

**NATIONAL UNIVERSITY OF CHIMBORAZO**



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

**LANGUAGES CAREER**

Work presented as requirement for obtaining the Bachelor's degree as  
“Licenciado en Ciencias de la Educación, Profesor de Idiomas Inglés”

**TITLE:**

**CONTRASTIVE ANALYSIS OF THE ENGLISH TEACHING –  
LEARNING PROCESS BETWEEN “JUAN DE VELASCO” HIGH  
SCHOOL (PUBLIC INSTITUTION) AND INSTITUTE OF FOREIGN  
LANGUAGES ILE (PRIVATE INSTITUTION), IN THE CITY OF  
RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC  
PERIOD SEPTEMBER – DECEMBER 2018.**

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## **GENERAL ASPECTS:**

- **THEME:**

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**UNIVERSIDAD NACIONAL DE CHIMBORAZO**

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**COMMITTEE MEMBERS CERTIFICATE**

**TITLE OF RESEARCH WORK:** CONTRASTIVE ANALYSIS OF THE ENGLISH TEACHING – LEARNING PROCESS BETWEEN “JUAN DE VELASCO” HIGH SCHOOL (PUBLIC INSTITUTION) AND INSTITUTE OF FOREIGN LANGUAGES ILE (PRIVATE INSTITUTION), IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD SEPTEMBER – DECEMBER 2018.

Work presented as requirement for obtaining the Bachelor’s degree of “Licenciatura en Ciencias de la Educación, Profesor de Idiomas Inglés”. It has been approved by the Committee Members at Universidad Nacional de Chimborazo. In constancy with all exposed sign:

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## **AUTHORSHIP**

I, Stéfany Micheel Díaz Andrade, student of Languages Career, declare to be the only author of this research work named:

**CONTRASTIVE ANALYSIS OF THE ENGLISH TEACHING – LEARNING PROCESS BETWEEN “JUAN DE VELASCO” HIGH SCHOOL (PUBLIC INSTITUTION) AND INSTITUTE OF FOREIGN LANGUAGES ILE (PRIVATE INSTITUTION), IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING ACADEMIC PERIOD SEPTEMBER – DECEMBER 2018.**

The ideas, opinions or commentaries in this document are responsibility of the author.

Riobamba, 04 de Diciembre de 2018.



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*Stéfany Díaz Andrade*

## **DEDICATION**

I dedicate this work to God for his blessing, care, guide, and daily protection.

To my parents and my sister who are the pillars that hold my life. They guide me with experience, love and example. They have supported me through the good and bad times. They have showed me how to fly without losing the floor. Moreover, they always encourage me to achieve my goals.

To my teachers who have been such a great support and inspiration along my personal and professional development.

*Stéfany Díaz Andrade*



## ABSTRACT

English has become the Lingua Franca of the 21<sup>st</sup>, thus it is considered as the official language for global communication. Therefore, learning English language is crucial for personal and professional development. Based on our social context, through a previous analysis it was determined as a problem that students from public institutions reflect a lack of EFL competence. Despite of learning this language for several years as a mandatory subject established in the National English Curriculum. However, it has been shown that students who opt for an academy in the private sector develop an EFL domain. Hence, this study focuses on making a diagnosis of how the English teaching – learning takes place both in the *Unidad Educativa "Juan de Velasco"* as in the Institute of Foreign Languages ILE, both institutions located in the city of Riobamba, Chimborazo Province, during the academic period September - December 2018. In order to achieve the objectives set, 15 students from Intermediate Level of Institute of Foreign Languages ILE and 15 students from First Year of Baccalaureate of *Unidad Educativa "Juan de Velasco"* (night shift) were taken as a population. The type of study carried out is from qualitative nature with an exploratory level; while, the qualitative method employed is ethnographic. In addition, a non-participatory observation technique was used since the researcher plays a passive role; and an observation guide was applied in order to collect reliable information. The results of this research are reflected through a contrastive analysis between the methodologies applied in both institutions. Finally, it is essential to add that the present research could be used as a reference for future investigations in order to look for strategies to improve the learner's English level in our context.

**Key words:** contrastive analysis, communicative competence, teaching-learning, private institution, public institution, observation, diagnosis, EFL.



## RESUMEN

El inglés se ha convertido en Lengua Franca siglo XXI, es decir que por medio de este idioma se puede lograr comunicación universal. Por lo tanto, aprender inglés es indispensable para el desarrollo personal y profesional de los seres humanos. En nuestro contexto social, por medio de un análisis previo se determinó como problema, que los estudiantes de las instituciones públicas no reflejan un aprendizaje significativo del idioma Inglés, ni desarrollan una competencia comunicativa del mismo, pese al recibir por varios años este idioma como asignatura obligatoria en su currículo. Sin embargo, se ha evidenciado que los estudiantes que optan por una academia en el sector privado sí desarrollan un dominio en este idioma. Por lo cual, este estudio se centra realizar un diagnóstico del proceso de enseñanza – aprendizaje del Idioma Inglés tanto en la Unidad Educativa “Juan de Velasco”, como en el Instituto de Lenguas Extranjeras ILE, ambas instituciones localizadas en la ciudad de Riobamba, Provincia de Chimborazo durante el periodo académico septiembre- diciembre de 2018. Para la consecución de los objetivos planteados se tomó como población a 15 estudiantes de nivel intermedio del Instituto de Lenguas Extranjeras ILE y 15 estudiantes de Primer Año de Bachillerato de la Unidad Educativa “Juan de Velasco” (sección nocturna). El tipo de estudio realizado es de carácter cualitativo con nivel exploratorio; mientras que, el método empleado es cualitativo de carácter etnográfico. Se utilizó una técnica de observación directa no participativa ya que el investigador protagoniza un rol pasivo; el instrumento de recolección de datos es guía de observación. Los resultados arrojados por esta investigación son reflejados mediante un análisis contrastivo entre la metodología aplicada en ambas instituciones. Finalmente, es esencial agregar que el presente trabajo podría ser utilizado como una referencia para futuras investigaciones que tengan como objetivo encontrar estrategias que permiten mejorar la realidad del nivel de inglés que se refleja en nuestro contexto.

**Palabras Clave:** análisis contrastivo, competencia comunicativa, enseñanza-aprendizaje, institución privada, institución pública, observación, diagnóstico.

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## INTRODUCTION

English is considered as a universal language; therefore its knowledge seems to be crucial. English is necessary for personal and professional growth. Nowadays, it is one of the most important languages around the World due to the communicative, educational, economical and working purposes in which English language is the official one.

Pie (2015) has rightly remarked, “Language is considered to be an index of intelligence, culture and personality.” Nowadays, it is indisputably essential to learn English as a second language since it is considered as the Language of International Communication. So, that helps human cooperative work as an important instrument for the society.

