in observing the teachers, students and general aspects of the classroom. Interviews were conducted to find out directly the research problem. Thus all these techniques and instruments helped in the analysis and interpretation of results, where the real problems of students in learning this foreign language were observed and described during the activities that students carried out during the teaching and learning process. This research project is based on the inductive method as the information was collected through a true observation using the respective indicators for this. A documentary bibliographical research, field and qualitative methodology was also applied. At the end of the investigation, the problems in learning the English language that affect students of eleventh grade of the Education Unit Yaruquies were identified.



Dra. Myriam Trujillo B. Mgs.

COORDINADORA DEL CENTRO DE IDIOMAS

INTRODUCTION

The English language is one of the most important in the world of commerce, therefore it has become a necessity to learn it in schools, high schools and universities. A knowledge of this language gives a big advantage with better and higher employment opportunities and hence a step towards a good quality of life.

The process of learning a foreign language presents some problems, specifically mastering the four basic skills of communication: listening comprehension, speaking, reading and writing. Problems that affect the way how the students understand, remember and responds to the new information, that is to say to acquire the meaningful knowledge.

For this reason this investigation is focused on the different problems of learning that are faced by the students of primero de bachillerato at Unidad Educativa Yaruquies.

Finally this thesis is composed of the following five chapters:

The First Chapter is focused in Reference Framework, which contains: The Research problem, Problem statement and formulation, Questions, Guidelines, and Goals, i.e. General and Specific Goal, Objective, and Justification of the Research.

The Second Chapter contains the Theoretical Framework which includes the background of investigation regarding the problem, foundational theory which has concepts based on variables of the research, and hypothesis, objective operationalization, and definitions of basic terms.

The Third Chapter contains the Methodological Framework, which is formed of research design, type and level of research, population and sample, techniques and instruments of data collection through survey, interviews and observation guides.

The Fourth Chapter contains the analysis and description of survey, interview and observation guides. These were useful to uncover the problems in learning English in the classroom.

The Fifth Chapter contains conclusions and recommendations, obtained from the results of the observation and description of the surveys, interviews and observation guides.

CHAPTER I

1. REFERENCE FRAMEWORK.

1.1.-The research problem.

Observe the problems in learning English in the classroom encountered in the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015- February 2016.

1.2. - Problem Statement.

The Unidad Educativa Yaruquies is located in the Riobamba canton, Chimborazo province. It has its own building and it is composed of eighteen classrooms, Science lab, Computing lab, a library, a bar and a recreation court. It is an institution where students can enter to study from the first year of preschool all the way to high school. It has academically qualified teachers in different fields, especially English teachers.

Learning is a process of acquiring knowledge, attitudes and skills that are obtained through education, experience and constant study and preparation. During the process of teaching and learning, communication between teacher and student, generally speaking, is beset with problems. These problems create obstacles students face when learning a foreign language, in this case English. These obstacles make it difficult to develop the four necessary skills: speaking, reading, writing and listening comprehension, thus making it very difficult to carry out appropriate learning in the classroom.

For the past several years there have been problems in learning, particularly in the English subject. When the children first learn to speak in early stages, the ability to communicate in the mother tongue develops without much effort. When these children at a later stage of life try to learn a new language, the learning is complicated for many reasons. First, it is hard to recognize the new sounds, the students cannot understand the pronunciation and writing in English, since the rules of English pronunciation and spelling are very different from their mother tongue. So there are several problems to learn this language.

It can say that one of the mistake in teaching English in the schools and high schools is using grammar exercises in books without the students having the opportunity to develop the four skills, mentioned above, and practice the new language, what prevents students from understanding and speaking English.

It seems that the students have trouble learning this particular language because they look insecure, frustrated, unmotivated, with emotional problems, malnutrition, etc. Perhaps students could have problems to learn English for the following reasons: the lack of preparation of the teachers, it seems that they pay too much attention to the grammatical part, the systematic interference of Spanish, lack of concentration, lack of interest in the class and lack of sufficient vocabulary. It seems that the students do not like the English language and the method teachers use for teaching this language, also students inability to understand their own English teacher and they are incapable to express ideas in English.

Another problem could be is that the teachers work for a limited time that is to say during academic periods only. Additionally, the students do not communicate with the teacher in English only when they receive their respective hours of education. Thus there is not enough time for the students to experience a cultural immersion in this language. All these problems mentioned affect the students' chances of acquiring knowledge of English.

Given all these problems and situations it is important that teachers learn to identify different problems in learning the English language in the classroom to take the necessary measures and implement an educational rehabilitation.

For these reasons, it is important to consider the following research topic:

Observe the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015- February 2016, with the purpose of analysing, by observation, the problems that inhibit the learning the English language.

1.3. - Problem formulation.

There are various problems that influence the English language learning in the classroom, so it is necessary to investigate by observing the causes and factors causing these problems. Therefore the question is formulated as follows:

-What is the influence of the problems observed in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015- February 2016?

1.4. - Questions guidelines.

-What are the problems in learning English in the classroom?

-What are the problems that most frequently affect the English language learning in the classroom?

- Why do students have problems in learning English in the classroom?

-What is the opinion of the experts about the problems in learning English?

-What problems does the teacher identify in learning English in the classroom?

1.5. - Goals:

1.5.1. - General Goal:

-To identify by observation the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015- February 2016.

1.5.2- Specific objectives:

- To observe using the observation guide, the problems in learning English in the classroom.
- To find out by interviewing students, why they have problems in learning English in the classroom.
- To survey students to understand what problems they have in learning English in the classroom.
- To highlight the most frequent problems in learning English in the classroom.
- To substantiate the problems in learning English by the criteria developed by experts.
- To find out the problems in learning English in the classroom by interviewing the teacher.

1.6. - JUSTIFICATION OF THE PROBLEM.

This research focuses on observing the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015-February 2016.

The reason for conducting this research is because students have learning problems. They are unable to understand the information they receive during class. Moreover, the teachers often do not realize the difficulties that students face in the subject of English, and the causes that create them. When problems appear during learning the result will be a low academic performance. Furthermore, the students cannot put into practice the English language to communicate, that is to say, chances are that they will not use it in their lifetime.

Nowadays, it can be seen that there is a traditional teaching of English language in the schools but despite having received from school education in this foreign language, the students still do not understand it. Indeed, problems arise in learning this language. Therefore it is important to investigate in depth this fundamental issue of learning by observing the real problems as well as the causes, the factors that produce it.

Also with the help of scholarly author's criterion on the problems of learning a foreign language, we may have clear ideas about the various problems that exist in the classroom.

Through the research that will be carried out, it will provide benefit to English teachers and students. At the same time it will contribute to providing suggestions to the various learning problems of the students of primero de bachillerato at Unidad Educativa Yaruquies.

For the development of this research, it will have a quimestre time corresponding to five months, with the collaboration of teachers of English of at Unidad Educativa Yaruquies.

Regarding economic resource, it is not estimated to cost much money to conduct this research, so it is considered to be feasible.

There are no limitations on the information, population, no difficulty accessing at Unidad Educativa Yaruquies. Therefore the field of study is wide and may lead to a satisfactory investigation.

It should be emphasized that this research will be valuable academic contribution, with the goal to provide guidance and advice to the teachers in English during the learning and teaching process.

CHAPTER II

2.1. BACKGROUND OF INVESTIGATION REGARDING THE PROBLEM.

The principal aspect, for the realization of this research work, is to observe the problems in learning English in the classroom. For that reason, a search was conducted at the library's archives of the Facultad de Ciencias de la Educación, Humanas y Tecnologías de la Universidad Nacional de Chimborazo. There were some investigations which were conducted similar to this current topic. Such investigations considered words which are similar to the variable of this investigation, such as: Learning English, and synonym of the variable problems, i.e. difficulties.

During the investigation of past studies, some studies were found that focused on the difficulties of learning English. One of these research projects was conducted by Dr. Alaaddin K. Abdullah and Dr. Ghanim M. Hussein, whose title is: "Difficulties of learning English as a foreign language among students at English Department, College of Education-University of Kirkuk in terms of their mother tongue". This research shows that there are factors behind difficulties of learning English such as: motivation, age, gender, intelligence, culture, environment, family, and social factors.

"Factores de dificultad para el aprendizaje del Inglés como lengua extranjera en estudiantes con bajo rendimiento en Inglés de la Universidad ICESI en Santiago de Cali, 2014" by Diana Margarita Díaz Mejía. This thesis made an exploratory study on the incidence that have Factors such as: motivation, anxiety, learning styles, and strategies of learning in the slow and difficult learning English. It was applied to students with good and performance of English. The results of this research were the students with bad performance in English showed high levels of anxiety and low level motivational. Also they manifested attitudes and behaviors very different to the students with good performance.

It is at Unidad Educativa Yaruquies where the research project was conducted. Since there exists no earlier research with regard to observing the problems in learning English in the classroom, therefore this work is the first to be done in this institution.

2.2. THEORETICAL FRAMEWORK.

2.2.1. PROBLEMS IN THE LEARNING.

2.2.1.1. WHAT ARE THE PROBLEMS?

According to Business Dictionary.com (2015), the problem is defined as "A perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo. Although many problems turn out to have several solutions (the means to close the gap or correct the deviation), difficulties arise where such means are either not obvious or are not immediately available." (para. 1)

The problems refer to situations that can arise when external agents do not allow things to develop normally. The problems become obstacles to the realization and completion of goals. In the presence of the problems, it is necessary to find different solutions to reduce their influence.

The problems lead to new experiences therefore these forced to find alternatives and solutions. The problems are not new, they have been with human beings since the dawn of humanity. Man has forever faced many problems to survive and keep developing in all aspects of his life, and still continues confronting them.

To better understand the problems, it is important to analyze from the research point of view, for example: to understand the problem situation, describe the problem and analyze its origin.

There are different kinds of problems that come to mind, for example mathematical, scientific, social, psychological, educational etc, and there will always be different opinions and solutions according to the situation.

In actuality there is a clear example of a problem that the people of European countries face is terrorism, why there is terrorism, why terrorist groups kill thousands of people, measures and solutions that the countries take to tackle this problem, etc.

Another example is this investigative work that refers to the problems in learning English in the classroom. Through this research we will observe and analyze those problems, and understand why students have difficulties in learning English. In this topic the causes,

origin, situation of the problem are elements that will be investigated and reach some conclusions.

2.2.1.2. WHAT IS LEARNING?

"Learning is often defined as a relatively lasting change in the behaviour that is the result of experience. Learning became a major focus of study in psychology during the early part of the twentieth century as behaviourism rose to become a major school of thought." (The Psychology Dictionary, 2014. para. 1)

There is a Piaget's definition cited by the author Esther L Zirbel "Learning is a mental process that depends on perception and awareness, on how additional stimuli and new ideas get integrated into the old knowledge database (a process Piaget called assimilation), and on how through reasoning (a previously acquired mental mechanism), the entire database gets reorganized which results in alterations of the mental structures and the creation of new ones (a process called accommodation) " (Zirbel, 2015,p.3).

According to these definitions, learning is understood as a process that helps people to gain the knowledge and skills through education and experience, which influences their behavior.

People are continuously learning the positive and negative, at school, high school, university, at home, anywhere, and even observing certain experiences, although we do not live them. Learning will always accompany the human being during his lifetime, and humans never stop learning and transmitting knowledge for the benefit of society.

It can also be understood as a process in which humans acquire abilities, skills, knowledge and changes in their behavior. The education is directly related with learning because the professors are responsible to help the students to strengthen the characteristics of each and every one to facilitate their integration into society.

Learning will develop in an individual way because every person learns in different form. Many scholars coincide that learning is the product of experience, for example an individual learns the good and bad things without regard to the place or situation.

Some learn faster than others through observation, practice, etc. Everyone has different types of learning such as: receptive learning in which the person only needs to understand the content of concepts, theories. There is also discovery learning in which the students find out, and relate for themselves in active form, the concepts, theories that they had received previously. Besides, there is the most common form of learning, which is the repetitive one in which the students focus on the memorization of theories, concepts, etc. Furthermore, there is also the observational learning, which occurs when one observes different behaviors of others.

Learning influences the behavior of people and the influence can be positive or negative, depending on the personal growth of each one. The human being with learning who tries to adapt to the world around him/her and every day incorporates something new to his/her previous knowledge.

2.2.1.3. PROBLEMS IN LEARNING.

Many authors concur that problems in learning is a general expression that describes a specific learning problem. It may be that a child has learning difficulties and cannot develop easily any particular skill such as: reading, writing, listening, speaking, reasoning, mathematical, etc.

Researchers consider that these problems are caused by the way the information is processed by the brain. This is related to the level of individual's intelligence, for example some students learn faster than others because their brains process the information in a different way than those of students with low level of intelligence. Students with problems in learning must always strive to learn. When they cannot do, they feel frustrated and disappointed and therefore fail in their learning. It is necessary when a child begins his/her student career the teachers carry out a physical evaluation to learn if the child has a type of visual, auditory or neurological problem that cause difficulties in the learning process.

Many psychologists and educational psychologists have come to the conclusion that there exist some common causes that produce learning problems such as:

- Genetic factors: When the chromosomes are affected by alterations and do not function normally.

- Postnatal factors: When there are pregnancy complications.
- Neurological dysfunctions: This causes inability to learn.
- Elderly parents: they have higher possibility of having dyslexic children.

Moreover, problems in learning can be of two types:

- Over-attention refers to students that put a lot attention in only one thing, they concentrate only in that and do not focus on other aspects which are also important for development and growth of their learning.
- Low-attention refers to students that focus their attention on one thing for a short time and later they focus again on something else for a short time, and this type of behavior can produce disorder in their conduct.

In the year 2003, the important American Academy of Pediatrics explained some types of learning problems in the information processing, which are briefly summarized:

2.2.1.3.1. Dyslexia. -This refers to the difficulty in reading. When children begin their student stage, they start to read and write and find problems and misinterpret the letters and words. It appears that the problem is in the vision, but it is not. Here the difficulty is in the brain because it is sending the incorrect information to the eyes. Many times this problem is overcome in the childhood stage, but not all students overcome and continue with this problem in adolescence.

When dyslexia is present, the brain correctly identifies the word but it is slow to understand the meaning. So many students cannot read and understand the meaning and they need to reread several times to understand it.

This type of problem will make it difficult for students to understand the spoken and written language.

2.2.1.3.2. Dysgraphia. - This refers to the difficulty in writing which prevents the student from understanding and learning. This is due to the consequence of dysgraphia. Students who have this problem write the words incorrectly.