Based on this background, in Ecuador, English is the foreign language that is officially taught both in private as in public educational establishments (Avila, 2010). The Ministry of Education (MinEduc) has established that English must be taught compulsorily from the second grade of Basic Education (EGB) to the third year of baccalaureate in public and private institutions of the country in order to provide to Ecuadorian students more academic, cultural, educational and economic opportunities. The agreement, aims to Ecuadorian students at the last year of high school reach B1 level of English proficiency based on the Common European Framework of Reference for Languages.

Despite of this agreement, the reality shows that in Ecuador there is a 'low level of English', according to “Education First” (2017) report. However, in our context there are two main types of institutions available to learn English, such as private and public institutions. But, most of learners prefer to go to private institutions to acquire a higher English competence. Therefore, the aim of this project is to discover why students in private institutions learn English in a more meaningful way than students in public institutions, even if they have the same number of English periods. The contrastive analysis will be developed in order to recognize how EFL teaching - learning process influences the students’ communicative skills in English.

This research project will be performed at *Unidad Educativa “Juan de Velasco”* (from night shift) and ILE (Institute of Foreign Languages), which are located in the city of Riobamba, Chimborazo Province. The research will take place during academic period September – December 2018.

According to this research purpose, there will be applied observation files, which identify the different approaches, methods, techniques, materials, and classroom activities applied by English teachers along the lessons and how effective they are to reach a proficiency in English language.

Finally, the results will be analyzed to diagnose the strengths and weaknesses in the methodological process in both institutions. Consequently, it this gives the opportunity to open future investigations to provide solutions to deal with the lack of communicative competence in students who learn English as a foreign language at public schools.

This study has been systematized into five chapters that are consequently exposed:

- ❖ **Chapter I:** Referential framework, problem statement and the general and specifics objectives jointly the justification.
- ❖ **Chapter II:** Theoretical aspects of English teaching - learning process.
- ❖ **Chapter III:** Methodological framework which submit the design and type of the research, population and sample, techniques and instruments for data collection, and the procedure for the analysis and interpretation of results.
- ❖ **Chapter IV:** Analysis and interpretation of results.
- ❖ **Chapter V:** Conclusions and recommendations.

## CHAPTER I

### 1. REFERENCE FRAMEWORK

#### 1.1 PROBLEM RESEARCH

Students in public institutions reflect lack of knowledge and communicative skills in English language.

#### 1.2 PROBLEM DEFINITION

In Ecuador, English is the official foreign language taught in private and public institutions (*Avila, 2010*). According to the EFL curriculum for the BGU sublevel which is clearly aligned to CEFR standards. “The curriculum intends to develop learners who are effective listeners and speakers, learners who can evaluate and analyze information in a variety of ways using a variety of skills, learners who can respond appropriately in a range of social interactions and learners who are critical and creative thinkers. Along these lines, the EFL curriculum for BGU has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A2.2 to B1.2 of the CEFR.” (*Ministerio de Educación del Ecuador, 2010*).

Due to this background, it is important to understand that Ecuadorian students do not reach the proficiency level of English language. In fact, the international company specialized in EFL education “Education First” carried out a study named “Index of English Level” (2017), which showed that Ecuador is ranked 55 out of 80 countries with a score of 49.42 out of 100. This report evidenced that Ecuador is positioned in the group of countries in which there is a low level of English proficiency (Education First, 2017).

In our context, there are different types of institutions to learn English, such as: Public and private (academies). Whence, it is prominent to analyze how students learn in both types of institutions because there has been evidence that students in private institutions reflect meaningful English achievement, however, students in public sector do not. Davies (2009) mentions a comparative study between the levels of English achieved by graduates of public sector and the private sector. The investigations results exposed that 7% of the students from



public institutions showed a higher level of English; while 78% showed a low level. In contrast, in the private sector, only 16% was at the basic level, and 41% reflected a higher EFL level.

Unfortunately, there are only few studies focused on understanding the hole between the quality of EFL learning both in public as in private educational establishments (*Mejía, 2016*). Therefore, to comprehend which variables really affect effective learning will be necessary in order to use the available resources more efficiently to achieve the national bilingualism sought.

In addition, it is necessary to bear in mind that the exposed problem is noticeable in institutions in the city of Riobamba. In addition, based on researcher's experiences while studying and performing pre-teaching practices, it is visible the lack of communicative competence in students who learn English as a foreign language at public schools from the locality. On the other hand, EFL students from academies (private institutions) are able to communicate on their own. Therefore, this research project focuses on identifying the main reasons why English learners reach a meaningful knowledge in private institutions; nevertheless, in public schools they do not.

Finally, it is necessary to punctualize that the present study is not focused on proving which methods, approaches, didactic materials or activities are "better" for teaching or learning English. However, there is range of options displayed which are being applied both in private as in public institutions to reach the results they reflect.

### **1.3 PROBLEM FORMULATION**

Why public sector students do not achieve significant learning of the English language if they learn this language for several years in a row, with six hours a week; whereas in the particular academies in a period of approximately one year and a half, with the same number of hours do they reflect a significant learning of it?

### **1.4 GUIDING QUESTIONS**

- Why are students unable to communicate in English?
- How is the teaching-learning process carried out in public and private institutions?
- How to improve the teaching - learning process of English language?

- Which approaches, methods, techniques and activities are adequate to achieve meaningful learning?
- What kind of didactic material is required in an English class?

## **1.5 OBJECTIVES**

### **1.5.1 GENERAL OBJECTIVE**

- To analyze the English teaching – learning process between “*Juan de Velasco*” high school (public institution) and Institute of Foreign Languages ILE (private institution), during academic period September – December 2018.

### **1.5.2 SPECIFIC OBJECTIVES**

- To identify how the methodological process is being developed, both in public as in private institutions.
- To analyze the approaches, methods and classroom activities applied along the lessons.
- To recognize the type of didactic material that is being used to teach English.

### 1.5.3 OBJECTIVES OPERACIONALIZATION (TABLE)

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
METHODOLOGY	How is the English teaching-learning process carried out in public and private institutions?	Which approaches and methods are adequate to achieve meaningful English learning?	To analyze the English teaching – learning process between “Juan de Velasco” high school (public institution) and Institute of Foreign Languages ILE (private institution), during academic period September – December 2018.	To identify how the methodological process is being developed, both in public as in private institutions
		Which activities and material enhance the communicative competence development?		To analyze the approaches, methods and classroom activities applied along the lessons.
				To recognize the type of didactic material that is being used to teach English.

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## 1.6 JUSTIFICATION

From a social perspective, this research allows to know how is the English level in our context, since it is a vital element to be a competent person in the globalized world we live in which English is seen as the Lingua Franca for universal communication. Thus, it is absolutely necessary to learn this language in order to develop a communicative competence and proficiency in the EFL. Based on this background, the Ecuador Ministry of Education has established English as an obligatory subject in public and private institutions of the country. So, Ecuadorian students at the last year of high school are supposed to reach B1 level of English proficiency based on the Common European Framework of Reference for Languages.