2.2.1.3.3. Dyscalculia. - This is about the difficulty to perform mathematical calculations. One of the most difficult subjects for students is mathematics, but when there is a problem

of dyscalculia present, it can prevent the student from understanding the simple math concepts.

2.2.1.3.4. Auditory Memory and Processing Disabilities. - In this type of difficulty there is the problem to understand and remember words and sounds. The memory does not store information nor can decipher it correctly.

Students with this problem are not able to process the information that they hear, for example, if the language is complicated or others speak too fast, or if there is the usual noises in the classroom, it does not help with learning.

These types of problems mentioned by the American Academy of Pediatrics also affect in learning of a foreign language, e.g., one of the problems to write in English, known as dysgraphia, is the deficiency in the ability to write correctly a language. Besides there is a problem, known as agraphia, is the absolute loss of the ability to write, when there is mental retardation. Another problem, the difficulty of learning to read in English is the case of dyslexia, which is defined as the partial loss of the ability to develop normal reading process. The troubles in speaking English are defined as dysarthria and dyslalia, the first refers to the difficulty of articulation and correct pronunciation of the English language, the second refers to difficulties with being unable to speak English correctly, for example, when there are neuro-cerebral disorders. The trouble in comprehension of spoken English language happens when there is the lack of good pronunciation, when there is weakness in grammar, pronunciation, and vocabulary present. Aside from comprehension of methodical teaching, students also learn by listening to English naturally and spontaneously, and apply it in real life, not only learn to repeat what the student hears from the teacher, but rather use the English language for real communication.

2.2.1.4. IMPORTANT FACTORS THAT MAY AFFECT THE LEARNING PROCESS

In a study done by the author Puja Mondal (2015) it was been found that exist some problems that influence the learning process, and these are:

2.2.1.4. 1. Intellectual factor. - This refers to the mental ability of the individual. When people have intellectual disabilities or mental challenges, they have difficulties in learning.

Children with mental disabilities learn slower than other children of the same age. Obviously these students have problems in learning in schools and they will need more time and effort to absorb what is being taught. Intellectual disabilities are caused by various problems, brain diseases, genetic defects, down syndrome, infections, etc, that occur before and after of the birth.

According to medical specialists in this field, intellectual disability can be diagnosed with two important aspects:

“The ability of a person’s brain to learn, think, solve problems, and make sense of the world (called IQ or intellectual quotient); and whether the person has the skills needed to live independently (called adaptive behavior, or adaptive functioning).” (Center for Parent Information and Resources, 2016, para. 6)

In the intellectual field, the specialists use a test called intelligence coefficient test, or for short, IQ test. According to the experts, the average people score about 100, and if people get less than 75 they are considered to have an intellectual disability.

In the adaptive behavior, specialists make a comparison with other people of their same age. The comparison is made on the basis of skills such as: daily life for example, the ability to get dressed, go to the toilet, to eat, etc. Also tested are communication skills, for example the ability to understand what others are saying and ability to answer sensibly. Also taken into account are the social skills when interacting with others.

2.2.1.4. 2. Learning factors. - There are factors such as the lack of application of appropriate methods, poor teaching, and lack of knowledge of the topics to be taught, etc. Also some teachers do not check if the student is learning or not, for that reason some deficiencies accumulate and impede the progress of learning.

2.2.1.4. 3. Physical factors. - Inside this group there are factors such as: health, physical development, physical disabilities and nutrition that impede learning.

For example, some children suffer from malnutrition, and have physical defects such as visual, hearing, and bad health. These are negative factors that impair the development of the skills to read, write and affect the ability to concentrate and learn.

2.2.1.4. 4. Mental factor. - In this case the mental aspect and behavior of human being are attitudes that are considered very essential for learning. The attitudes are fundamental to the development of personality, such as: joy, affection, sadness, etc. It has been shown that attitudes influence the rhythm of learning. For example, if the student has a positive mental attitude it will facilitate his/her learning otherwise it will have a negative result.

2.2.1.4. 5. Emotional and social factors. - It has been seen that emotional and social factors are related to the motivation.

There are stimulations determined by a variety of trends which can be positive and negative. For example, there are students who feel unhappy about personal situations and this becomes a bad emotional state and obviously this will affect them during the learning process.

2.2.1.4. 6. Teacher's personality. - The teacher is considered an important element in the learning process. The teacher interacts with students continuously and directs them through the influence of his/her personality and good example.

The personality is the set of physical, genetic and social characteristics that each person has and makes that person different from others.

In order to get an effective teaching and successful learning, it is important that the teachers have a positive personality. For example, a teacher should control his/her temperament and create a pleasant atmosphere in the classroom.

It is true that students adapt to learning faster with a jolly, enthusiastic, understanding, tolerant professor. Thus, the learning process will be more effective, because students will not feel afraid of their teacher. They will see him/her as a friend and guide in the development of their learning.

2.2.1.4.7. Environmental factor. - This factor refers to the condition in which learning takes place. This refers to the classrooms, books, computers, school supplies and other didactic materials.

The conditions for learning must be favourable to achieve good results. It is difficult to teach in a classroom without adequate furniture or equipment that is to say in a place that does not have the necessary things to provide a good education.

One can appreciate that all these factors influence in learning because the students face situations that can impede them to have success during the teaching and learning process. Moreover, the students do not feel comfortable under of the influence of negative factors and do not progress in learning. It is essential that teachers, parents, and authorities from educational institutions help the students to overcome the negative factors and create positive environments for the advancement of learning.

2.2.1.5. PROBLEMS IN LEARNING ENGLISH AS A SECOND LANGUAGE.

English is considered the principal language for communication, and due to the trade globalization this language has grown worldwide.

Nowadays English has become an important language and above all necessary for international business. For being one of the most spoken languages, many people are studying it in order to get better opportunities in the labor market. Apart from communication, they want increased knowledge and access to the information, and even to meet people from other cultures.

Learning a new language helps us understand the world around us, for example one can see the presence of English in areas such as: technology, medicine, education, in the political, economic field, etc. Furthermore English is necessary if one wants to be updated with the new changes in the modern societies of developed countries.

For the above reasons this important language has been included in the curricula in primary schools, high schools and universities in Ecuador for many years. However the Ecuadorian students have not been using this language in their daily lives, they learn it more as a requirement, as a subject to succeed in the school year. The form, as they have learned it, has been by filling books and focusing only on the grammatical part. This ignores the development of important language skills, such as: listening comprehension, writing, reading and speaking.

It is true that it is a complicated process to learn a new language because it requires effort, patience, practice and dedication. During the teaching and learning process, some learning problems are always present, as in the following cases:

- The right environment for learning English is not present. For example, the students spend a lot more time studying subjects in other areas in Spanish, and only a few hours per week to learn English. The students are surrounded by Spanish environment most of the time and the little that they study of this foreign language is forgotten. Therefore it is hard for students to develop their language skills.
- The students when they learn new vocabulary and grammar, they only memorize them and do not use them in real life situations to communicate. For example when they have learned useful expressions and parts of speech, they do not have any idea how to use them in real conversations. The problem here is that they repeat what they memorized without realizing what they are saying.
- Students are accustomed to the old way of teaching English, where the teacher asks them to fill in the English books, copy and repeat in writing, the exercises in their notebooks. Also the teachers require that the students repeat the same expressions used by the teacher, leaving aside the possibility to expand their vocabulary. Besides, the listening, speaking and other skills are not practiced, therefore the students have trouble to understand the new language. It is better that the students experience familiarity with the foreign language and begin to challenge their own abilities to master a language.
- They understand very little English and cannot speak it. This situation arises because teachers do not pay attention to help them to develop oral skills during the classes. The teachers only focus on the grammatical part and insist that the students complete the tasks. They do not apply useful activities to develop speaking, for example, dialogues, games, sing songs, etc, and there is not opportunity for students to try to speak in English in the class. Thus they become passive learners in the class.

In a study made by Professor Dr. R. Kannan (2009) it affirmed that many years of studying English in schools does not help students to master this language. This author considers that English is not taught correctly because teachers use a bilingual method and do not focus on English completely because they use the mother tongue to give explanations and apply very little of the foreign language.

Students have a negative feeling and they believe it is not possible to master the English language. This idea prevents students from learning a new languages. One of the problems

to learn this language is when they memorize and do not develop their skills, and they forget what they have memorized.

It is sad to notice that the students only learn basic grammar to pass a test but they are not prepared to confront the real life situations. An advanced grammar is not applied to help them to not remain static in basic grammar.

The teachers also do not encourage students to speak English by creating a comfortable environment and get the participation of everybody. This motivation is an important factor in learning. For example, the professors can say to his/her students: “Come on you can do it!” Since the teacher is a friend, a guide, he/she can help them in this difficult task of learning a foreign language.

2.2.1.6. FACTORS THAT AFFECT AND MAKE LEARNING ENGLISH AS A FOREIGN LANGUAGE DIFFICULT.

In a study made by the professor Bepalova (2015), she explained the factors that affect the learning of a foreign language, these are:

2.2.1.6.1. Age. - The age marks the boundaries in the development of language learning. Childhood is the perfect stage to learn English, or any other language, quickly. But for older students it is difficult to acquire the four skills. The critical period hypothesis suggests that the brain grows in stages of development, in which there is a moment the brain is most successful at learning a foreign language. This is in the stage of childhood because children can learn more naturally and spontaneously.

2.2.1.6.2. Intelligence. - Dr. Gardner, the author of the theory of multiple intelligences, which stipulates that the human being has different intelligences that develop differently. Many intelligence tests have been conducted to relate the level of intelligence and the acquisition of new languages. The tests are not adequate to determine whether or not the student will be successful in learning a language. In order to help develop intelligence a lot of motivation is needed.

2.2.1.6.3. Personality. - The personality also influences greatly in learning a foreign language. Many scholars believe that an outgoing student will be successful in learning. This is due to the characteristics that extrovert students have an active attitude and

willingness to take risks. On the other hand, introvert students, although not sociable, have positive characteristics, such as they listen well, think, and learn as much or more than the others.

2.2.1.6.4. Motivation. - It is a dominant factor and it is the most important because the students achieve success during the learning. The students with a high level of motivation to learn and master a foreign language do well. This is the task of the teacher to seek ways to motivate students and make learning more interesting. The students should always be encouraged to continue learning. The motivation becomes the reason and impulse to keep learning and get the completion of dreams in life.

According to other research, there are other specific factors that make it difficult to learn a foreign language like English. Among such factors, there exist internal and external factors. In the case of internal factor there is the anxiety.

According to this research, anxiety is defined as: “It is a normal reaction to stressful situations. But in some cases, it becomes excessive and can cause sufferers to dread everyday situations. This type of steady, all-over anxiety is called Generalized Anxiety Disorder. Other anxiety-related disorders include panic attacks, severe episodes of anxiety which happen in response to specific triggers, and obsessive-compulsive disorder, which is marked by persistent invasive thoughts or compulsions to carry out specific behaviors. ” (Janov, 2016, par.1-2)

It defines anxiety as a sensation that the human being have in situations that cause stress. For that reason when a person feels anxiety his/her brain is alert to confront negative things as from risks and threats.

Most psychologists agree that the anxiety does not represent problem of health but when it works in an altered way it produces big problems in the life of people, for example in their learning.

When the students begin to learn a foreign language they feel frustrated and disappointed because they cannot understand the new language and cannot speak it. They are afraid to communicate in this language, which is so very different from their mother tongue. They also have fear of failure and do not put into practice the new expressions, new vocabulary and new information during learning, and get low scores in the evaluations. These

situations really produce anxiety in students and make the learning of English that much more difficult.

It is important that the teacher creates a relaxed environment and does not press the students to speak English very early. Learning must go step by step and it allows the students that relate to the new language and talk when they feel ready.

In the case of external factors, these are the Educational institution, provenance of the student, and age. It is important to consider the place where students studied when they started to learn English because there are differences among the methodologies applied by English teachers. Moreover the level of preparation of each teacher also varies. If the students studied in a high school where the English level was high and they could develop their English skills, they will be more successful during the teaching and learning process. But if the students studied in a high school where the level of teaching was low and they were not surrounded by an English environment and never learned to say something in English, for them it will be harder to develop their skills.

With respect to the age, many authors agree that the best age to learn a foreign language is before the age of seven years. This age is the most appropriate to learn any language as if it were his/her mother tongue. The learning ability in childhood is much better and children can assimilate all information. But when people reach other life stages such as adolescence and adulthood, for them it is more difficult to learn a new language as they will require more study, patience and dedication during a long and slow process. For that reason the teachers should apply techniques and strategies to motivate the adult students in order to avoid those students having a low performance in English, such that the age does not become an obstacle to learn English.

2.2.1.7. TYPES OF DIFFICULTIES THAT STUDENTS LEARNING ENGLISH MAY EXPERIENCE.

In a study made by Dr. Alba Ortiz (2015), professor and researcher at the University of Texas at Austin, some condition types were identified that can cause English students to have learning difficulties:

2.2.1.7.1. Type One: Learning difficulties resulting from the learning environment. -

For example, English language students may not have access to effective education in

that language. Or maybe the teaching in the classroom is based upon certain life experiences and cultural knowledge that students do not have.

2.2.1.7.2. Type Two: A learning difficulty that can be resolved in the classroom. - If the problem is immediately identified, and the student gets proper instructions it can be resolved. But when the student does not get immediate help, the learning problem can get worse and can be mistaken for a learning disability.

2.2.1.7.3. Type Three: A learning problem that is not caused by the learning environment.-The child may have a learning disability which makes it hard to understand, remember and benefit from the knowledge and skills that are taught. Students with learning disability have average or below average intelligence, and require additional support of a special education teacher in addition to regular classroom instruction to succeed in school.

It can be seen that in this type of difficulties, the focus is on the reality of the student because there is a lack of cultural awareness of the new language and the cultural aspect is essential at the moment of starting to teach a foreign language.

Usually the teacher is unable to identify the student's problems in a timely manner because the student could possibly have a learning disability which does not help him/her to develop the skills. In this case the student will need a special education teacher to overcome those obstacles during the teaching and learning process.

In the schools in the United States there are different procedures to decide when to formally evaluate a student to identify a learning disability. The parents can also apply for an evaluation of their children to know a possible learning disability. This is a good way to help students in their learning and they can receive a better education.

2.2.1.8. PROBLEMS IN LEARNING ENGLISH IN THE CLASSROOM.

From experiences of many teachers the students can have difficulties in learning English. For that reason some problems exist, for example:

2.2.1.8.1. The lack of preparation of teachers. - Hearing a poor spoken English in the classroom helps to form patterns that are difficult to correct in the future. The poor level of

some English teaching books, and scarce resources that exist in the centers of learning English do not help either. Teachers should be continuously trained, and have a high level of English. The teachers should focus more on audio books that the students bring, and seek extra material on the Internet. (Translation mine)

(Original: “Falta de preparación de los profesores: Al escuchar un inglés mal hablado, se forman patrones que serán difíciles de corregir en un futuro. El pobre nivel de algunos libros de estudiantes y de los escasos recursos que existen en los centros de aprendizajes de inglés. Los maestros deben capacitarse permanentemente y tener un buen nivel del inglés. El maestro debe enfocarse más al audio que traen los student books y buscar material extra en Internet.”) (Aguirre , Cruz, & Gualpa, 2012, para.5-6)

In this case it is true that some English teachers do not master this foreign language and do not speak English perfectly because their level is not good. And others may know the grammatical rules and understand English very well, but when teaching to the students, they (the students) cannot understand due to the accent and intonation which comes from their mother tongue, in this case Spanish. For that reason students hear badly spoken English. Moreover, the constant training of the teachers is indispensable to perfect the pronunciation and produce correct sounds of the English language.

2.2.1.8.2. Low production in class. - Not enough time in class to practice oral English. The few conversations are just repetitions of some phrases that do not reach the students. Practical and actual use needs to be given so the students can use the phrases learned in real conversations. The teacher should encourage conversation among groups and studies among students in the class. Moreover the teacher can perform recreational activities. Another option is to find English communities and practice online. (Translation mine)

(Original: “Poca producción en la clase: No hay suficiente tiempo en la clase para el ejercicio oral del Inglés. Las pocas conversaciones son solo repeticiones de algunas frases que no llegan a los alumnos. Se necesita darles un uso práctico y real para que los alumnos puedan usar las frases aprendidas en conversaciones reales. El maestro debe realizar grupos de conversación y de estudios entre los alumnos que hay en la clase. Realizar actividades lúdicas. Otra opción es encontrar comunidades de Inglés y practicar en línea.”) (Aguirre , Cruz, & Gualpa, 2012, para.7-8)

In this situation it is complicated for teachers to help to develop the language skills among students due to few hours per week that they get to teach English. The English teachers have to comply with themes and units required by the Ministry of Education, following tasks and activities of the books. The teachers do not have enough time for oral language practice. This causes the students to just get used to fill the books. English is a language, like any other language, that has to be practiced in real situations. It is a good idea to organize groups of conversations in class to support the students to awaken their interest in the new language. The games are also an excellent aid in learning. All depends on the creativity and activities that the teachers prepare so that there is more production in class.

2.2.1.8.3. Focus on the grammatical part. - Just focusing on learning how to construct sentences but ignoring the most important thing, which is to practice and to know when to use it. Classes generally become really boring and ineffective, by memorizing rules and not practicing sentences using different tenses. It is about creating self-learning and allowing those rules to be absorbed naturally. Teachers can apply games and educational materials that reinforce what they learn in class. (Translation mine)

(Original: “Concentrarse demasiado en la gramática: Solo se enfocan en saber cómo construir oraciones pero no hacen lo más importante que es practicar y saber cuándo usarlo. Las clases en general se vuelven aburridas y verdaderamente poco efectivas. Memorizar reglas y no practicar frases usando diversos tiempos gramaticales. Es cuestión de crear automatismos y hacer que aquellas reglas sean absorbidas de manera natural. Los maestros pueden aplicar juegos y materiales didácticos que refuercen lo aprendido en la clase.”) (Aguirre , Cruz, & Gualpa, 2012, para.9-10)

In the educational institutions it is common to see that teachers only focus on the Grammar and students learn to write sentences in all tenses. The exercises that they develop are done only in writing but not orally practiced. It is only by verbal practice they are able to learn when and how to use it. It is necessary to memorize the rules of English to understand how this language works. But those rules must be applied in natural way for students to feel comfortable and not have the fear to use them. Therefore it is important that students put into oral practice the grammatical rules so they would not be difficult to remember. For example activities, such as games, role plays, videos, internet, etc. can be useful to reinforce the new rules learned.

2.2.1.8.4. Systematic interference. - Children who learn English as a second language may manifest interference or transfer their first language (L1) into English (L2). For example, in Spanish, "esta casa es *más* grande" means "this house is bigger." However, the literal translation would be "this house is more bigger". A Spanish-speaking child will say "this house is more bigger". Many children learning English also exhibit a behavior known as code change (or toggle between the two languages). For example, a Spanish-speaking person could say "Me gustaría manejar – I will take the car" ("I like to drive-I take the car"). Some children learning English experience the phenomenon known as loss of native language. This is called subtractive bilingualism, and can be very damaging to the cognitive and linguistically to the child's learning and family life (especially if parents speak only L1 and no English) (Translation mine)

(Original: "Interferencia sistemática: Los niños que aprenden inglés como segundo idioma pueden manifestar interferencia o transferencia de su primera lengua (L1) al Inglés (L2). Por ejemplo, en español, "esta casa es más grande" quiere decir "this house is bigger". Sin embargo, la traducción literal sería "this house is more bigger". Un niño de habla hispana que diga "this house is more bigger". Muchos niños que aprenden inglés también exhiben un comportamiento conocido como cambio de código (o alternancia entre las dos lenguas). Por ejemplo, una persona de habla hispana podría decir "Me gustaría manejar- I will take the car" ("Me gustaría manejar-Me llevo el auto"). Algunos niños que aprenden inglés experimentan el fenómeno conocido como pérdida de la lengua natal. Esto se denomina bilingüismo sustractivo, y puede resultar muy perjudicial tanto en lo cognoscitivo como en lo lingüístico para el aprendizaje del niño y para su vida familiar (en especial si los padres hablan sólo L1 y no inglés). ") (Aguirre , Cruz, & Gualpa, 2012, para.11-13)

In this situation the mother tongue has a big influence in the learning of a foreign language. The students usually translate words to their mother tongue, in this case from Spanish to English. For that reason, they cannot think in the new language because they first think in Spanish and then translate to English. For example, when the teacher asks the students to write an English sentence they do not think directly in English, and end up making many grammatical mistakes. To learn a new language, it is preferable to begin to think in that language, therefore students must be in contact all the time with that, and create an English environment to help develop their language skills. When a person puts English speaking

into practice, he/she will start to dream in that language. This happens when the brain begins to assimilate and internalize the new language.

2.2.1.8.5. Lack of concentration. - The environment of a child is full of information, news and stimulus. Perhaps, therefore, it is difficult for them to maintain attention and concentration in the studies and in their work in a particular way. The English teacher must develop activities that keep students' attention. (Translation mine)

(Original: “Falta de concentración: El entorno de un niño está repleto de informaciones, novedades y estímulos Tal vez, por eso, sea difícil para ellos mantener una atención y una concentración en los estudios y en sus tareas de un modo particular. El maestro de Inglés debe desarrollar actividades que mantenga la atención de los estudiantes.”) (Aguirre , Cruz, & Gualpa, 2012, para.14)

The lack of concentration is called by some psychologists as a disorder that alters the ability to concentrate. In this case, the lack of concentration and attention can be produced by some factors such as: stress, bad nutrition, depression, personal problems, very demanding teachers, etc. For these reasons some students cannot understand when teacher explains different topics in class. Teachers should analyze this type of disorder in students and help to overcome it. Most of the teachers misjudge their students when they call them lazy, because they cannot do the exercises and tasks in English. They do not analyze the causes of lack of concentration that results in the low academic performance of their students. It is important that teachers prepare activities to hold their students attention. Depending on the particular students, perhaps dedicate extra time to listen to them and understand why the students have lack of concentration in the class.

2.2.1.8.6. Lack of interest. - This exists when there is a lack of motivation to learn English. This happens because many students are studying English as a pre-requisite for graduation, and as an obligation to comply with the curriculum. Also, some students have had negative experiences in the study of this language, which has led to lack of interest. If students do not understand and do not feel motivated, they will never pay attention to learn it.

Moreover during the elementary school, high school and university students study many subjects in different areas but some subjects are not to their liking, for example English. Some students lose interest since they cannot understand anything and do not make the

effort to learn, for that reason they prefer to do other activities in the class, for example: use cellphones, mp3, iPod to listen to music, etc. When teachers see the students doing other activities they shout at the students in order to have them pay attention to the class. Here the principal mission of teachers is to motivate their students to learn to be able to use this language in their professional career because they can be successful. Also the teacher should maintain good communication with them, to create a nice environment where students feel interested, comfortable and happy to learn English. The most important thing is to motivate them to use this language.

2.2.1.8.7. Lack of vocabulary.-The vocabulary is very important when students are learning a new language. Any language, including English, has thousands of words. Even English native speakers do not know all the words of that language. Many words sometimes are confusing to students but it is important to know and learn some useful words to start to speak in English.

For students, most of the English words are hard to understand because they are discouraged to study a strange vocabulary. English is a Germanic language of the Indo-European family and its pronunciation is complicated and needs a lot practice to speak well. For that reason it is important to repeat the words many times to understand and assimilate the new sounds. Students need to put into practice the new words every day. To increase the vocabulary students need to be consistent and not give up. Some students only conform with the basic vocabulary and do not expand it. A good way to learn new vocabulary of foreign language is speaking because when students have the need to communicate in real circumstances, they need to explore the words in their memory to express their ideas. This will allow them to remember and hence increase their vocabulary. Students feel the curiosity regarding how to say in English some phrases that they thought in Spanish, and they will need some help from their teachers. Another fine way to increase vocabulary is to read books, articles, news, etc., this way students can learn new words. It is also important that the teacher help them with audio-books which allow them to read and hear the correct pronunciation of the words. Moreover there are other useful activities to learn vocabulary, for example: crosswords, games, songs with lyrics, Internet with activities of vocabulary, etc.

2.2.1.8.8. Lack of Listening. - Some students cannot understand when people talk faster and they feel frustrated. Students need to develop this ability to listen and understand English. Many scholars agree that to learn a language, listening is very important because they become familiar with the sounds of the new language. The principal cause of the problem to learn English is when this language is taught in a written form, learning rules, memorizing vocabulary, etc. They forget the listening exercises because they are not considered an important part of teaching. The attention is directed to the grammar and reading. For example in Ecuador, English books are utilized with many activities and exercises to write, read, and listen, but listening is not much used. Moreover, teachers have to follow the curriculum that does not allow them to develop listening activities. It is common sense that the natural form to begin to learn a language is by listening. Babies when they start to talk at an early age, they first listen to their parents, they then reproduce the same sound in speaking. For that reason it is very important to help students to develop listening skills and after progress is made in listening, practice the other skills so that students can have success in communication.

2.2.1.8.9. Poor English speaking skills. - As previously mentioned, the traditional way of teaching English is focused in grammar, vocabulary and in written part. In addition to reading, writing, and listening, oral skills are important too. To put the grammatical part in practice, the students need to speak. Students pass the English subject in elementary schools, high schools and universities but they are not orally fluent in this language. English language has many sounds unknown to students and the current teaching practice does not familiarize the students with the vocal skills. Then students cannot communicate in English and express their own ideas. Therefore, with the practice daily of oral exercises for example: tongue twister, role plays, jokes, guessing, conversation groups etc., students will start to develop their speaking skills. The main thing here is to have self-confidence and not feel afraid of speaking, because with a lot of practice students will master their speaking skills.

2.2.1.8.10. Lack of confidence. - The lack of trust and confidence in students does not help to develop their English skills. Students feel nervous, shame, frustrated, uncomfortable when they try to talk in English. When they make mistakes their classmates laugh at them. When they have to express something in English, some students hesitate and pause, and they prefer to keep quiet and not to continue, for example due to the lack of

vocabulary, incorrect pronunciation, misuse of grammar, etc. This makes the students feel nervous and worried to communicate in English. For that reasons, many students create their own mental barriers and believe that they are incapable of learning another language. Students should be made to believe that they can learn English that they only need to make effort, patience and dedication to learn and improve with this foreign language.

2.2.1.8.11. Lack of necessary resources. - A big problem at educational institutions is the lack of resources for English teachers because they need to reinforce the book related activities. It seems that there should be English laboratory with overhead projector, sound quality, computers and Internet, etc. to help the teachers to teach the students in a practical manner. The students should be able to watch videos, hear the correct pronunciation, practice exercise online, etc.

When these practical resources are not provided to the teachers, they feel limited in their teaching and they only focus on using some didactic materials that is available to them.

2.2.2.1. ENGLISH LEARNING.

2.2.2.1.1. PRINCIPLES OF LEARNING.

Learning is based on some principles which are of great help and guidance for teachers during the teaching and learning process. These principles are:

2.2.2.1.2. Motivation. - “It in its broadest sense, can be defined as forces acting either on or within a person to initiate behavior. It is what gets you going.” (Ball, 2012)

“Motivation is an inner psychological force that can only be inferred and derived from the individual’s behavior. This psychological force can be provoked out of various needs and wants or through subtle external forces and techniques by other people. Motivation is a process that induces an individual to satisfy his need and wants in accordance with his personality and traits”. (Meer, 2013)

Thus motivation is the impulse and force that leads people to carry out their wishes and needs in life. And every day they work tirelessly to reach the culmination of their dreams and goals.

Motivation thereby becomes the impulse that students have to participate in their own learning. The motivation is considered a fundamental strategy in learning that helps teachers to support the student learning.

It is true when a student feels motivated she/he has a positive attitude and can learn better because highly motivated students are successful. But in the case of a student who is not motivated, she/he will have a negative attitude and this will produce a blockade in her/his mind, and it will interfere in learning.

In this respect the teacher's role is really important because the teacher can create positive interaction with students in the classroom. The teacher motivates the students to help in their own learning, and that way they can also contribute for the benefit of society with innovative ideas.

Many authors classify motivation into two types:

2.2.2.1.3. Intrinsic Motivation.-“It comes from internal sources that is from within the learners themselves which push them to engage in a learning activity. We speak of intrinsic motivation when something is done to satisfy one's interest. It comes from inside the learners because they want to get a job, pass a test, travel, pass a course, etc.” (Torres, 2010, p. 125)

“The most powerful rewards are those that intrinsically motivated within the learner. Because the behavior stems from needs, wants, or desires within oneself, the behavior itself is self-rewarding; therefore, no externally administered reward is necessary.” (Brown H. , 2007, p. 68)

This type of motivation is when people feel motivated and interested by themselves so they carry out activities of their own will. Thus, people do not expect to receive a reward, but to achieve to their own satisfaction.

2.2.2.1.4. Extrinsic Motivation. - “It comes from outside the learner. It arises when the person is moved from external forces like doing activities where they are personally engaged, when what they are learning is relevant and useful for their lives, when the relationship with the teacher and fellow students is good.” (Torres, 2010, p. 125)

This occurs when there are external factors that lead people to perform certain actions. This type of motivation is based in rewards and punishments. Some scholars agree that

rewards can be psychological, for example to say nice words and praise to make someone feel very good. Also there is the physical reward as money or material things.