Furthermore, the research is useful for the institutions of the locality. Though analyzing that learning a language requires a methodological process, which embraces a set of concepts such as: approaches and methods, class development, didactic material, and activities, teachers are up to decide the methodological process they want to apply. However, it has been noticeable that students who learn English as a foreign language at public schools from the locality do not reach the same language achievement than students from academies (private institutions). Therefore, analyzing contrastively the English teaching – learning process applied in private and public institutions from the locality is essential.

The research is also important due to as a future teacher it is needed to recognize how is the English Learning in Ecuador and specifically in the city of Riobamba. In addition based on results of private and public institutions, it could be possible to look for useful alternatives to reach out the bilingualism desired. Even when the present study is not focused on proving which methods, approaches, didactic materials or activities are “better” for teaching or learning English, the present research could be used as a reference for future investigations in order to look for ways to improve the learner’s English level in our context.

Finally, this project was feasible due to different factors such as: **academic**: since it was authorized and supported by the authorities and teachers of *Unidad Educativa “Juan de Velasco”* (public institution) as well as Institute of Foreign Languages ILE (private institution), both located in the city of Riobamba, Chimborazo Province; **methodological**: due to the instrument of data collection was applied effectively in order to present

trustworthy information; and **economical:** because the research work was financed exclusively by the author and it was not necessary to spend more than it was predicted.

## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1 BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM TO BE INVESTIGATED.

Once analyzed the library of *Facultad de Ciencias de la Educación Humanas y Tecnologías* of *Universidad Nacional de Chimborazo*, it was impossible to find a related research. Therefore, it was really necessary to look for other background investigations from countries, which deal with the same English reality. These countries are also included in the “Education First” report of 60 countries that present a low level of English proficiency (Education First, 2015).

It was possible to find a related research performed in Mexico City, which is called: *¿Por qué los estudiantes de las escuelas públicas no aprenden Inglés?* The author mentions a comparative study between the levels of EFL achieved by graduates of public and the private establishments. The investigations results showed that 7% of the students from public institutions reflected a higher level of English; while 78% showed a low level. In contrast, in the private sector, only 16% was at the basic level, and 41% reflected a higher EFL level (Martinez, 2015).

#### 2.2 THEORETICAL FOUNDATIONS / BASIS.

##### 2.2.1. APPROACHES AND METHODS APPLIED TO TEACH ENGLISH AS A FOREIGN LANGUAGE.

##### 2.2.2 ENGLISH APPROACHES

###### a) CLIL

The term CLIL refers to Content Language Integrated Language. It is considered as the process of learning through any language that is not the learner’ first language (Ball, 2016).

Marsh (2013) adds that CLIL also includes an interdisciplinary procedure when it is applied correctly. For instance, when students learn a subject such as history, math, geography or sciences by using the foreign language as a resource; the foreign language is like the vehicle for learning, thus, educators must plan the content and language integrated to carry out

procedures which address meaningful knowledge for every learner, even if their language proficiency level is not high. As a result, CLIL is also an instructional approach.

Furthermore, Content and language integrated learning (CLIL) refers to dual-focused educational context in which an additional language (EFL) is required. Hence, the target language is used as a medium in the teaching - learning process of a specific content. In addition, it is dual-focused since language and content are crucial to the students' learning achievement (Marsh, 2013).

### **b) TEACHER – CENTERED**

Teacher-centered is generally associated with traditional approaches for learning a language. In teacher-centered approach, the educational process is focused on the teacher as the only active subject. This approach is derived from two lines of development. The first one is associated primarily with the teachers' role, which is related with 'Direct Instruction'. The other line is related with students' role, which aims to be passive receptors (Schug, Tarver, and Western, 2001).

Teacher - Centered Approach main characteristics:

- Knowledge is transmitted from teachers to students.
- Learners receive information passively.
- Knowledge is out of the real contexts.
- Meaningful learning is evidenced by the score of the tests.

### **c) STUDENT – CENTERED**

Student-centered is an instructional approach in which students influence the content, activities, didactic materials, and learning. In this learning model the students are placed as the center of the teaching - learning process. Teacher is in charge of providing students opportunities to learn autonomously and from each other. This approach embraces techniques such as substituting active learning experiences, solving problems, activating critical and creative thinking, simulations and role plays by using self and cooperative learning (Collins & O'Brien, 2010).

Student - Centered Approach main characteristics:

- Students are encouraged to construct their own knowledge.
- Students are actively involved along the lessons.
- The content taught is related with real-life contexts.
- Teacher role is to guide and facilitate students learning.
- Students develop a cooperative culture.

#### **d) COMMUNICATIVE APPROACH**

Communicative Approach started its development in 1960s in Great Britain, when British linguists started questioning the assumptions underscoring Situational Language Teaching. Noam Chomsky was the first one to demonstrate that standard structural theories of language learning were unable of accounting for the creativity and uniqueness of isolated sentences. Therefore, grammatical structures must emphasize on developing learners' communicative competence.

Torres (2017) argues that communicative approach enhance learner's communicative competence. It cannot be performed in the absence of grammatical control, in fact in this approach, grammatical rules and structures are discovered by working on activities based on real contexts.

The communicative approach is focused on the fact that learning language successfully comes through having the opportunity to convey real meaning. When the learners are involved in real communication, their internal natural strategies for language acquisition appear; consequently it allows them to learn by using the language.

### **2.2.3 ENGLISH METHODS**

#### **a) GRAMMAR TRANSLATION METHOD**

Grammar-Translation Method is emphasized on the teaching of the second language grammar. The principle technique applied is 'translation' from the target language into the source language and vice versa. In practice, reading and writing are the major focus; so, speaking or listening skills are not being developed. The student's mother tongue is preserved as the reference in the process of learning the second language. Language learners are passive in the EFL learning process, and teachers are considered as authorities. It is related to teacher-centered model.



According to Torres (2017) the main principles of this method are:

- The students' native language is used as the medium of instruction.
- The lessons are focused on learning structures through monotonous exercises.
- Students are forced to read and translate texts.
- There is not communicative competence development.
- Grammar is taught deductively.
- Students memorize native language equivalents for foreign language words.

### **b) AUDIO LINGUAL METHOD**

The audio-lingual method attempts to make language learning reachable to large groups of ordinary learners due to it is proposed that language teaching should be organized in such a way as intellectual or abstract reasoning to learn a language is not too demanded (Caprario, 2013). The aim of the audio-lingual method is to enhance pronunciation and grammar by getting the ability to respond quickly and accurately in speech situations for that, learners must possess sufficient vocabulary and combine them with grammar patterns.