For example some parents like to reward their kids for good scores. Moreover there is the punishment, which can be physical or humiliation in front of others. For example, some parents punish their children physically when they get bad scores.

2.2.2.1.5. Integrative. -“People who possess integrative motivation want to learn a foreign language in order to integrate with native speakers. They are interested in communicating with people and learning about their culture and language.” (Cicerchia, 2015, para.2)

This type of motivation occurs when some people are interested to learn a new language and they have a desire for learning and knowing everything in relation to the foreign language. They show a good attitude toward the native speakers and want to be integrated with the foreign language and culture all of the possible time. With this motivation people can get personal and cultural growth.

2.2.2.1.6. Instrumental. - “With this type, language becomes a tool (or instrument if you will) that allows you to achieve some goals such as passing your French exam.” (Cicerchia, 2015, para. 3)

This motivation refers to the learning of a language for useful reasons, thus the language is seen as a tool or instrument to get important objectives, for example, to get a professional degree.

2.2.2.1.7. Participation. - In the past the students were passive and repeated letter by letter what they learned from their teachers. Now it is different, since students must participate in their own learning so that they can create their own concepts and build on their knowledge. By their own initiative they can investigate and give points of view to not be passive learners. Nowadays the students’ participation is valued very much because they are able to contribute greatly in the teaching and learning process.

2.2.2.1.8. Individuality. - Every student is different because each one has abilities, styles of learning, feelings, and interests very diverse. Teachers must recognize the characteristics of every student with the purpose of helping them to overcome the obstacles in learning and reduce their weaknesses and increase their strengths.

2.2.2.1.9. Inclusion. - It is important to include all students with or without disability, high and low academic level, or with different characteristics. Everybody deserves to learn and help each other to participate together into the teaching and learning process.

2.2.2.1.10. Relationship between theory and practice.-The theory and practice go together. Once students learn new concepts and knowledge they have to carry them out into practice. During the practice the students experiment and learn in a real way based on the theory learned. Sometimes the theory is put into practice, for example in the English subject, some teachers only teach grammar and ask their students to make sentences but the new grammatical structures are not applied in real situations, but are only written in the student's books.

2.2.2.1.11. Self-knowledge. - In this principle the students recognize themselves what they have learned. When they gain new knowledge, the students know that they have much to learn every day. For example, when students learn a foreign language they study the basic rules to have basis in the new language, but they know that have to study and learn a lot more to master that language. There are some students who do not recognize what they have learned because they show lack of interest during learning and blame the teacher for their academic failure.

2.2.2.1.12. Result. - When students are learning they need to be relaxed and trust themselves. When they get good results students want to learn more. For that reason teachers should start with easy activities so students can resolve them. After that, teachers should increase the difficulty every time in some tasks so that the students are able to solve them.

2.2.2.2. CHARACTERISTICS OF LEARNING.

The author Prakash, J (2010) mentions a study made by Yoakman and Simpson that describes some important characteristics of learning, these are the following:

2.2.2.2.1. Learning is growth. - According to this feature all human beings have a physical and mental growth. Each one has individual experiences that derive from their various activities. Therefore everybody develops through life by learning.

2.2.2.2. Learning is adjustment. - Learning helps students to solve and face problems that arise during their lifetime. Moreover, learning helps to develop the ability to adjust to changing life situations.

2.2.2.3. Learning is purposeful. - It is normal that everyone has goals, objectives in life and they work hard to achieve them. Those goals encourage people to learn through different activities. Thanks to the learning activities that are carried out by the individuals, their objectives are achieved.

2.2.2.4. Learning is experience. - People learn a lot by experiences because these bring new knowledge, skills, and understanding of the world around us. Learning is also considered as the reorganization of experiences in which people relate to the old and new experiences to learn more.

2.2.2.5. Learning is intelligence.-This characteristic implies that understanding while learning produces satisfactory results. Any activity that is carried out must be done with the proper analysis and understanding, that is to say of an intelligent nature. Activities without thinking and analysis would be useless and would not produce any learning.

2.2.2.6. Learning is active. - When there is motivation, attention and constant work, the students have a great desire to learn, and they work in class without any external force. Students are not passive beings who are limited to writing, listening and asking questions during the class. Students participate and get involved in the teaching and learning process. The student is the one who takes responsibility to acquire knowledge, and the teacher guides them in the development of knowledge.

2.2.2.7. Learning is both individual and social. - It is true that learning is individual but it is also social because people receive positive or negative influence from the individuals around them. For example, friends, classmates, parents, religious groups, etc., have a strong influence on individual minds. Therefore, learning becomes individual and social at the same time.

2.2.2.8. Learning is the product of the environment. - People learn from everything around them, they live in the interaction of society and the environment. Mainly, the environment is fundamental to the growth and physical, social, intellectual and emotional development. It is essential in the stage of childhood that parents, teachers surround the

child's environment with positive things and that help them to maintain contact with a healthy environment for a productive learning.

2.2.2.2.9. Learning affects the conduct of the learner. - Learning is responsible for changing behavior of students. When they learn from educational experiences, it produces changes in the minds of students. Teachers should try to provide positive experiences through various activities to help improve student behavior.

2.2.2.3. FACTORS OF LEARNING ASSOCIATED WITH LEARNER.

Students are the most important part of the learning process, without them learning cannot exist. The students are responsible for their own learning for which they participate and collaborate in the activities directed to the acquisition of knowledge.

The following are some of the factors associated with the learner:

2.2.2.3.1. Motivation. - This is the most important factor in student learning because if the teacher knows how to motivate the student, learning will be successful. Through the application of this factor the student has clear goals and works hard to achieve them.

2.2.2.3.2. Readiness and will power. - This factor is similar to motivation. This is the capacity that people have to control their negative thoughts and emotions and comply with the achievement of positive goals in life. Will power is the strength and energy to fight and overcome the obstacles in life.

All people need to be prepared in life and that preparation can be achieved through education to become a productive person. All knowledge that they acquire benefits the society. So students will always go ahead with due preparation and will power that will help them to develop a positive attitude to overcome the problems in life.

2.2.2.3.3. Ability of the learner. - “This refers to the level of intelligence, creativity, aptitude and such other abilities necessary for learning.” (Sharma, 2015, para.3)

The ability allows students to carry out certain activities. Due to the ability they learn, understand and relate better the things intelligently and creatively.

2.2.2.3.4. Level of aspiration and achievement. - People have aspirations to achieve important goals in life. Those aspirations depend on learning, if students have high

aspirations to learn they will put their efforts to work and achieve all that is proposed. There are also negative situations when students have low level of aspiration that results in low academic performance. It is important that students have high level of aspirations to achieve a positive and productive learning.

2.2.2.3.5. Attention. - This factor focuses on attention and concentration on the studies that the students need for learning. Through paying attention the students can understand the knowledge that they are acquiring. If the student is distracted she/he cannot learn because the distraction affects the learning in a negative way. Therefore teachers should use methodologies appropriate to call the attention of the students and keep the classes dynamic.

2.2.2.3.6. General health condition of the learner. - Health is a very important factor in life. People can carry out their activities when they are healthy. Students should have good physical and mental health so they can learn better. But if there are negative aspects that affect their learning, such as problems in mental and the sensory organs, the learning will be affected.

2.2.2.3.7. Maturity of the learner. - This factor relates maturity with learning of people. Humans learn throughout life and acquire good and bad experiences that help them to get clear ideas of their goals. Also learning is a function of the maturity of the body. For example, a child cannot learn to drive a car because the child has not reached the physical and mental maturity to drive a car like the adult can. So children will learn other activities according to their age, for example: learn to draw, write, read, play sports, etc.

2.2.2.4. TYPES OF LEARNING

Learning is fundamental in human life because it is a great contributor to personal development. People learn during life time by experience, study, reasoning, observation of their surroundings, practice, etc. Therefore by learning, humans acquire knowledge, skills, behaviors, etc.

There are some types of learning, which are defined by some authors as techniques or ways that knowledge is transmitted:

2.2.2.4.1. Repetitive or memoristic learning. - This type of learning is based on memorization of the information provided by the teacher during lessons. That is to say the student is able to repeat mechanically all the information letter by letter. This learning does not help students build knowledge and be a critical individual that expresses ideas and different points of view. With repetitive learning, student becomes a completely passive being without participation and the only truth comes from the teacher.

2.2.2.4.2. Receptive learning. - In this learning, as its name indicates, students receive information that they are required to understand without being required to put the new knowledge into practice. In this learning one can see that the students are passive because they only receive information which will be reproduced.

2.2.2.4.3. Discovery learning. - Here students learn by their own discovery of the things. They learn themselves to relate and distinguish about the world around them. These types of students are active participants in their learning since they generate, contribute and provide information to build knowledge. Also the experimentation is an important aspect when students discover knowledge because it helps them a lot in the investigation to find new information.

Nowadays in education the discovery learning is of great benefit because students can provide valuable contribution to their own knowledge, since they have an active learning mind and nobody can demand or impose how they should learn.

2.2.2.4.4. Meaningful learning. - In this type of learning students relate the prior knowledge with the new information, to lead to the new learning. In this way they can develop new skills and improve them. It helps students to be active during the learning process.

2.2.2.4.5. Cooperative learning. - In this type of learning students work in groups to do the tasks and activities collectively. This helps the students to exchange information and share ideas. Also students at higher level can help students at lower level, thus helping to increase the level of others.

2.2.2.5. STYLES OF LEARNING.

The definition of learning style according to the authors Brown (2000); Dunnand and Griggs (1998); Hohn (1995), cited by Cevriye Günes (2004) is: "Learning style (LS) is the way in which each person begins to concentrate on, process, and retain new and difficult information through different perceptual channels. Styles pertain to the person as an individual, and that differentiate her/him from someone else. It is generally assumed that LS refer to beliefs, preferences, and behaviors used by individuals to aid their learning in a given situation."

Learning styles are the ways in which each person understands and processes the different information. Every human being develops a preference to use certain way to learn what becomes her/his way of learning. Not everyone learns in the same form because people learn at a different pace and some advance in learning faster than others. Some students cannot progress in their learning because they have problems in learning due to some negative factors.

There are some types of learning styles:

2.2.2.5.1. Auditory learning. - It generates knowledge through the use of hearing. The learner can easily remember voices, sounds, melodies, etc. Auditory learners would rather listen to things being explained rather than read about them. Reciting information out loud and having music in the background may be a common study method. Moreover, students take advantage of oral activities because they use the hearing to receive the information and learn, for example in a group debate. If students are learning foreign languages, the audio resources will be useful to help them to develop the listening skill.

The first type of learning style is characterized when students learn better only by listening, for example students like lectures, discussions, debates, videos, songs, etc. They learn a lot from oral activities and teachers can help them with this mode of teaching. Some students are successful during the teaching and learning process with this form of learning.

2.2.2.5.2. Visual learning. - This learning is based on the use of images and visual material to acquire knowledge. With this the student through sight can understand ideas, concepts, relate to information and develop their thinking. Visual learners learn best by looking at graphics, watching a demonstration, or reading. For them, it's easy to look at charts and graphs, but they may have difficulty focusing while listening to an explanation.

If students are learning foreign languages, online videos, mind maps, use of images, will be useful to those students to get more knowledge.

In this second type of learning style, the students can learn by just looking, for example at the visual materials such as flash cards, pictures, realia, etc. In this type of learning they need to see to understand the lesson, information, and instructions.

2.2.2.5.3. Kinesthetic learning. - “Kinesthetic learners process information best through a hands-on experience. Actually doing an activity can be the easiest way for them to learn. Sitting still while studying may be difficult, but writing things down makes it easier to understand.” (Altrath, 2014, para.1)

In this third type of learning style, the learning students understand through the experience, practice, body movements, touching and doing things for themselves and exploring everything around them. They also enjoy activities where they can be active and participate all of the time.

2.2.2.6. ENGLISH LANGUAGE IN THE LEARNING PROCESS.

English language is considered the universal language. Nowadays this language helps in the communication with others around the world, to learn and understand other cultures, and it gives many opportunities and personal satisfaction.

English is an important language and is taught in many educational institutions. There exist some normal phenomena in learning English as a second language, as mentioned in a study done by American Speech -Language -Hearing Association (2016), these are the following:

2.2.2.6.1. Interference. - When people start to learn English as a second language, natural interference of the native language, in this case Spanish, is always present. Therefore the students make mistakes in the English language. For example, when a student wants to translate into English: “Este tema es más fácil que el anterior.” In this case the Spanish-speaking student will write: “This topic is more easy than the last one,” instead of the proper translation: “This topic is easier than the last one.” Here one can see the interference and transference of the Spanish language to English.

2.2.2.6.2. Silent Period. - This occurs when students are introduced to the new language for first time, and when they pay attention to listen and try to understand it. For that reason there is a long period of silence, which is needed to familiarize themselves with the new sounds. Some investigators have concluded that the younger the person, the longer is time of silence. It can be weeks, months or even one year or more.

2.2.2.6.3. Codeswitching. - In this case some students alternate the use of both languages Spanish and English when that they are talking. They mix languages unconsciously, for example: Es que Mary es así, you know. Tuve muchas dificultades para parquear my autobus this afternoon.

2.2.2.6.4. Language Loss. - In this case refers to children who are learning a foreign language, they acquire the English language skills and do not maintain the practice of their native language. Some researchers affirm that children between three and seven years lose their mother tongue, for example in the cases of adopted children when their adoptive parents are foreigners and speak English. Those children learn the new language but forget their native language in this case Spanish.

This is very different when the parents migrate with their children to countries such as United States, Canada, Australia, etc., where the official language is English. Children in the new country use and keep their native language and learn the new language and eventually master both languages. This big advantage will give them many opportunities in life.

2.2.2.7. THE IMPORTANCE OF ENGLISH LANGUAGE SKILLS DURING THE LEARNING.

English, like any other language, is composed of four skills: listening, speaking, reading and writing. For that reason, the use of these skills simultaneously is very important. Ecuadorian education is only focused on reading and writing since in elementary schools, high schools and universities, teachers teach grammar and vocabulary. Other skills, like listening and speaking are not emphasized. For that reason students have problems in learning English, despite the fact that they study it for many years, students do not get to communicate in this foreign language.

When students learn to develop the four language skills they will have success in learning and could use English to do many things and enjoy the advantages that this language offers.