Torres (2017) argued that the main principles of this method are:

- Vocabulary and structures are presented through dialogues.
- Structural patterns are taught by applying drills.
- It depends on memorization of set phrases.
- Tapes and visual aids are used.
- There is not grammatical explanation since grammar is induced by examples.
- This method is focused on pronunciation.

### **c) TOTAL PHYSICAL RESPONSE**

James Asher considered that it was possible learning a language through doing. By making observations of children development, it is evident that listening competence is fostered before speaking ability. He argued that early social interaction occurs when there is a physical response. Asher assumed that during that period the learners make a mental design of the language and speech. Consequently, the idea was applied to EFL learning in order to

promote students' learning by listening and responding to the target language by using body movement.

#### **d) GUIDED DISCOVERY METHOD**

Paraphrasing to Alfeiri, Brooks and Aldrich (2011), guided discovery method outlined discovery learning as the process in which the learners must find, the target information, independently and with only the provided material. Guided Discovery is a method that fosters meaningful communication, critical thinking development and problem solving tasks (Caprario, 2013). According to the mentioned authors it involves a modification of inductive approach, thus, students should be exposed to the language from the beginning by creating a natural EFL context that make they have the opportunity to be surrounded by the EFL. So, students become able to make inferences to discover how the language, rules and grammatical structures are established.

### **2.3 CLASS DEVELOPMENT**

Agreeing with Torres (2017) the class development must follow a set of procedures such as:

- **Pre - Teaching Phase**
  - Teacher performs an anticipatory lesson stage to develop students' interest.
  - Teacher activates students' previous knowledge about the topic of the lesson.
  - Teacher introduces the topic creatively to make student's feel engaged.
  - Teacher presents effective input using materials focused on receptive skills (listening-reading).
  - Students produce a small practice guided by the teacher in order to get prepared for the coming practice phase.
  
- **During -Teaching Phase**
  - Teacher contextualizes students to the topic and develops a language focus.
  - Students are encouraged to practice using the production skills (speaking-writing) in order to apply what they have learned.
  - Teacher monitors student's outcomes.

- **Post - Teaching Phase**
  - Teacher provides time for student's autonomous practice.
  - Students work out activities to put in practice the EFL knowledge based on real contexts.
  
- **Closure**
  - There must be carried out reinforcement in order to talk about the content and students' doubts or misunderstandings.
  
- **Assessment/evaluation**
  - Teacher must prepare a formal or informal evaluation to know if the lesson objectives were achieved.
  
- **Assignment**
  - Teacher assigns a creative homework to the students, based on real EFL purposes.
  - Teacher provides effective explanation to avoid misunderstanding and promote students successful.

### **2.3.1 LESSON PLAN DEVELOPMENT**

Taking into account the “Learning Design”, proposed by Robert Gagné in 2008 in the lesson plan ‘motivation, guidance and practice’ must be considered as the main stages to work out.

Therefore, they are described below to show their application importance:

- **Motivation**

Due to learners should develop a need or desire to learn something specific, it is vital to encourage them, by using motivational strategies. This is the first stage of learning. There must be applied warm up activities, games or icebreakers. They could be related or not to the topic of the lesson. The main aim is to foster students' interest in learning.

- **Guidance**

The guidance stage promotes most of the learning achievement. Thus, teacher by providing effective input must guide students to try to produce learning outcomes. This stage of low amount of practice needs to be assisted by the teacher, who besides of monitoring students, he/she leads them.

- **Practice**

The third stage of learning is practice. It is one of the most important of the EFL process since learners apply what they have learned, largely on their own. By practicing students should connect the knowledge with something that happens in their real contexts.

## **2.4. ACTIVITIES DEVELOPED IN AN ENGLISH CLASS**

According to the Manual of Classification of learning activities (2016) there are two principal types of activities performed along the lessons. They are formal and informal activities:

### **2.4.1 FORMAL ACTIVITIES**

Formal Activities are focused on learning purposes. These activities are created in order to enhance language knowledge, skills and competences. Bearing in mind that the learning must be intentional, these activities are graded to assess students' performance and language achievement.

There are some activities, which are commonly considered as formal:

- Projects
- Debates
- Worksheet completion
- Role plays, etc.

### **2.4.2 INFORMAL ACTIVITIES**

Informal Activities are focused on producing language outcomes not only related to the subject but also about real situations, culture, sports, etc. For these activities it is important to

consider the intention of its application, since they are not always appropriate to be assessed. However, when applying these activities there could be a price. Most of them are used as games or ice breakers.

There are some activities, which are commonly considered as informal:

- Games
- Riddles
- Competitions
- Miming, etc.

## **2.5. MATERIAL USED TO TEACH ENGLISH**

### **2.5.1. AUTHENTIC MATERIAL**

According to Klickaya (2014) authentic materials are the didactic resources, which give learners genuine exposure of the EFL. By using authentic materials, learners can notice how the language they learn is employed in the real life situations. Moreover, this kind of material makes learners feel closer to target language cultural background due to the information contained, which is more than linguistic features. In addition, Al-Azri & Al-Rashdi (2014) said, “real-life materials are significantly for lessening the gap between the language taught in the classroom and the language used in real life”. Furthermore, Huang, et al. (2011) argued that by experiencing the real language in the classroom, learners are able to use the EFL out of the classroom to communicate themselves effectively. The more familiarized learners are with the language during the classroom practice, the easier is for them to employ it in real situations.

Agreeing with Oura (2011) in the class there could be used several types of authentic materials such as:

- Listening materials like radio show or songs.
- Visual materials like the TV shows, movies, videos, etc.
- Printed materials like magazines, posters, newspapers, etc.
- Realia or real-world objects like dolls, balls, computers, etc.

In addition, teacher could prepare his/her own authentic material. It could be related to the lesson or not. It depends on the teaching focus, for instance: culture, science, daily situations, etc.

### **2.5.3 NON – AUTHENTIC MATERIAL**

Non-authentic materials are considered as the didactic materials, which expose a set of grammatical rules and language features (Gilmore, 2007).

Non-authentic materials are designed and simplified by teachers, for instance one of the most common non-authentic materials used are:

- The textbooks: Most of them provide lack of exposure to the real English language use in daily life.
- The worksheets: They are only focused on linguistic features since they are full of grammar exercises.

Nevertheless, Gilmore (2009) notes that non- authentic materials are appropriate for learners to improve the language accuracy. As grammatical rules and language features are exposed, learners extract new knowledge of the language. However, Gilmore then adds that learners do not have the possibility to know about the target culture of English neither to recognize how the language is employed in natural contexts. By using non – authentic material learners focus is on language features.

## **2.6 BASIC TERMS DEFINITIONS**

**2.6.1 Contrastive Analysis:** Is the systematic study of a pair of phenomena in which their structural differences and similarities are identified.

**2.6.2 Public Institution:** The name that is given to a place such as schools, establishments and others that are destined for the public use.

**2.6.3 Private Institution:** An educational establishment controlled by a private individual or by a nongovernmental agency.

**2.6.4 Proficiency:** Advancement in knowledge or skills of a language.

**2.6.5 Methodology:** It is a system of methods or (ways) used in a particular area of study to achieve a goal.

**2.6.6 EFL:** English as a Foreign Language.

## CHAPTER III

### 3.1 RESEARCH DESIGN

The purpose of this research is to carry out a contrastive analysis between the teaching-learning process of English language in the intermediate level students of *Unidad Educativa "Juan de Velasco"* and "ILE" Institute of Foreign Languages, both located in the city of Riobamba, Chimborazo Province. Research that was accomplished, through the application of observation files in which the type of approaches, methods, techniques, didactic material, activities and English class development were identified. Therefore, the research is proposed in a **non-experimental design**. Accordingly, it is a **descriptive** investigation.

### 3.2 TYPE OF RESEARCH

The present investigation is **qualitative** since the collected information came up from the confrontation between the subject and the aim of the investigation. It emphasizes only on interpretation and description of results. In addition, this work corresponds to a **field investigation** due to the fact that the whole process of data collection was carried out in the places established for the development of the project.

### 3.3 LEVEL OF RESEARCH

According to the research level a **diagnostic study** is required, due to the main objective is to know how the English teaching - learning process is developed at *Educativa "Juan de Velasco"* and "ILE" Institute of Foreign Languages because the two EFL learners groups do not reach the same ability to communicate themselves in English.

### 3.4 METHOD OF RESEARCH

#### QUALITATIVE RESEARCH METHOD

This research is **ethnographic** since it aims to analyze two different EFL learners groups in order to know how they learn English. The data was collected in October through the application of observation files.



The study took three months and it had been distributed by the following stages: the fieldwork, the analytical phase and the informative phase.

### **3.5 POPULATION AND SAMPLE**

Due to the small population it was not necessary to take a relatively sample. Thus, the population was the teachers of the English area and the students of the intermediate level of *Unidad Educativa "Juan de Velasco"* and "ILE" Institute of Foreign Languages. The population was distributed in: 15 students from intermediate level of ILE and 15 students from intermediate level (4th year of high school) of *Unidad Educativa "Juan de Velasco"* (night shift). They were essential for the effective data collection, which was necessary to achieve the set objectives.

The population was chosen according to the researcher's convenience and available timing.

### **3.6 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTING**

For data collection, the following techniques and instruments were used:

**Observation:** Through the use of systematic observation technique, the data collection process was carried out in order to analyze the English teaching- learning process in the institutions previously mentioned.

**Instrument:** Observation files were applied to collect reliable and valid information systematically in furtherance of getting in detail the results of the investigation.

### **3.7 PROCEDURE**

The project development had been divided into different stages such as preparatory, work field and data collection, analysis of information, and informative stage.

First, it was important to punctualize the research area of study which is "English Methodology", since it was required to analyze contrastively how the English teaching – learning process is being developed at *Unidad Educativa "Juan de Velasco"* and "ILE" Institute of Foreign Languages.

Consequently, focus on the investigation aim; the population was selected in order to explore how English is being taught in a natural academic environment.

For the work field and data collection there was assigned one month (October) during that time the observation sheets were applied.

Finally, the data was analyzed to carry out the final report of the project results.

### **3.8 WORK FIELD**

Regarding to the problem of the investigation, there were worked out observation files which contains indicators that aim to diagnose how the English teaching – learning process is being performed at *Unidad Educativa "Juan de Velasco"* and “ILE” Institute of Foreign Languages.

The Work Field was performed in the following order:

- To carry out this research, it was requested the permission to the principals of both institutions: *Unidad Educativa "Juan de Velasco"* and “ILE” Institute of Foreign Languages. There was not any problem because principals and teachers allow the research project development.
- The contact with the students was excellent because they were really opened to be observed in their natural academic process.
- The main aim of this research was to diagnose how the English teaching – learning process is being performed at *Unidad Educativa "Juan de Velasco"* and “ILE” Institute of Foreign Languages in order to make a subsequent contrastive analysis.
- The process of data collection was accomplished along October 2018. There were applied observation files, which contained indicators to respond to the investigation necessities.
- The process of data processing showed the information needed to perform the contrastive analysis according to the ways in which students learn EFL both in public as private institutions.
- This project was concluded by performing the final inform of the research project.

## CHAPTER IV

### 4.1 ANALYSIS AND INTERPRETATION OF RESULTS

Once applied the observation files in “*Juan de Velasco*” high school (public institution) and Institute of Foreign Languages ILE (private institution), the results are expressed by an analysis of the collected information. All the information below responses to the specific objectives set for the investigation.

#### **CONTRASTIVE ANALYSIS OF THE ENGLISH TEACHING – LEARNING PROCESS BETWEEN “*JUAN DE VELASCO*” HIGH SCHOOL (PUBLIC INSTITUTION) AND INSTITUTE OF FOREIGN LANGUAGES ILE (PRIVATE INSTITUTION), DURING ACADEMIC PERIOD SEPTEMBER – DECEMBER 2018.**

##### **Objective N°1:**

**To identify how the methodological process is being developed, both in public as in private institutions.**

Methodology in language teaching has been characterized in a variety of ways in which teacher goes to set his/her teaching goals (Torres, 2017). In education the “methodology” is normally defined by the teacher of a given subject. It should be designed according to the curriculum needs. It is necessary to carry out an effective and complete class development in order to achieve a meaningful English knowledge and skills. As the first objective of this work is to identify the impact of the methodological process in the students’ English achievement, there were applied observation files to diagnose how the methodological process is being performed both in UNIDAD EDUCATIVA “JUAN DE VELASCO” (PUBLIC INSTITUTION) as in INSTITUTE OF FOREIGN LANGUAGES “ILE” (PRIVATE INSTITUTION). Therefore the results are being showed by making a contrastive analysis of process in both institutions.