2.2.2.7.1. Listening. - "Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us. Listening in any language requires focus and attention. It is a skill that some people need to work at harder than others. People who have difficulty concentrating are typically poor listeners." (English Club, 2016, para.1-2)

"The importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classrooms, students always do more listening than speaking. Listening competence is universally larger than speaking competence," (Brown H. , 2007, p.299)

Listening is one of language skills that allow people to listen and understand in a foreign language. It is important for effective and total communication. As they listen, the students learn to identify the new sounds of the words, to understand and interpret the meaning of the messages in a conversation.

Listening is considered by many professors as the principal element to master a language. Everyone learned their first language by listening first, and later by reproducing it by speaking. Therefore listening and speaking are completely inter-related. Depending on the activities that the teachers use to help to practice listening inside and outside the classroom with students, for example, students can listen to their favourite songs in English, dialogues that seem interesting for them, or watch English movies, etc.

2.2.2.7.2. Speaking. - "It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. " (English Club, 2016, para.1)

"It gives us the ability to communicate effectively and allows the speaker to convey his message in a thoughtful and convincing manner." (Amir, 2012)

As mentioned earlier, to start to speak English people first need to listen because this will help them to communicate ideas naturally as they do in their mother tongue. When students are learning English, they require effort and dedication to speak that language. It is important to learn and understand the English rules and its vocabulary but students memorize this to pass a quiz but they do not put into practice the speaking skills. Thus the students are away from a natural and fluid communication because they memorize the words and cannot pronounce and introduce them in a conversation.

For many students, to start to develop speaking is hard, because it involves the correct pronunciation of the words. If students pronounce the words incorrectly, others would not understand what they are trying to say. Therefore the clarity of messages is important for a good communication.

Teachers can prepare activities to help students to put into practice their oral skills, for example: exposition of their favourite themes, debates, performances of stories, etc.

2.2.2.7.3. Reading. - "Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us." (English Club, 2016, para.1)

"Reading is an interactive process in which the reader's prior knowledge of the world interacts with the message conveyed directly or indirectly by the text." (Smith, 1995, p.23)

It is a process in which readers understand and receive the meaning of written words in a text. One needs speaking skills to correctly pronounce the words being read.

Some researchers agree that reading requires some elements such as:

- Identify the written words in books, magazines, newspapers, etc. This helps people to recognize the words to become familiar with them.
- Start to comprehend the new words and their meaning.
- Coordinate words that give sense in the reading.

Reading is one of the language skills that help students to learn English. Nowadays reading is very essential because it leads to knowledge. In order to develop a reading in a foreign language students have to follow a process of perception, identification and understanding.

When students begin to read in English for example, they increase their vocabulary, which will be very important for communication, they identify and understand the messages expressed in texts of grammatical structures that they have learned before, such as: present, past, and future. Reading also helps to develop the writing skill, since reading will help to reproduce correctly the phrases and ideas when writing a paragraph, essay, etc.

Finally, it is not enough only to read something, this skill also needs speaking to pronounce appropriately the words that are being read.

2.2.2.7.4. Writing. - "Writing" is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form." (English Club, 2016, para.1)

"Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar, with the added dependency of a system of signs or symbols." (Wikipedia, 2016, para. 1)

The human being has used writing since the ancient times, to convey significant information about their communities. One of the most famous ancient civilizations, the Egyptians who, through their writings, conveyed to today's world their culture, form of life, laws, etc.

Furthermore, each culture has developed its own language and therefore its own writing. This native language is an important part of the communication and it is an essential skill if one tries to learn and dominate another language.

When students are learning a foreign language it is necessary that they learn to write correctly. Some people cannot even write their own mother tongue correctly. For them it will be more complicated to learn to write in a language that they are learning.

When students start to write in English there is a big confusion because they write that language using the rules of Spanish, for that reason they make a lot of spelling mistakes. The spelling rules of the English language are very different from the Spanish, this causes problems for the Spanish speakers learning English.

Therefore, to start to write a foreign language requires lots of practice, paying attention to grammar, punctuation, vocabulary. Students need to learn to correct their own mistakes, so that students can structure their ideas such that others can understand them.

The teachers could include some activities to help their students to develop their writing skill, for example, to write short summaries of interesting readings, write about their family, personal experiences, etc.

2.3. OBJECTIVE OPERATIONALIZATION.

Table Nro. 1: Objective Operationalization.

SPECIFIC OBJECTIVES	ACTIVITIES	RESOURCES
1.-To observe using the observation guide, the problems in learning English in the classroom.	-Observe students in their daily activities during the English classes.	-Observation guide. -Students.
2.-To find out by interviewing students, why they have problems in learning English in the classroom.	-Ask students what problems they have in the subject of English by interview.	- Interview guide. - Students.
3.-To highlight the most frequent problems in learning English in the classroom.	-Conduct a questionnaire survey with the students during the class.	-Questionnaire survey. -Students.
4.-To substantiate the problems in learning English by the criteria developed by experts.	- Obtaining books on the topic. - Bibliographic research in books. -Internet consultation.	-Specialists. -Books. -Internet. -Online resources.
5.-To survey students to understand what problems they have in learning English in the classroom.	-Conduct a questionnaire survey with the students during the class. It is used to know the problem in depth.	-Questionnaire survey. -Students.

6.-To find out the problems in learning English in the classroom by interviewing the teacher.	-Ask teacher what problems have the students in the subject of English by interview.	- Interview guide. - Teacher.
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Source: Specific objectives.

Elaborated by: Sandra Paulina Salazar Quilligana.

2.4. DEFINITION OF BASIC TERMS.

Characteristics. - “A particular quality or feature that is typical of someone or something: In the future parents may be able to choose their children’s physical characteristics.” (Macmillan English Dictionary, 2002)

English. - “The English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom, and the United States) and a second language in a number of multilingual countries (including India, Singapore, and the Philippines).” (Nordquist, 2016)

Factors.- “A fact or situation that influences the result of something: People's voting habits are influenced by political, social and economic factors. Heavy snow was a contributing factor in the accident.” (Cambridge Dictionares Online, 2016)

Foreign language. - “Any language used in a country other than one's own; a language that is studied mostly for cultural insight. Example: Spanish has been present longer than English, but since the majority of the population are native speakers of English, Spanish is often termed a foreign language (Dictionary.com, 2016)

Language skills. - “When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four ‘language skills’. The four language skills are related to each other in two ways: the direction of communication (in or out) and the method of communication (spoken or written).These four language skills are sometimes called the ‘macro-skills’. This is in contrast to the ‘micro-skills’, which are things like grammar, vocabulary and pronunciation.” (English Club, 2016)

Learn. -“To improve your behavior as a result of gaining greater experience or knowledge of something.” (Macmillan English Dictionary, 2002)

Learning. - “Learning is the lifelong process of transforming information and experience into knowledge, skills, behaviors, and attitudes.” (Cobb, 2009)

Learning difficulties. - “Learning difficulties can be caused by known and unknown factors. To make matters more complex, people can struggle with more than one specific

learning difficulty. For example, while one person may struggle with reading, someone else may struggle with, say, both reading and math.” (Learning Rx, 2003)

Listening. - “Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences.” (English Club, 2016)

Principles. - “A scientific theory or basic natural law that explains the way in which something works: the principle that education should be free to everyone. It is a basic principle of English law that a person is innocent until proven guilty.” (Macmillan English Dictionary, 2002)

Problems. - “Problems can be defined broadly as situations in which we experience uncertainty or difficulty in achieving what we want to achieve, e.g.: Stopping smoking is a problem when you decide you want to stop but cannot. A computer malfunction is a problem if it prevents you completing work on time, etc. Problems arise when an obstacle prevents us reaching an objective. ” (ITS, Education Asia, 2005)

Reading. - “The process of recognizing written or printed words and understanding their meaning: My little boy is having difficulty with his reading.” (Macmillan English Dictionary, 2002)

Speaking. - “Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.” (Brown, Burns, & Joyce, 1997)

Student. - “A person engaged in study; one who is devoted to learning; a learner; a pupil; a scholar; especially, one who attends a school, or who seeks knowledge from professional teachers or from books; as, the students of an academy, a college, or a university; a medical student; a hard student.” (Brainy Quote, 2001)

Teacher. - “One who teaches or instructs; one whose business or occupation is to instruct others; an instructor; a tutor.” (Brainy Quote, 2001)

Teaching. - “Teaching is an interactive process ,primarily, involving class room talk which takes place between teacher and pupil and occurs during certain definable activity.” (Amidon, 2011)

Writing. - “Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech, and may also have symbols for such things as punctuation and numeral. ” (Omniglot the Online Encyclopedia, 1998)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK.

For the development of this research a methodological framework was applied. This helped to analyze by observation the problems that students of primero de bachillerato had in learning English in the classroom during the academic period September 2015- February 2016 at Unidad Educativa Yaruquies.

3.1. SCIENTIFIC METHOD.

For this investigation the Inductive method was used. The Inductive method starts with collecting the data and finally arrives at the conclusion and theory. Therefore, it goes from the particular to the general.

The following work was done:

- Observation and registration of the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies through observation sheets.
- Analysis of the observed problems.
- Classification of the information obtained by observation.
- Establishment of clear definitions of each one of the problems in learning English.

3.1. 1. RESEARCH DESIGN.

Qualitative investigation was used in this work.

- The qualitative research was collected through observations sheets and through individual interviews with students who had greater problems in learning English.

During that academic period the problems in learning English were observed, analyzed and studied in the classroom Mondays and Tuesdays each week.

3.1.2. TYPE OF RESEARCH.

The following types of research were conducted:

-All sources were cited in the bibliography: This research included pertinent information from printed and digital books. In order to meet the doctrinal part, the contributions that other authors have made about the problems of learning English in the classroom were gathered. These gave clear ideas to develop the theoretical part of this thesis.

-Field Research: The field of this investigation was at Unidad Educativa Yaruquies in the Riobamba city, with the students of primero de bachillerato.

-The Transversal Method will be applied, depending on the timing: The research was conducted in the given time corresponding to a quimestre (a period of 5 months) to investigate by observing the problems in learning English in the classroom in the academic period September 2015- February 2016.

3.1.3. LEVEL OF RESEARCH.

According to the level of investigation, the following were used:

-The diagnostic, there was a general overview of the problems in learning English in the classroom.

-The exploratory proceeded to identify through of the observation of the problems in learning English in the classroom. Also the factors that produced those problems were identified. At the same time, it was observed if the teacher realized about the problems that students faced in learning English.

-It was descriptive because through the observation it was possible to describe important aspects about the problems in learning English.

3.2. POPULATION AND SAMPLE.

3.2.1. POPULATION.

For this research, the work was done with the students of primero de bachillerato at Unidad Educativa Yaruquies. The population was composed of 27 students.

3.2.2. SAMPLE.

The research was directed at the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province and their English teacher.

The research was conducted with the universe corresponding to 27 students and 1 teacher. Thus the population base is small, it is not necessary to apply a formula to decrease the population and get a sample.

3.3. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION.

Surveys were conducted, using a written format, consisting of some open and close questions to obtain more reference about the problems in learning English. This survey was conducted with the students of primero de bachillerato at Unidad Educativa Yaruquies.

Students were also observed in the class, and subjected to Interviews. This was done to analyze and collect the raw data about the problems in learning English in the classroom with narrative character of the facts, and with consideration to evidence, factors, etc.

Techniques.-The technique allowed the collection of essential information with structured observation, interviews and surveys.

Tool. - An observation guide, interview guide, questionnaire survey were used with the goal to observe, understand, analyze, and identify the object of study.

CHAPTER IV

4. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDES.

This investigation was carried out at Unidad Educativa Yaruquies during the academic period from September 2015 to February 2016. The objective was to observe and analyze the problems in learning English in the classroom encountered by the students of primero de bachillerato.

During of the development of this research, two variables were used to gather information: the “problems,” and “learning English.” The main sources to gather information were internet and books. These sources were useful to advance this thesis. Besides to obtain information and clear ideas about the topic, the observation guides the questionnaire of surveys and interviews were applied.

Next, the observation guides were applied from September 14th, 2015 until January 26th, 2016. The surveys were carried out on January 11th, 2016 and the interviews were conducted on January 25th, 2016. Principally the students and teacher collaborated to bring this research to success.

Finally the interviews, surveys, and observation guides were analyzed carefully. This techniques and instruments for data collection helped to understand and describe the problems in learning English.

4.1. DESCRIPTION OF HOW STUDENTS HAVE PROBLEMS IN LEARNING ENGLISH IN THE CLASSROOM.

4.1.1. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE Nro. 1

Two observation guides were used to find the problems in learning English in the classroom. The first had seven items and the second had some aspects to consider in the observation. The observations were performed using two students per week during the months of September, October, November, December 2015 and through January 2016.

Student 1 - Observed from September 14th to 15th of 2015. During the classes she could not understand when the teacher spoke in English. Also she asked her teacher to explain things to her only in Spanish. She had problems to pronounce some basic words because

she was not sure of the correct pronunciation. She was nervous and afraid to speak in English because she was too shy. She had problems doing the exercises in class because she lacked basic vocabulary. She showed interest in learning because she paid attention to the teacher's explanations. She used Spanish all of the time because she did not make the effort to try to say something in English. She only focused in her mother tongue. Lastly, she always filled the English books in class because the activities and exercises were from the books.

Student 2 - Observed from September 14th to 15th of 2015. He was really ill-behaved, all of the time and he was a bother to his classmates. When the teacher asked him something he could not understand the questions in English. Moreover he could not pronounce the words of a short reading "Becoming your dreams." Also he felt nervous and afraid to speak English and avoided the teacher's questions. He did not participate in the class and decided to do other assignments. On top of that, he always demonstrated lack of vocabulary and interest during the oral exercises in class because he said that he did not know those English words. He only used Spanish and never tried to say a word in English. And eventually, he filled some tasks in English books because he copied from his classmates, and did not make a real effort to learn. He thought the English classes as something funny because for him the language had a strange pronunciation very different from its writing.

Student 3 - Observed from September 21th to 22th of 2015. He sometimes understood English when the teacher explained the new topic about "combinations of verbs." This student asked some questions when he had doubts. Furthermore, he always pronounced the words correctly. He never felt nervous speaking in English. In addition he did not demonstrate lack of vocabulary because he knew the basic words so he could do the tasks. He did not show lack of interest during the class because he participated all of the time and finished the exercises first. He sometimes used the mother tongue in class because he did not know how to say some words in English. And he filled the English book in class because most of the exercises are in that book.