On one hand, it had been identified that in UNIDAD EDUCATIVA “JUAN DE VELASCO” the class development is not being carried out following a systematical order Gaskell and Hurley (2008) assume that EFL learning achievement is going to be gotten when

the learners feel motivated to work interactively along the lessons. Bearing in mind that fact, in UNIDAD EDUCATIVA “JUAN DE VELASCO” one important step of the lesson is missing. When teacher starts the class it is omitted the motivational part. According to Webster (2007) “Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; incentive; drive; something (such as a need or desire) that causes a person or student to act); and the expenditure of effort to accomplish results.” Thus, for Torres (2017) “It is not possible to think of learning without motivation, in fact students’ learning potential increases when they invest more and they make greater effort if they are well motivated”. So, it is noticeable when students are motivated when they pay carefully attention, they are interested in working out tasks immediately and they participate voluntarily showing a good attitude to work autonomously. In the same way, another part that is being omitted it the students’ production. Hurley (2008) said “language production is a form of action and language comprehension is a form of perception”. It means that when the EFL learners generate language outcomes they are showing their understanding. It this sense, in UNIDAD EDUCATIVA “JUAN DE VELASCO” learners have lack of opportunities to produce the language since most of the time the lessons are focused on grammar points or structures. In fact, when the lessons are being developed rarely it is created an environment for natural production of the language; the only time used to ‘produce output activities’ is when learners complete some activities from the books. Furthermore, it is important to be aware of the cycle of skills that must be followed. For instance, if there are skills of input (reading and listening) there must be output skills (speaking and writing), thus, when learners are involved in a lesson they have to produce the language in different ways. In short, in UNIDAD EDUCATIVA “JUAN DE VELASCO” there is a lack of motivation and language production along the lessons.

On the other hand, it had been identified that in the INSTITUTE OF FOREIGN LANGUAGES “ILE”, the EFL teaching learning process is followed according to the steps needed to foster students’ EFL learning goals. Paraphrasing to Harmer (2008) there must be a door into and a door out of the lesson. Into the door it is necessary to consider the motivational part and the input activities, which promotes the outdoor that is related to the knowledge and production. By observing the class development it could be possible to recognize that teachers always try to motivate students using different activities such as warm up, games and funny and creative ice breakers in order to encourage students to participate and make them feel interested in learning the language. Maheshwari (2010) said, “Motivation

is optimized when students are exposed to a large number of these motivating experiences and variables on a regular basis. That is, students ideally should have many sources of motivation in their learning experience in each class”. Hence, motivation must be applied along the whole lesson and in this institution it occurs. Another part that is being enhanced in INSTITUTE OF FOREIGN LANGUAGES “ILE” is the production. To illustrate, in this institution the principal objective is to promote students ability of using the language, it means that students become able to communicate on their own by producing learning outcomes. While learners are playing and doing activities they produce the language in natural contexts using useful language. Quoting to Brown (2001), learning outcomes are seen as achievement indicators that showing students successful comprehension. Therefore, the aim of the output activates performed is that students develop their communicative competence in real life situations without focusing only on grammar structures. To sum up, in INSTITUTE OF FOREIGN LANGUAGES “ILE” there are amount of motivational strategies used to help students to feel encouraged to produce EFL learning outcomes.

In conclusion, both in “*Juan de Velasco*” high school (public institution) as in Institute of Foreign Languages ILE (private institution) the methodological process is being performed differently. There is an own way of working in each institution. But, in any way, the English teaching - learning process influences directly the students’ language achievement. When the lesson is being developed systematically, following the skills cycle of production and motivating the learners constantly; the results will be reflected on students’ abilities and competences. Therefore, it is crucial bearing in mind that EFL teachers are in charge of selecting the adequate processes to help students step by step to reach the level they are supposed to get in order to be able to use the language in natural contexts such as communicate or academic situations.

**Results:**

UNIDAD EDUCATIVA “JUAN DE VELASCO” (PUBLIC INSTITUTION)	INSTITUTE OF FOREIGN LANGUAGES “ILE” (PRIVATE INSITUTION)
<ul style="list-style-type: none"> <li>• It had been identified that the class development is not carried out following a systematical order.</li> <li>• Lack of Motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• It had been identified that the class development is carried out following a systematical order.</li> <li>• Constantly Motivation.</li> </ul>

## **Objective N° 2:**

### **To analyze the approaches, methods and classroom activities applied along the lessons.**

Learning a language requires a set of concepts such as: teaching approaches, methods and activities. All the institutions, which are in charge of preparing language experts, must select the ways that promote effective teaching in order to get meaningful results. In this sense, both in UNIDAD EDUCATIVA “JUAN DE VELASCO” as in INSTITUTE OF FOREIGN LANGUAGES “ILE” different types of approaches, methods and activities are being applied. Therefore, it is important to analyze these elements to know how the teaching – learning process is being carried out in both type of institutions, it means public and private ones.

On one side, once applied the observation files it could be noteworthy that in UNIDAD EDUCATIVA “JUAN DE VELASCO” the grammar translation method related to traditional approach is being performed. According to Broughton (2012) the traditional approach is based on transmission of knowledge and information. Also, Sunal (2009) adds that this process occurs when a teacher directs students to learn through memorization and recitation techniques thereby without developing neither learners’ critical thinking, nor problem solving. Furthermore, when students learn a language following the principles of the Grammar Translation Method (GTM) they are exposed to a direct instruction based mostly on the translation texts from the native language into the target language. Thus, students are taught grammar rules, verb conjugations and structures through repetitive exercises (Torres M, 2017). Regrettably it is the reality in UNIDAD EDUCATIVA “JUAN DE VELASCO”, most of the time students learn things by isolation, therefore the focus is on grammatical structures and repetitions of rules. When students have the opportunity to produce the language, they perform some activities that stop a meaningful production. For instance, in the coursebooks there are some activities based on communicative purposes such as dialogues, conversations, information exchange or projects, but usually teachers prefer to avoid these activities that ‘takes too much time’ and replace them by ‘making sentences’, ‘translating words’, ‘copy the words definitions’ or ‘complete the blank spaces with the correct grammar use’. However, taking into account that language competence development is fostered when the activities force initiative, interaction and activeness of the learners. (Rubin and Stern 2015). In short, in UNIDAD EDUCATIVA “JUAN DE VELASCO” it is applied the Traditional approach, besides the language is taught according to the Grammar Translation

Method and consequently the activities performed are standardized, it means promoting linguistic proficiency more than communicative competence.

On the other side, in the INSTITUTE OF FOREIGN LANGUAGES “ILE” was diagnosed that the EFL teaching – learning process is focused mostly on Communicative Approach. Torres M. (2017) argued that communicative approach aims to develop learner’s communicate competence, which cannot be performed without grammar control, however, in this approach the grammar is discovered by the learners through the language exposition. Jack Richards (2006) claimed to become communicatively competent and get EFL proficiency; the learner must master all the communicative competences, such as: linguistic, socio linguistic, strategic and discourse. Bearing in mind this fact, in ILE the main point of the educational plan they are based in aims to develop learner’s skills to get an effective communication in real situations. In addition, the rules and grammar structures are taught by applying the discovery method, which promotes self-learning whereby learners generate concepts, principles and ideas on their own. Ootobo (2012) add that it is mental process and physical activity to mediate, discover, or grasp some principles, concepts or ideas in various situations. Consequently, it provides relevant motivation for students to take part in the knowledge building. Therefore, the activities that students are fostered to work on are ‘learning situations’ and ‘solving problems’. Naiman (2010) claimed that it is important to apply creative activities since they involve two processes: thinking, then producing. For instance, at ILE students learn by playing, it means that teachers work out creative activities to engage students to use the language by oral or written production. The most common activities used are: ‘communicative games’, ‘role plays’, ‘story telling’, ‘conversations’, ‘finding out solutions’, ‘creating stories’, ‘sing songs’, etc. Through Communicative Approach, Guided Discovery Method and Creative Activities learners are encouraged to develop the communicative competence.

To conclude with the contrastive analysis of the type of approaches, methods and classroom activities applied along the lessons both in “*Juan de Velasco*” high school (public institution) as in Institute of Foreign Languages ILE (private institution), it is essential to say that institutions and teachers are up the choose the methodological elements which aims with their conveniences and necessities, bearing in mind that the learners’ necessities and interests are also important to consider. It had been noticed that according to the new paradigms the communicative competence must be enhanced more than other focuses. So, as while as

possible the approaches, methods and classroom activities should be according to the Curriculum standards to contribute to the desired bilingualism in our country.

**Results:**

UNIDAD EDUCATIVA “JUAN DE VELASCO” (PUBLIC INSTITUTION)	INSTITUTE OF FOREIGN LANGUAGES “ILE” (PRIVATE INSTITUTION)
<ul style="list-style-type: none"> <li>• Traditional Approach</li> <li>• Grammar Translation Method</li> <li>• Standardized activities</li> </ul>	<ul style="list-style-type: none"> <li>• Communicative Approach</li> <li>• Guided Discovery Method</li> <li>• Creative Activities</li> </ul>

**Objective N° 3:**

**To recognize the type of didactic material that is being used to teach English.**

In the process of learning a language, it is vital to consider that besides that methods, activities or strategies, the didactic material is absolutely necessary as a resource for teaching. There are two main types of materials such as: authentic and non – authentic. After finishing the observation process in UNIDAD EDUCATIVA “JUAN DE VELASCO” and INSTITUTE OF FOREIGN LANGUAGES “ILE”, the use of both kinds of materials is evident.

On one side, in UNIDAD EDUCATIVA “JUAN DE VELASCO” most of the time non-authentic material is used. This material is designed, planned and produced based on the curriculum and policy in each country, in this context, Ecuador. These materials are usually in the form of textbooks. In addition, books are designed upon the learner's needs and ability (Lauder, 2008). Even non-authentic materials use is prominent since they more simple and appropriate with learners’ context and language level, it is also important to include authentic material to enhance the EFL learner’s language competence as well as cultural understanding (Al-Rashdi, 2014). In Unidad EDUCATIVA “JUAN DE VELASCO”, the book is usually used as the only resource. It is full of grammatical rules and language features. But it is important to recognize that even when the classrooms are not provided with techno material, the teacher uses her own computer to show some videos or presentations as authentic



material to reinforce the knowledge. But, it is the only different material used along the lesson.

On the other side, in INSTITUTE OF FOREIGN LANGUAGES ILE authentic material is mostly used. Klickaya (2014) characterizes authentic materials as the ones, which expose the real world and show how target language is used. It had been identified that in ILE teachers prepared their own material, which is creative and meaningful to teach students more than language features. Furthermore, according to Oura (2011) authentic materials vary into several types such as: listening materials such as radio show and songs, visual materials like the TV show and movies, printed materials such as a magazine, poster, and map, and realia or real-world objects which are used to foster EFL meaningful knowledge and communication.

In conclusion, in both types of institutions, the material is used in a different way. Nevertheless, teachers could use authentic and non-authentic materials since they are significant to improve the students' language competence as well as cultural understanding. Therefore, the use of both materials can be combined along the lessons, and each one has its own role. Finally, it is important to add that both materials are effective to be implemented in an EFL classroom due to they are seen as a support.

**Results:**

UNIDAD EDUCATIVA “JUAN DE VELASCO” (PUBLIC INSTITUTION)	INSTITUTE OF FOREIGN LANGUAGES “ILE” (PRIVATE INSTITUTION)
<ul style="list-style-type: none"> <li>• Non- authentic material is mostly used.</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic Material is mostly used,</li> </ul>

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. CONCLUSIONS

- ❖ In our context, the reality shows that there is a lack of communicative competence in EFL.
- ❖ Students in private academies reach meaningful English knowledge and ability to produce the language; however students in public institutions do not learn in a significant way thus, they are unable to produce the language.
- ❖ The EFL teaching – learning process in private institutions is focused on fostering student’s communicative competence development. On the other hand, in the public institutions the methodological process applied is focused on translating and repeating words by isolation.
- ❖ The approaches, methods, class development, didactic material and activities applied along the lessons influence directly in EFL learner’s language achievement.

#### 5.2. RECOMMENDATIONS

- ❖ Teachers should look for different ways to improve the English reality in our context.
- ❖ The institutions must provide training to teachers concerning to how to apply effective methodologies in order to enhance the students’ communicative competence.
- ❖ EFL teachers should organize their lessons for promoting real learning outcomes.
- ❖ The didactic material and activities must be chosen appropriately in order to motivate students to develop a proficiency in EFL.

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## **5.4 ANNEXES:**

### **OBSERVATION FILES**

**DIRECT OBSERVATION FILE**

**Nº1**

<b>Place:</b> Unidad Educativa "Juan de Velasco".						
<b>Researcher's name:</b> Stéfany Díaz.						
<b>Source:</b> 15 students from 4 <sup>th</sup> year of Baccalaureate.						
<b>Date:</b> From October 1 <sup>st</sup> to October 31 <sup>st</sup> .						
<b>Observation Objectives:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>Class Development</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
<b>Pre - teaching stage</b>						
Previous knowledge review		<b>X</b>				
Motivation				<b>X</b>		
Teacher presents correct input.		<b>X</b>				
<b>While - teaching stage</b>						
Contextualization			<b>X</b>			
Language Focus	<b>X</b>					
Practice				<b>X</b>		
<b>Post - teaching stage</b>				<b>X</b>		
Production			<b>X</b>			
Reinforcement						
Students develop output activates			<b>X</b>			
<b>Feedback</b>						
Feedback is giving according to students' needs.		<b>X</b>				
It is developed all the time.				<b>X</b>		
Teacher takes into account comments, questions and suggestions.			<b>X</b>			