Student 4 - Observed from September 21th to 22th of 2015. During this week this student never understood the teacher. When the teacher asked him to repeat what part he did not follow regards the topic "Combinations of verbs," this student became angry because he wanted to receive an explanation only in Spanish. Actually he could not pronounce the words in English since he had a bad attitude to learn. He was always nervous and afraid to

speak during the class owing to the fact that he was ashamed to speak in front of the folks. When he went up to the board, he could not write a sentence with combinations of verbs due to his lack of vocabulary. He showed lack of interest to learn because he was talking and laughing in class. Besides, he always used Spanish when asking something. He only filled the English book in class some of the time because he was doing other homework for the next hour.

Student 5 - Observed from September 28th to 29th of 2015. During this week the student arrived late to the class. When the teacher asked her to read sentences about the verb “to be,” she could not understand the teacher speaking English. The teacher had to use Spanish to explain to her. She could not pronounce the sentences of her task. Also she was too nervous and afraid to say words in English because her classmates were mocking her. She had enough vocabulary to develop some sentences. Moreover, she never showed lack of interest in class since she asked questions to reinforce her learning. She always spoke in her native tongue to ask the teacher to explain the new activity to her. She always tried to fill the English book properly, and asked for help from her classmates to make sentences with the verb “to be” in past progressive.

Student 6 - Observed from September 28th to 29th of 2015. This student, for the most part, understood the teacher giving some instructions and explanations in English. She gave good examples to the teacher about the verb “to be” in past progressive. While her pronunciation was good and clear too in reading her examples and in giving new ideas, she sometimes felt nervous and afraid when she stated some ideas in English. She did not show any lack of vocabulary in the exercises that she did. She knew the meaning of the most of the words. Besides, she never demonstrated lack of interest because she participated in the class all of the time. She made a big effort to speak and tried to use English all of the time, but a few times applied Spanish when she did not follow the teacher’s explanations. She always filled the English book in class, and asked for help from the teacher to verify the correct answers.

Student 7 - Observed from October 5th to 6th of 2015. During the observation period the student understood the English teacher only sometimes when she was speaking, because she only knew the pronunciation of the basic words. She sometimes could pronounce some words of the English book with help of the teacher. She was neither nervous nor afraid to

say something in English because the teacher had motivated her. She lacked vocabulary sometimes, and used a dictionary to understand some instructions in the book. She never showed lack of interest to learn as she liked to participate in the class and made a big effort to improve her speaking. She sometimes tried to use her mother tongue when she was really confused with new exercises. She was always focused to fill the English book and asked the teacher and some classmates when she had questions.

Student 8 - Observed from October 5th to 6th of 2015. The student could not understand when teacher was speaking in English because he did not pay attention during the explanation of the topic about “Regular and Irregular Verbs”. When the teacher asked him to read a small paragraph of the English book he could not pronounce the words. His pronunciation was bad and he did not like to cooperate with the teacher to repeat the words properly. He was silent during the class because when teacher asked some examples of irregular verbs, he was really nervous to say something. The teacher said him to calm down. The student showed lack of vocabulary and used his dictionary all of the time. He manifested lack of interest in understanding the teaching in the class and did not ask questions to reinforce his knowledge, as he was playing with his cell phone. When the professor asked him to write two sentences using regular verbs, he did not like to speak in English and he made the sentences in Spanish. He never fulfilled the required activity about irregular verbs in the English book in class because he did not have his book to work with.

Student 9 - Observed from October 12th to 13th of 2015. The student only sometimes understood the teacher in the explanation of the topic about “Gerunds”. Then he had questions to have a clear idea of the topic. When the teacher asked him to give some examples using gerunds, the student could only sometimes pronounce the words properly. During the oral exercises he was not nervous to give his examples in English. It was obvious he was relaxed, moreover, he demonstrated the domination of words most used, but he sometimes showed lack of vocabulary. He was attentive in class and was interested in to know more functions about gerunds. He never showed lack of interest in the class. He sometimes used Spanish to ask questions that he could not say it in English. Lastly, he always was reading the activities from the book to fill it.

Student 10 - Observed from October 12th to 13th of 2015. During those two days the student did not participate in class activities, he was busy telling jokes to some classmates. This student sits in the back of the class. For that reason he never understood when the teacher spoke in English. In the same way, when the teacher was using Spanish to clarify some doubts of other students. When the teacher asked him about the new topic called “Gerunds”, he spoke all the time in Spanish. He always lacked the vocabulary and he asked his friends the meaning of words. Besides, he always had lack of interest during the class and did other activities and did not fill the new exercise in the book, having lost his book.

Student 11 - Observed from November 9th to 10th of 2015. This student could always perfectly understand the explanation of the teacher about the new topic called “connections of sentences”. Moreover, he always had a very good pronunciation during the oral exercises. Next, his English level is good and he was never nervous or afraid to say something in English. He participated in class all of the time and used sometimes the mother tongue to ask explanation about the meanings of new words. He sometimes had lack of vocabulary to do some written exercises about connections of sentences. He never showed lack of interest and he cooperated with the teacher in all the exercises. Finally, he was concentrated in filling the English book, and was ready to learn the way that his teacher told him.

Student 12 - Observed from November 9th to 10th of 2015. This student spent the time chatting on Facebook with his cell phone, sitting in the back of the class. The teacher scolded him but he always showed a rebellious attitude for that reason the teacher insisted that he pay attention in class. He never understood English, or pronounce the words. He showed nervousness when the professor asking something. He showed lack of vocabulary and lack of interest to learn. He used Spanish when he spoke and never filled the exercises in the book because he had a negative attitude and forgot his book.

Student 13 - Observed from November 16th to 17th of 2015. To begin with, the student came late to the class, and seemed to be sick. She appeared to not understand when the teacher was speaking in English the new topic about “adjectives used in teen’s lives”. She asked for a short explanation time and again, and the teacher gave her many examples. After that, she participated a few times in class and her pronunciation was not good and she was familiar with rules of Spanish writing and pronunciation. When she was trying to

read or write English, she transferred those Spanish rules to English, and make mistakes. She became nervous when the teacher asked her to improve her pronunciation. In addition, she manifested lack of vocabulary and could not complete some exercises. She also showed lack of interest in developing the new oral exercises. When the teacher asked her to use adjectives from her real life, she answered the oral exercise in Spanish. Finally, she was filling the exercise book copying from others.

Student 14 - Observed from November 16th to 17th of 2015. This student could understand only part of the explanation of the new topic about “adjectives used in teen’s lives”. She gave some ideas about her daily life using adjectives. She could not correctly pronounce the adjectives, and the teacher helped her to correct her pronunciation. She was always nervous to say the new adjectives in English. Some students were bothering her during the oral exercise. She showed lack of vocabulary as she could not write sentences using adjectives, for that reason she used a Spanish/English dictionary. She showed interest in class by participating in class activities. Although she always used her mother tongue to ask and answer questions but she showed a positive attitude. She also filled the written exercises in the English book.

Student 15 - Observed from November 23th to 24th of 2015. This student presented an exposition to reinforce the topic about “adjectives used in teen’s lives”. This student explained this topic because he got zero in the previous evaluation, so the teacher gave him a new opportunity to improve his score. During the exposition he pronounced some words very well. And he was not nervous because apparently he was ready. Besides, he never showed lack of vocabulary in his exposition because he investigated the topic well. When the teacher asked him some questions in English about his exposition, he sometimes could not understand the questions. So the teacher had to ask him again in Spanish. He used always his mother tongue to explain his classmates some exercises. He always asked his classmates to fill the activities in the English book. Finally the student got a good score and congratulations of his teacher.

Student 16 - Observed from November 23th to 24th of 2015. During those days the student participated in class activities all of the time. Although he only sometimes understood when the teacher spoke, and made a big effort to understand some words. He read his homework about the topic “ways to express future tense,” and his pronunciation was good. He was nervous and afraid to practice English in class because some restless

classmates created an uncomfortable environment for him. He showed some lack of vocabulary during the written exercises so he asked the teacher about some words that were new to him. He never manifested lack of interest in the class, and was working in the class, participating, practiced his pronunciation and listening to the English teacher. He was always filling the exercises in the English book and sharing his knowledge with some classmates.

Student 17 - Observed from November 30th to December 1st of 2015. The student could not understand the explanation of the teacher about the topic: “Express: desire, necessity and decision” because her level of English is low. This student could not do some exercises with the new topic, and the teacher asked to her to study and put more dedication in the English subject. She was never able to pronounce the words in English because she was really afraid and nervous. She did not even try to pronounce them. She also showed lack of vocabulary. She also showed lack of interest in class because she was doing her math homework. She seemed more interested to finish the assignment of other subjects. She always used Spanish in the class. When the teacher said that the exercises of the book will receive a score, she was copying answers from her friends to complete the English exercises. She showed that she did not feel the necessity to learn English because she liked to copy the information from others.

Student 18 - Observed from November 30th to December 1st of 2015. During those days, the student seemed tired and sleepy. She did not actively participate in the class. She could not understand when the teacher was explaining the new topic called: “Express: desire, necessity and decision.” She did not show desire to work and participate in the class. When the teacher asked her to read her sentences using desire, necessity and decision, her work was really bad and she did not correctly pronounce the words in English. Besides, she was really nervous and afraid to say a word in English. She manifested lack of her self-confidence. The teacher tried to motivate her with positive words but she remained unmotivated. She showed lack of vocabulary and could not do the written exercises. She always manifested lack of interest perhaps because she was too tired. Next, she used her mother tongue to ask something to her classmates and teacher. Finally, she was a passive student and never filled the activities of the English book in class and did not present her task to the teacher.

Student 19 - Observed from December 7th to December 8th of 2015. The student had an oral lesson, and he did it very well. It was obvious that the student had studied a lot. He had a good pronunciation and he always spoke the words correctly. He could always understand the instructions of the teacher and never felt nervous to speak in English. He participated all of the time giving his points of view and commentaries about the new topic using present perfect. He worked in pairs to do some exercises and help classmates. He sometimes showed lack of vocabulary regarding some words that were new to him. He used Spanish to explain the exercises to his classmate. The rest of the time he filled the exercises in the English book. He showed a lot of interest in learning and was a participatory student.

Student 20 - Observed from December 7th to December 8th of 2015. The student at times could not understand the teacher speaking in English about the new topic “Using present perfect.” She asked some questions to better understand the topic, using Spanish all of the time. She was not sure about her knowledge and showed lack of vocabulary to develop some written exercises and used a dictionary. When the teacher asked her read her sentences she was able to pronounce the words very well, although she was nervous reading her sentences. She sometimes showed lack of interest in the class because she was talking with her friend and did not continue doing the exercises. She was copying some sentences from her friend to fill the activity of the English book since the activity was scored by the teacher. She did not seem to learn the new topic and did not practice it in the class.

Student 21 - Observed from December 14th to December 15th of 2015. The student came late to class those days, and for that reason she did not understand the new topic. She could not understand when the teacher was giving some instructions about the new exercises related with the topic Idioms. When the teacher asked her to repeat the task, she could not pronounce the words in English. Besides she always was too nervous to say anything in English, she kept looking at the floor. She showed lack of vocabulary when the teacher asked her about the personal pronouns, she remained silent. She always showed lack of interest during the class because she was sending messages on paper to her friend. All of the time she was speaking in Spanish and never tried to say words in English. She never worked in her English book because she forgot to bring it.

Student 22 - Observed from December 14th to December 15th of 2015. This student participated and cooperated with teacher all of the time in class. Next, he added something of information that he found in the English book about the new topic called Idioms. He could partly understand the teacher's explanations and some instructions to carry out the new exercises. Also he was sometimes able to pronounce the sentences correctly. He felt a bit nervous and afraid to say anything in English. When he asked the teacher how he can say some words in English, his classmates laughed at him, making him very uncomfortable. Later, he sometimes showed lack of vocabulary during the class because he was asking the teacher about the meaning and explanation of some words. He never showed lack of interest though, and asked the teacher a lot of questions. He always spoke in Spanish when asking something of the teacher. In the end, he was always working in the book and completing the exercises and activities of English book in class.

Student 23 - Observed from December 21th to 22th of 2015. During those days this student did not present his homework and he came late to class. He did not understand the explanation of the teacher in English about the topic: "Becoming your dreams." In this topic the student had to write a role play using the tenses in real situations. When the teacher asked him to read about his role play, he could not pronounce the words in English. He read in the same way that he wrote his ideas. He felt nervous and told the teacher that he cannot speak in English and he wanted to use the Spanish language. He did not even try to use English. Besides, he had a poor vocabulary in English and always used the dictionary. He showed lack of interest in class and was doing the geography homework and kept drawing and painting maps. Finally, when the teacher said that the activities in the book will be scored, he started to copy the exercises of his friends to fill the tasks in the English book.

Student 24 - Observed from December 21th to 22th of 2015. The student could not understand the explanation of the teacher about performing a role play from the topic "Becoming your dreams." The student was required to use different tenses to create a dialogue. During the activity she could not write or pronounce simple sentences. Due to her lack of vocabulary she could not identify the personal pronouns: he, we, and you. For that reason she used the dictionary to find the meaning of those words. When the student was in front of the board, she was really nervous to say anything in English. She was restless with her hands all of the time. She showed lack of interest to learn in class because

she was with another student painting her nails taking advantage of the time that the teacher was focused on explaining some questions to other students. She spoke in Spanish most of the time. She did not fill the activity the teacher asked of the students, since she did not bring her book.

Student 25 - Observed from January 04th to 05th of 2016. The student did not ask anything about the new topic called: “Active Voice.” She was satisfied with the explanation of the teacher. This student did not check the activities in the English book to reinforce the new knowledge. When the teacher asked her to orally give a short summary about the topic, she did not understand the teacher. Some classmates helped her with the translation of the teacher’s question. She could not pronounce basic English words because she was too nervous and afraid to say anything in English. The teacher was very understanding, and helped her with the translation of difficult words. She showed lack of vocabulary and used a dictionary during the class. She showed lack of interest to learn the new topic because she was busy finishing the math homework. She only spoke in Spanish and did not show any effort to apply English in her activities. She used the book to complete the activities after the teacher told the students that the book will be scored. She copied the exercises of her classmates.

Student 26 - Observed from January 04th to 05th of 2016. During those days, the student participated in class. She understood a bit of the explanation of the teacher about the new topic: “Active Voice.” She asked many questions to reinforce her knowledge. She used Spanish all of the time to ask something. She also translated the instructions of the teacher to Spanish. When the teacher asked her to read her sentences, she pronounced some of the words in English correctly. She never showed nervousness or fear to say a few words in English. She sometimes had lack of vocabulary to develop exercises. She asked the teacher about words that were unfamiliar to her. She showed interest in the class, and was concentrated in the new topic and filled the exercises in the English book. This student was active and made a lot of effort to understand the foreign language.