**DIRECT OBSERVATION FILE**

**Nº2**

<b>Place:</b> Unidad Educativa "Juan de Velasco".						
<b>Researcher's name:</b> Stéfany Díaz.						
<b>Source:</b> 15 students from 4 <sup>th</sup> year of Baccalaureate.						
<b>Date:</b> From October 1 <sup>st</sup> to October 31 <sup>st</sup> .						
<b>Observation Objectives:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>Class Activities</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
Let students' work autonomously.				X		
Activities are based on communicative purposes.				X		
Help students to express their ideas, feelings and emotions <u>in FL</u> .				X		
Activities are creative.			X			
They are based on real life situations.				X		
Let students work cooperatively.			X			
Students develop the four skills of the language.				X		
Students enjoy performing the activities.			X			



**DIRECT OBSERVATION FILE**

**Nº3**

<b>Place:</b> Unidad Educativa "Juan de Velasco".						
<b>Researcher's name:</b> Stéfany Díaz.						
<b>Source:</b> 15 students from 4 <sup>th</sup> year of Baccaulaureate.						
<b>Date:</b> From October 1rst to October 31rst.						
<b>Observation Objectives:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>Didactic Material</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
Teacher uses techno material to support the lesson: <ul style="list-style-type: none"> <li>- Audios</li> <li>- Songs</li> <li>- Videos</li> <li>- Presentations, etc.</li> </ul>				<b>X</b>		
Teacher works out authentic material according to real communicative purposes: <ul style="list-style-type: none"> <li>- Handmade material.</li> <li>- Books, comics, newspapers.</li> <li>- TV shows, radio shows.</li> <li>- Cultural knowledge.</li> </ul>				<b>X</b>		
Teacher brings created material: <ul style="list-style-type: none"> <li>- English book.</li> <li>- Flashcards.</li> <li>- Worksheets.</li> <li>- Grammatical Knowledge.</li> </ul>	<b>X</b>					
Display board is used in the EFL classroom.					<b>X</b>	
Realia is used as a didactic material.					<b>X</b>	

**DIRECT OBSERVATION FILE**

**Nº4**

<b>Place:</b> Unidad Educativa "Juan de Velasco".			
<b>Researcher's name:</b> Stéfany Díaz.			
<b>Source:</b> 15 students from 4 <sup>th</sup> year of Baccalaureate.			
<b>Date:</b> From October 1 <sup>st</sup> to October 31 <sup>st</sup> .			
<b>Observation Objectives:</b>	<b>Accomplishment</b>		<b>Observations:</b>
<b>Approaches/Methods</b>	<b>Yes</b>	<b>No</b>	
<b>Approaches</b>			
CLIL		<b>X</b>	
Teacher - centered	<b>X</b>		
Student - centered		<b>X</b>	
Subject Matter - centered	<b>X</b>		
Constructivist		<b>X</b>	
Communicative Approach		<b>X</b>	
Collaborative Approach		<b>X</b>	
Individualistic Approach	<b>X</b>		
<b>Methods</b>			
Guided Discovery Method		<b>X</b>	
Grammar Translation Method	<b>X</b>		
Audio Lingual Method	<b>X</b>		
Total Physical Response (TPR)		<b>X</b>	

**DIRECT OBSERVATION FILE**

**Nº1**

<b>Place:</b> Institute of Foreign Languages ILE.						
<b>Researcher's name:</b> Stéfany Díaz.						
<b>Source:</b> 15 students from intermediate level.						
<b>Date:</b> From October 1rst to October 31rst.						
<b>Observation Objectives:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>Class Development</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
<b>Pre – teaching stage</b>						
Previous knowledge review	<b>X</b>					
Motivation	<b>X</b>					
Teacher presents correct input.	<b>X</b>					
<b>While – teaching stage</b>						
Contextualization	<b>X</b>					
Language Focus	<b>X</b>					
Practice	<b>X</b>					
<b>Post – teaching stage</b>						
Production	<b>X</b>					
Reinforcement	<b>X</b>					
Students develop output activates	<b>X</b>					
<b>Feedback</b>						
Feedback is giving according to students' needs.	<b>X</b>					
It is developed all the time.	<b>X</b>					
Teacher takes into account comments, questions and suggestions.	<b>X</b>					

**DIRECT OBSERVATION FILE**

**Nº2**

<b>Place:</b> Institute of Foreign Languages ILE.						
<b>Researcher's name:</b> Stéfany Díaz.						
<b>Source:</b> 15 students from intermediate level.						
<b>Date:</b> From October 1rst to October 31rst.						
<b>Observation Objectives:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>Class Activities</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
Let students' work autonomously.	<b>X</b>					
Activities are based on communicative purposes.	<b>X</b>					
Help students to express their ideas, feelings and emotions in FL.	<b>X</b>					
Activities are creative.	<b>X</b>					
They are based on real life situations.	<b>X</b>					
Let students work cooperatively.	<b>X</b>					
Students develop the four skills of the language.	<b>X</b>					
Students enjoy performing the activities.		<b>X</b>				

**DIRECT OBSERVATION FILE**

Nº3

<b>Place:</b> Institute of Foreign Languages ILE.						
<b>Researcher's name:</b> Stéfany Díaz.						
<b>Source:</b> 15 students from intermediate level.						
<b>Date:</b> From October 1rst to October 31rst.						
<b>Observation Objectives:</b>	<b>Accomplishment</b>					<b>Observations:</b>
<b>Didactic Material</b>	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Rarely</b>	<b>Never</b>	
Teacher uses techno material to support the lesson: - Audios - Songs - Videos - Presentations, etc.			<b>X</b>			
Teacher works out authentic material according to real communicative purposes: - Handmade material. - Books, comics, newspapers. - TV shows, radio shows. - Cultural knowledge.	<b>X</b>					
Teacher brings created material: - English book. - Flashcards. - Worksheets. - Grammatical Knowledge.		<b>X</b>				
Display board is used in the EFL classroom.	<b>X</b>					
Realia is used as a didactic material.			<b>X</b>			

**DIRECT OBSERVATION FILE**

**Nº4**

<b>Place:</b> Institute of Foreign Languages ILE.			
<b>Researcher's name:</b> Stéfany Díaz.			
<b>Source:</b> 15 students from intermediate level.			
<b>Date:</b> From October 1rst to October 31rst.			
<b>Observation Objectives:</b>	<b>Accomplishment</b>		<b>Observations:</b>
<b>Approaches/Methods</b>	<b>Yes</b>	<b>No</b>	
<b>Approaches</b>			
CLIL		<b>X</b>	
Teacher - centered		<b>X</b>	
Student - centered	<b>X</b>		
Subject Matter - centered		<b>X</b>	
Constructivist	<b>X</b>		
Communicative Approach	<b>X</b>		
Collaborative Approach	<b>X</b>		
Individualistic Approach		<b>X</b>	
<b>Methods</b>			
Guided Discovery Method	<b>X</b>		
Grammar Translation Method		<b>X</b>	
Audio Lingual Method		<b>X</b>	
Total Physical Response (TPR)	<b>X</b>		