Student 27 - Observed from January 11th to 12th of 2016. The student could not understand when the teacher was speaking in English, since he did not pay attention during the explanation of the new topic about the “Passive Voice.” The teacher asked him to choose four sentences from the English book, and proceed to the board to write them in the passive voice. The student could not pronounce the sentences and resolve them. His

pronunciation was not good and he did not try to repeat the words correctly after being corrected by the teacher. He was silent during the class because he seemed worried about something, he was really nervous to say anything. The student showed lack of vocabulary because he used his dictionary all of the time. He sometimes manifested the lack of interest to learn, and he looked very thoughtful and worried. He did not speak in English and he said his sentences in Spanish. He did not fill the activity about passive voice in the English book because he did not bring his book to work in the class.

4.1.2. ANALYSIS AND DESCRIPTION OF OBSERVATION GUIDE No 2

A second observation guide was used to find out general aspects about the teacher, students and the class. The purpose was to observe the daily problems in learning English in the classroom. The observations were performed on Mondays during the period September 2015 through February 2016.

To begin with the **aspects to consider in teacher observation** conducted on September 14th, 21st, 28th. October 5th, 12th. November 9th, 16th, 23rd 30th. December 7th, 14th, 21st, 2015. January 4th, 11th, 18th, 25th, and February 1st, 2016, **the results were:**

The teacher prepares the topic of the class on Mondays. She rarely uses resources to explain the new topics in the class. She spoke in English in the class only some of the times, and explained the topic to the class in Spanish. She created a comfortable environment in the class. She was always focused on the grammatical part and rarely used a good methodology. She only used the English book to teach, and promoted the participation of students in the class. She sometimes promoted the oral English practice in class, and at times maintained order and discipline in class. She was respectful and friendly with students.

The above teacher observation provides possible causes that produce problems in learning English. This teacher was focused on the Grammar and the use of English book all of the time. Under such circumstances, the students get into the habit of learning English by filling the books only. English language should be learned by practicing it as much as possible. It also does not help when the teacher speaks little English but uses Spanish to teach a foreign language. She does this because the students have a low level of understanding of the English language and their language skills are not development yet. Furthermore, the different teaching resources should be more frequently used due to they are very important tools for teaching. Resources, such as: flash cards, pictures, videos, music, etc, are very useful in the students learning.

After, there are **the aspects to consider in the observation of students**. Students could not understand the new topics explained by teacher in English. They sometimes asked for explanation when they could not understand something. They could not use English to express their ideas and tried to communicate. They felt uncomfortable speaking English in the class, and always spoke in Spanish. They only sometimes participated in the class

activities. They focused on filling the English books in every class. They rarely showed interest in learning because they were restless students and felt nervous to speak in English. They lacked the basic English vocabulary, and also made many grammatical errors. Their pronunciation needed improvement.

From the above, we can deduce some possible causes that produce problems in learning English with the students. Most of the students could not understand the topics explained by teacher in English, since they are accustomed to hearing the classes in their mother tongue. When the teacher spoke English, they could not follow anything and they asked the teacher to use Spanish. Even when the teacher explained in Spanish the students understood very little, since it was hard for them to understand the English grammatical rules. When the students were asked questions by the teacher, they spoke in Spanish due to their lack of English understanding. The students did not have options to learn English by the use of a different media, for example: using music, videos, pictures, internet, etc. They only learned by filling the English books in every class. Besides it was common to see that they lacked confidence, as they showed nervousness to speak in English; they moved their hands, looked at the floor, ceiling, board, and other parts of the classroom. With respect the students' pronunciation, they pronounced English words using Spanish rules of pronunciation. In spite of the oral corrections from teacher, the students committed the same error. It seemed that they thought in their mother tongue and translated word by word, made many grammatical errors and did not know the basic vocabulary. They consulted the dictionary and asked the teacher for help. Students sometimes participated and did not pay attention during the class as they were spending their time talking with others, playing, doing other assignments, etc. During the English class they seemed bored and lacked interest. Given the young age of the students, they felt restless and tried to do something to have fun.

Lastly, **the general aspects of the class**. There was order and cleanliness in the classroom, as well as there was the necessary furniture in the classroom. Besides, the classroom was always in good condition for the students to be taught English class. Finally, it was a suitable place to impart education through teaching in the classes.

Accordingly, the classroom was a suitable and comfortable place so that students can learn in the best conditions of the infrastructure at Unidad Educativa Yaruquies.

4.1.3. GENERAL OBSERVATION GUIDE.

Table Nro. 2: General Observation Guide.

ITEMS	Understand the teacher speaking English.			Pronounce the words in English.			Feel nervous and afraid to speak English.			Lack of sufficient vocabulary.			Lack of interest during the class, students do other activities.			Use of mother tongue in class.			Fill the English books in class.		
	FREQUENCY	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S	N	A	S
STUDENTS																					
1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	1	1	0	0	1	0	0
2	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	1	0
3	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0
4	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0
5	0	0	1	0	0	1	1	0	0	1	0	0	0	0	1	1	0	0	1	0	0
6	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0
7	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0
8	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1
9	0	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0
10	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1
11	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0
12	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
13	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
14	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
15	0	1	0	0	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	0	0
16	0	1	0	0	1	0	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0
17	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
18	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0
19	1	0	0	1	0	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0
20	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	1	0	0	1	0	0
21	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1

22	0	0	1	0	0	1	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0
23	0	0	1	0	0	1	1	0	0	1	0	0	0	1	0	1	0	0	0	0	1
24	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
25	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0
26	0	1	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0
27	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1
TOTAL	3	7	17	3	7	17	18	3	6	16	7	4	12	4	11	20	7	0	20	2	4

Source: Observation guide directed to students of primero de bachillerato at Unidad Educativa Yaruquies.

Elaborated by: Sandra Paulina Salazar Quilligana.

A= Always S= Sometimes N= Never

The general observation guide was applied to all students of primero de bachillerato at Unidad Educativa Yaruquies. The following final results were obtained:

Most of the students could not understand when the teacher was speaking in English, due to the fact that they have a low English proficiency level. It was clear that they have not developed their skills, like: reading, listening, speaking and writing. Also they could not do some exercises on the board and were talking in the class, playing with cell phones, pens, and wasting the time in other activities.

Some students understood the teacher and asked few questions but they asked the explanation in Spanish.

There were very few students who understood when teacher explained the topics and instructions in English. Some of them asked questions to reinforce the knowledge, when the explanation was not completely clear.

Most of the students were unable to pronounce the words in English. It was evident that they were really afraid and nervous. Although the teacher asked them, many times, that they repeat after her, the efforts were useless. Many students did not take seriously the classes and were laughing and making jokes of the English pronunciations. The teacher only asked them to study and put more dedication in the English subject.

Few students tried correcting their pronunciation and practiced to familiarize themselves with English, and the teacher motivated and encouraged them to not give up. A few times they were nervous and afraid because the others classmates were bothering them and making offensive jokes against the dedicated students.

It was observed that the majority of students had the lack of vocabulary since it was hard for them to develop the exercises in class. They used the Spanish/English dictionary all of the time. It became obvious when they could not identify the meaning of the personal pronouns in simple sentences.

Sometimes some students showed that they knew basic vocabulary in English and they did not have problems to write sentences.

There were very few students who did not have difficulties in the English vocabulary since the words were familiar to them. The teacher asked them to help the other classmates in the exercises.

When students were in class most of them also showed lack of interest in class because they were doing assignments of other subjects, listening to music with headphones, talking with others, playing with cell phones, telling jokes in a loud voice causing others to laugh, writing poems, drawing romantic hearts, painting the nails, and throwing small paper balls. When students were too restless the teacher threatened them with losing points for not participating in the class and for showing lack of interest to learn. The students became quiet when they felt threatened.

Only some of them were paying attention in classes by participating in class activities and had a positive attitude to create a nice work environment. The teacher rewarded them with extra points. Teacher gave the same opportunity to the students that were not interested in the class to win points but those students do not care. The majority of students observed used the mother tongue all of the time to communication with others. They asked and answered questions in Spanish and asked the teacher to repeat the explanations only speaking Spanish because they were not feel good with English. In that way the teacher had to apply Spanish in classes and translated the activities and readings the English book letter by letter.

There were very few students tried to speak in English during the classes. When they did know how say something in English, they asked for some help their teacher.

Most of the students were filling the English book in class because that book was the unique tool of work of the teacher and students. That book has many tasks, exercises, readings, and more activities to work in class. The teacher at the end of every class put a score to every student in their book. Many students was copying answers from their friends to complete the tasks and they did not feel the necessity to learn English.

Few students made an effort to complete the tasks and more activities honestly. They wanted to show how many they had learned.

Also some students never brought their books to class because they expressed that had lost them. Then they spent the time in activities without benefit.

4.2. SURVEY DESCRIPTION OF STUDENTS TO BETTER UNDERSTAND THE PROBLEMS OF LEARNING ENGLISH.

The survey provided more pertinent information and helped to better understand the problems of learning English.

The First Question: What are the problems you encounter in learning English?

Most of the students have a clear concept about problems in learning English. They identified the option b) as the appropriate answer. Option B was: There are factors that affect in the way that a person understands, remembers and responds to the new knowledge.

Few students were confused with the topic about the problems in learning English.

The results were:

Question Nro. 1

- a) 0
- b) 21
- c) 06

Total: 27 students

The Second Question: Do you like the English subject?

An overwhelming number of the students responded: Yes. They indicated that they like the English subject for the following reasons:

- It is a language more useful in the world. There is the opportunity to travel and to know other cultures.
- It is interesting and fun to learn English.
- It is a nice language and it is important to know it.
- It can understand the messages that people the other countries share in the world.
- It is a language very recognized around the world.
- It is an amazing language and it help us to understand the ideas from others.
- It helps us to develop the knowledge learning different fields of the science.
- It help us to get some better jobs opportunities.
- We can learn new things and understand the foreign people from U.S.A and Europe.
- It opens new doors to be successful in life.
- We can get a scholarship and go to other countries.
- It gives the opportunity to change our lives and go ahead in life.
- It helps us to learn about strange cultures.
- It helps us to think and reason in the way of speak. Also English is a polite language.
- It helps us in the communication with foreign people.
- It allows us to make many friends around the world.
- It is a dynamic language.
- It helps us to know new ways of explore the world.
- It helps us to don not feel afraid to learn new things.
- It is important to choose my future career.

- It helps us to know interesting and curious things of other countries.
- It helps us to face and overcome obstacles in the globalized world.
- It allows us to create our own international enterprise and make many international business.

Few students wrote: No, for the following reasons:

- It has many rules and it is too complicate understand it.
- It is hard to write and pronounce correctly the strange words.
- The pronunciation is very different of writing and it is complicated language.
- It is not an interesting language and many people lost their time learning it.

The results were:

Question Nro. 2

Yes: 23

No: 04

Total: 27 students

The Third Question: Do you feel comfortable when your teacher speaks in English?

The most of the students responded: No. They said that they do not feel comfortable when the teacher speaks in English in the classes. All students expressed that they cannot understand the explanation of a new topic and feel disappointed and they learn nothing. Also they do not understand the meaning of the words because they do not know the principal English words and basic vocabulary. It is better that teacher translates the words to Spanish word by word.

Few students said: Yes. They said that they feel comfortable when the teacher speaks in English. They indicated that it is better that the teacher explains the topics in English, that way students can learn better and develop listening and speaking skills. Besides it is very good that way as the teacher gives her explanation, so that we have a meaningful learning experience.

The results were:

Question Nro. 3

Yes: 23

No: 04

Total: 27 students

The Fourth Question: How often do you have problems in learning English in the classroom?

Most of the students selected: Sometimes. That is to say, sometimes they have problems in learning English in the classroom.

Only a few students chose always or rarely they have problems in learning English in the classroom.

The results were:

Question Nro. 4

Always: 02

Sometimes: 18

Rarely: 07

Never: 0

Total: 27 students

The Fifth Question: Which of these aspects is the most difficult for you to learn in class?

Most of the students preferred the option a) and b). They indicated that the most difficult aspects to learn in class are: listen, understand the words from the teacher and pronounce the words and complete sentences.

Few students chose the options c) and d). They indicated that the most difficult aspects to learn in class are: remember new words and use them in sentences or phrases. And even fewer students picked the option d) which was to read and understand the meaning of a short reading.

The results were:

Question Nro. 5

- a) 09
- b) 10
- c) 05
- d) 03

Total: 27 students

The Sixth Question: Which language skill is the most difficult for you?

Most of the students picked the option e). The students indicated that all language skills are difficult for them.

Few students chosen the options: a), b) c) and d). These students indicated a specific language skills most difficult for them, as: reading, speaking, listening and writing.

The results were:

Questions Nro. 6

- a) 03
- b) 02
- c) 02
- d) 04

e) 16

Total: 27 students

The Seventh Question: Which of these problems can you identify with?

Most of the students elected the option b) and c). The students identified with the problems of vocabulary because they do not have enough vocabulary and it is hard to memorize it. Also they have problems in the pronunciation, and they need to improve on it.

Few students chosen the options: a), d), e), and f) they have problem of understanding what they hear, they feel nervous, afraid to speak in English. They cannot express their ideas in English, and make many mistakes in grammar.

The results were:

a) 03

b) 09

c) 10

d) 01

e) 01

f) 03

Total: 27 students

The Eighth Question: Which of the following problems could be causing you difficulties in learning English in the classroom?

Most of the students selected the options: c), e), and h). They indicated that the problems that could be causing the difficulties in learning English are: Not enough oral English practice in class, systematic interference of mother tongue and lack of vocabulary.

Few students chosen the options: b), d), f), and others. They indicated that the problems that could be causing the difficulties in learning English are: lack of English environment in class, too much focus on grammar and lack of concentration. In the option “Others” or other problems, a couple of students explained that possible problems are the few hours (4 hours per week) provided for English learning.

The results were:

a) 0

b) 01

c) 07

d) 03

e) 06

f) 02

g) 0

h) 06

i) 0

j) 0

k) 0

l) 0

Others: 02

Total: 27 students

The Ninth Question: What educational material is used by your teacher?

Most of the students elected the option a). They indicated that the educational material used by the teacher is the books.

Few students chosen the options: b) and d). They indicated that the educational material used by the teacher are: flash cards, tape recorder and CDs.

The results were:

a) 24

b) 02

c) 0

d) 01

e) 0

Total: 27 students

The Tenth Question: Do you think that English will be useful for your future?

Most of the students preferred the option: Yes. They explained that English will be useful for their future professions to work in an international company. Also it will be useful to have a better living standard. Some mentioned the possibility of travel around the world and better communication. Also English could help to promote foreign tourists to come and see the wonders of Ecuador. It could help get a scholarship to study in U.S.A or England to get a Master's Degree. Also it could help to provide more opportunities to get an excellent job and better salary.

Few students chosen the options: No. They explained that English will not be useful because they do not like English and they will never use it in their future professions in life.

The results were:

Question Nro. 10

Yes: 25

No: 02

Total: 27 students

The Eleventh Question: Do you practice English outside of high school?

Most of the students selected the option: No. They explained that they do not practice English outside of high school due to the shame they feel to speak in English in front of folks. They cannot speak in English and do not have someone to practice it with. It is too difficult of speak and pronounce it. They cannot understand English and prefer to use Spanish. They are focused in other things and do not have vocabulary. They think their English level is low. They cannot master English. They do not feel motivated and have lack of interest.

Very few students chosen the options: Yes. They explained that they practice English outside of high schools because they take an English course in the afternoons and practice with people that know English.

The results were:

Question Nro. 11

Yes: 02

No: 25

Total: 27 students

4.3. DESCRIPTION OF THE STUDENTS INTERVIEW.

As part of this research, some interviews were conducted of students with low as well as high academic achievement in the English subject. The purpose of these interviews was to find out the real problems in learning English in the classroom.

The students with low academic achievement expressed:

They have been studying English subject for seven or eight years during their elementary and high school.

Some students did not have any idea about the problems in learning, they seemed completely confused and gave some incoherent ideas.

Only few students gave a clear concept about problems in learning. They explained that the problems are obstacles to learning, and difficult situations that do not permit to learn and to become successful in life.

Most of the students agreed that English classes are interesting, positive and dynamic but they do not pay attention and show interest to learn something new, due to the fact that they are focussed on other things.

Moreover, the students explained that they feel good and comfortable during the class because the teachers creates a good environment and provides understanding.

Most of students described that they are having problems in learning English and their problems are: lack of attention in class, forgetting the vocabulary, inability to speak and pronounce English, lack of training, inability to understand anything, feeling stressed and nervous.

Most of the students manifested that they have had problems in learning English because they do not make an effort to learn, do other homework in class, spend the time with cell phone to chat in Facebook or talking with friends, lack of a good motivation, lack of support of the teacher, personal problems, think English will not be important in their lives, and do not like English.

Most of the students were really happy with this question on the student survey: How can your English teacher help you to overcome the problems in your learning? They explained that the best help would be that their teacher pay attention to them as a friend, and dedicate

part of her time to hear them. They really need advice and an adult guidance so they do not feel alone during the long process of learning.

The students with high academic achievement said:

They have been studying English subject for seven, eight and ten years during elementary and high school.

They had clear ideas related to problems in learning. Students indicated that there are negative factors, difficulties that do not help during the teaching and learning process for that reason exist sometimes failure in the education.

Students agree that they love the English classes because it is really wonderful to learn a different language to communicate with others around the world. Also the English classes are entertaining.

Besides, they feel quite excited, and something nervous to learn a new topic because they know that they learn the best.

Also they are having problems in learning English and their problems are: lack of speaking, of pronunciation, lack of vocabulary, cannot understand the difference between some words and cannot read in English.

They said that the problems to learn English in the classroom are: there is not a real English environment because all of the time students speak in Spanish, even the teacher uses Spanish when the students do not understand. Also students are dedicated to fill the English book most of the time. Lack of a motivation and lack of a real personal dedication, causes them to not concentrate on learning during the class. Also they have fear to make mistakes in front of classmates and teacher.

Finally, the students described that they would like that the teacher help them to overcome their learning problems using good motivations every class, like, give extra points for the effort, and give advice like a friend. Repeat the explanation of the topic the times that are necessary and dedicating some hours to help one-on-one. It would also help to not use the English book all of the time. It would be better to learn using other resources, for example, videos, music, pictures, etc.

4.4. DESCRIPTION OF THE TEACHER INTERVIEW.

In order to investigate the problems in Learning English in the classroom, an interview was conducted with the English teacher of primero de bachillerato at Unidad Educativa Yaruquies. She has four years of experience as an English teacher.

The teacher has a clear concept about problems in learning due to situations that do not allow the personal development of the students in a productive environment. For that reason students create their own world and they do not allow someone to help them. Moreover the activities prepared by teacher are sometimes useless because some students show a negative attitude regards learning.

Furthermore, the teacher explained that her experience as an English teacher gives her the feeling that the problems in learning English in the classroom are due to lack of interest to learn a foreign language. During the classes, the students are playing with cell phones, talking to others, doing assignments for other classes, etc. They use Spanish all of the time because students do not like to listen to the explanations in English, and they do not make the effort to speak in English either. They feel afraid and nervous when speaking, since many students react very negatively when they listen to something in English.

The teacher also stated that the possible causes that produce these problems in learning English are familiar because some students feel depressed and disappointment to continue with their studies. They lack confidence in themselves because they think in a negative way and believe that English is a complicated language, due to its pronunciation being completely different from the writing; they are accustomed to very different rules of pronunciation in their native Spanish.

She added that the Ministry of Education rules do not permit teaching of English language during the first years of education. English is taught from high school until college, for that reason students do not have enough background to get to a high English level. Moreover the students only have to fill the books, this way the English teachers are limited in their ability to help develop the students' skills. Even there are not English laboratories and technology to reinforce this foreign language.

Furthermore the lack of motivation is a possible cause that creates problems during the learning, because some teachers do not like to prepare games or fun activities before the

start of the class. The students need to be relaxed and comfortable in a pleasant environment. Sometimes, some teachers are angry and shout at the students.

Finally, the teacher explained that the best way for helping to the students to overcome the obstacles in learning English in the classroom is to listen to them and give them attention and give them advice because many students have hard lives. They really need to be heard by adults and it is necessary to take care of the psychological part of the student. The English teacher should be a teacher and a psychologist at the same time. Besides, it is very essential to be a friend of the student and dedicate one or two extra hours to help them to reinforce the topic that they could not understand. In this way students will have self-esteem and overcome their difficult obstacles in life and during learning.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS.

5.1. CONCLUSIONS.

-Most of the students could not understand when the teacher was speaking in English, due to the fact that they have a low English proficiency level. They are accustomed to being spoken to in the class in their mother tongue. This is evidence of what is known as “linguistic interference of Spanish.”

-Most of the students were unable to pronounce the words in English due to their unfamiliarity with this foreign language. Many times they pronounced the English words in the way as they would be pronounced with the Spanish rules.

-The majority of students lacked vocabulary and it was difficult for them to do the exercises in class. For this reason they needed help from the Spanish/English dictionary.

-Students were afraid and nervous when they had to say something in English. Due to this fear, they could not say anything and would stare at the floor, ceiling, and board, moving and touching their hands.

-Most of the students showed lack of interest in the class because they were doing activities such as: assignments of other subjects, listening to music with headphones, talking with each other, playing with cell phones, telling jokes in a loud voice causing others to laugh, painting their nails, throwing small paper balls, etc.

-Most of the students were filling the English book in the class because that book was the unique medium of teaching and learning every class. At the end of the class the teacher assigned a score.

5.2. RECOMMENDATIONS.

-It is important for the students get used to listening to English in the class, and the teachers should only speak in English. They should spend a minimum of three hours per day to listen to English even if they do not understand it. It is very important that the brain become more familiar with the foreign language.

-The students should practice more English to improve their pronunciation with different activities such as: listening and singing songs, watching movies or the videos of their preference, and repeating tongue twisters. In that way they can familiarize themselves with more vocabulary and improve their pronunciation.

-The students should make a list of unfamiliar words for themselves with flashcards and study and put into practice those words in their daily activities. Also they should use simple games to increase vocabulary, for example Simon says, to learn the parts of the speech in a natural way without need of memorizing.

-The students should trust themselves and have confidence that they can talk in English. It is also really important to not be afraid to make mistakes because everybody can learn a lot from their own mistakes, and overcome obstacles in personal life.

-The students should realize the importance of learning English and the benefits of this language in the globalized world. They should take advantage of every class to ask questions of the teachers and practice it more and more. Moreover it is important that teachers should motivate students all of the time and prepare entertaining classes with activities that occupy the attention of the student, so they do not become bored.

-It is recommending that teachers use other resources, besides the book, to work in the class during the learning and teaching process. The book is a good option but it is not necessary to use it every day because the students only get used to filling the books, and still not able to develop their language skills sufficiently. For that reason it is better that the teachers use role plays, games, music, and interesting activities from Internet, etc. to get a more effective English learning.

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TOTAL																						

A= Always S= Sometimes N= Never



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS**

7.1.2. OBSERVATION GUIDE TO APPLIED TO THE STUDENTS AND TEACHER OF PRIMERO DE BACHILLERATO AT UNIDAD EDUCATIVA YARUQUIES.

OBJECTIVE: To observe the daily problems in learning English of the students and teacher into the classroom.

DATE: _____

TOPIC OF THE CLASS: _____

A=Always	S=Sometimes	R=Rarely	N=Never
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ASPECTS TO CONSIDER IN TEACHER OBSERVATION	Assessment			
Prepared for the class topic?				
Resource used to explain the class?				
Speaks English throughout the class?				
Explains the topics of class in Spanish?				
Uses a good methodology?				

Creates a comfortable environment in class?				
There is much focus on the grammatical part?				
Uses books to teach English?				
Promotes the participation of students during class?				
Promotes oral English practice in class?				
Maintains order and discipline in the classroom?				
Is respectful and friendly to students?				
ASPECTS TO CONSIDER IN THE OBSERVATION OF STUDENTS	Assessment			
Understand the topic of class explained by teacher?				
Ask questions when they have some doubts?				
Pay attention during class?				
Use English to express their ideas and communicating in class?				
Feel comfortable in English class?				
Speak Spanish all of the time in class?				
Like to participate in class?				
Focus on fill English books during class?				
Show interest in learning?				
Feel nervous to speak in English?				
Unknown basic vocabulary used in English?				

The pronunciation of the student needs improvement?				
Make many grammatical errors?				
Respect the teacher?				
Respect each other?				
GENERAL ASPECTS OF THE CLASS	Assessment			
There is order and cleanliness in the classroom?				
There is necessary furniture in the classroom?				
The classroom is in good conditions?				
The place is suitable to hold classes?				
TOTAL:				

7.2. SURVEY TO STUDENTS.

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

STUDENTS' SURVEY ON THE PROBLEMS IN LEARNING ENGLISH.

Goal: The main objective of this survey is to collect data about the problems in learning English in the classrooms encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015 - February 2016.

Instructions:

These questions are designed to find the problems encountered by you in learning English in the classroom:

-You are not required to write your name.

-Put an X or ✓ in the option that you consider the most appropriate.

1. - What are the problems you encounter in learning English?

- a) There are negative situations that can cause a student to have difficulties to learn and use his/her abilities during the learning and teaching process. ()
- b) There are factors that affect in the way that a person understands, remembers and responds to the new knowledge. ()
- c) A learning problem is a general term that describes a specific learning problem. ()

2. - Do you like the English subject?

- a) Yes ()

b) No ()

Please explain your answer.....

3. - Do you feel comfortable when your teacher speaks in English?

a) Yes ()

b) No ()

Please explain your answer.....

4. – How often do you have problems in learning English in the classroom?

a) Always ()

b) Sometimes ()

c) Rarely ()

d) Never ()

5. - Which of these aspects is the most difficult for you to learn in class?

a) Listen and understand the words from teacher ()

b) Pronounce the words and complete sentences ()

c) Remember the new words and use them in sentences or phrases ()

d) Read and understand the meaning of a short reading ()

6. - Which language skill is the most difficult for you?

a) Reading ()

b) Speaking ()

c) Listening ()

d) Writing ()

e) All skills ()

7. - Which of these problems can you identify with?

- a) Listening: I cannot understand people speaking English. ()
- b) Vocabulary: I do not have enough vocabulary and it is hard to learn it. ()
- c) Pronunciation: I cannot pronounce the words and I need to improve it. ()
- d) Confidence: I feel nervous and afraid to speak in English. ()
- e) Speaking: I cannot express my ideas in English because I don't feel ready to speak.
()
- f) Grammar Mistakes: I make many errors because I don't know how to use correctly the tenses in English. ()

8. - Which of the following problems could be causing you difficulties in learning English in the classroom?

- a) The lack of preparation of English teachers. ()
- b) Lack of English environment in class. ()
- c) Not enough oral English practice in class. ()
- d) Too much focus on the grammatical part. ()
- e) Systematic interference or use of mother tongue. ()
- f) Lack of concentration. ()
- g) Lack of interest. ()
- h) Lack of vocabulary. ()
- i) Lack of English skills on the part of the teacher. ()
- k) Lack of good methodology of the teacher. ()
- l) The use of books all of the time. ()
- Others.....
-

9. - What educational material is used by your teacher?

- a) Books. ()
- b) Flash cards ()
- c) Pictures. ()
- d) Tape recorder and CDs. ()
- e) Videos. ()

10. - Do you think that English will be useful for your future?

- a) Yes ()
- b) No ()

Please explain your answer.....

11. - Do you practice English outside of high school?

- a) Yes ()
- b) No ()

Please explain your answer.....

THANK YOU SO MUCH!

7.3. INTERVIEW SHEET TO TEACHER.

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CARRERA DE IDIOMAS

INTERVIEW SHEET TO TEACHERS

To investigate the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015- February 2016.

Full name of the interviewee:

Position or role:

Date:

1. - How many years of experience do you have as English teacher?

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.....

2. - What do you understand by problems in learning?

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.....
.....

3. - From your experience as English teacher, which do you think are the problems in learning English in the classroom?

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4. - What is your understanding of the causes or factors that create problems in learning English in the classroom?

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.....

5. – How do you think you can help the students to overcome the obstacles in learning English in the classroom?

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

THANK YOU SO MUCH

7.4. INTERVIEW SHEET TO STUDENTS

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

INTERVIEW SHEET TO STUDENTS

To investigate the problems in learning English in the classroom encountered by the students of primero de bachillerato at Unidad Educativa Yaruquies, in the Riobamba canton, Chimborazo province, during the academic period September 2015- February 2016.

Full name of the interviewee:

Position or role:

Date:

1. - How many years have you been studying English in the high school?

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2. - What do you understand by problems in learning?

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3. - What do you think about the English classes?

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4. – How do you feel during the English classes?

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5. – Are you having any problems in learning English?

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6. - What are your problems in learning English?

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7. - Why do you have problems to learn English in the classroom?

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8. - How would your English teacher help you to overcome these problems in your learning?

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.....
.....

THANK YOU SO MUCH

7.5. PHOTOS.









