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PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

MODALITY: RESEARCH REPORT

**"EFL TEACHING METHODS APPLIED IN ONLINE CLASSES ON THE MAJOR
IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES"**

Research report before obtaining the bachelor degree in National and Foreign language
Pedagogy, English Major

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**PUJILÍ-ECUADOR
MARCH 2022**

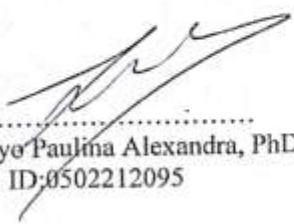
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In my capacity as a supervisor of the research report entitled "**EFL teaching methods applied in online classes on the major in Pedagogy of National and Foreign Languages**", and researched by Miguel Angel Benavides Pruna, ID number 0503619769, for obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major.

I CERTIFY THAT:

This research report has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned revision Committee and its presentation and defense.

Pujilí, March 2022


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COMMITTEE APPROVAL

The research report entitled "EFL teaching methods applied in online classes on the major in Pedagogy of National and Foreign Languages", has been revised, approved and authorized for printing and binding, before obtaining the bachelor's degree in National and Foreign language Pedagogy, English Major; this meets the substantive and formal requirements to hand in for the presentation and defense.

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GRATEFULNESS

Firstly, I want to thank God for his infinite love and blessings in my life without him none of this could be possible. Secondly, I thank my mother for her tolerance and perseverance to help me to become a better human being. Finally, I thank to all the teachers and friends who kindly help me to achieve my goals.

Miguel Angel.

DEDICATION

I dedicate it to my mother and a very special woman who has motivated me to fight for my dreams and achieve my goals. Therefore, I dedicate it all the people who work and struggle to live in a better way.

Miguel Angel

**TECHNICAL UNIVERSITY OF COTOPAXI
PUJILI CAMPUS**

NATIONAL AND FOREIGN LANGUAGE PEDAGOGY ENGLISH MAJOR

THEME: "EFL TEACHING METHODS APPLIED IN ONLINE CLASSES ON THE MAJOR IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES"

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ABSTRACT

There are many teaching methods in second language acquisition and each one is different from the other. The main objective of this study was to report which teaching methods teachers are applying through an English online class. To obtain data, a qualitative research was applied. A bottom-up approach was applied to analyze the data. The instrument used in the study was an interview administered to twelve English students from the Technique University of Cotopaxi. The results of the study revealed that the Audio-Lingual Method [ALM], Direct Method [DM], Communicative Language Teaching and Oral Approach or Situational Language Teaching [SLT] were the main methods found in the foreign language classrooms studied. Regarding the teaching method, activities used in class were varied, which means the teachers do not use repetitive activities to develop the class, so that they are not limited. In addition, the online lessons were more complicated and the teacher implemented more activities to help students get the objective of the class. These activities provided and enhanced the students with spaces to interact with each other. One of the ways to improve the educational reality in the English area is understand the form of teaching that is applied in the classroom, in the other hand, to know the methods of teaching English as a second language, and from these results, get the educational authorities to establish the strategies that they could contribute to improve this situation. In the case of the major in Pedagogy of National and Foreign Languages, there is no empirical evidence on studies related to determining the type of methodological strategies and teaching methods that are applied during the professional training of students in this career, this is important to know the starting point for future decisions that could be adopted.

Keywords:

Audiolingual Method, Bottom-up approach, Communicative Language Teaching, Direct Method, Situational Language Teaching.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
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TEMA: "MÉTODOS DE ENSEÑANZA EFL APLICADOS EN CLASES EN LÍNEA EN LA CARRERA DE PEDAGOGÍA DE IDIOMAS NACIONALES Y EXTRANJEROS"

Author:

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RESUMEN

Hay muchos métodos de enseñanza y cada uno es diferente al otro. El objetivo principal de este estudio fue informar qué métodos de enseñanza están aplicando los profesores a través las clases en línea. Para la obtención de datos se aplicó una metodología cualitativa con el fin de encontrar nueve categorías (Materiales audiovisuales, Ejercicios repetitivos, Lenguaje de destino, traducción, vocabulario, pronunciación, ortografía, actividades en clase y diálogos). Se aplicó un enfoque de abajo hacia arriba para analizar los datos de los entrevistadores. El instrumento utilizado en el estudio fue una entrevista administrada a doce estudiantes de inglés de la Carrera de Pedagogía de los Idiomas Extranjeros. Los resultados del estudio revelaron que el “Audiolingual Method [ALM]”, “Direct Method [DM]”, “Communicative Language Teaching [CLT]” y “Oral Approach or Situational Language Teaching [SLT]” fueron los principales métodos de enseñanza encontrados en las aulas de lengua extranjera estudiadas. En cuanto al método de enseñanza, las actividades utilizadas en clase fueron variadas, lo que significa que los profesores no solo utilizan actividades repetitivas para desarrollar la clase, por lo que no se limitan. Además, las lecciones fueron más complicadas y el profesor implementó más actividades para ayudar a los estudiantes a conseguir los objetivos de la clase. Estas actividades proporcionaron y mejoraron los espacios para que los estudiantes puedan interactuar entre ellos. Una de las formas de mejorar la realidad educativa en el área de inglés es comprender la forma de enseñanza que se aplica en el aula, por otro lado, conocer los métodos de enseñanza del inglés como segunda lengua, y a partir de estos resultados, ayudar a las autoridades educativas a establecer las estrategias que podrían contribuir a mejorar esta situación académica. En el caso de la carrera de Pedagogía de Lenguas Nacionales y Extranjeras, no existe evidencia empírica sobre estudios relacionados con determinar el tipo de estrategias metodológicas y métodos de enseñanza del idioma extranjero que se aplican durante la formación profesional de los estudiantes de esta carrera, esto es importante saber el punto de partida para futuras decisiones que pudieran adoptarse.

Palabras clave:

Audiolingual Method, Bottom-up approach, Communicative Language Teaching, Direct Method, Situational Language.

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1. GENERAL INFORMATION

Theme:

EFL teaching methods applied in online classes on the major in Pedagogy of National and Foreign Languages.

Starting Date:

March 2021

Ending Date:

March 2022

Place of Research:

Pujilí- Cotopaxi- Zone 3- Technical University of Cotopaxi.

Sponsoring Faculty:

Technical University of Cotopaxi Campus PUJILI,

Sponsoring career:

Educational Sciences, Majoring in English.

Linked Research Project (Macro project of the career)

Formative processes in the teaching and learning of English as a foreign language in the educational institutions of the Cotopaxi province.

Work Team:

Arias Arroyo Paulina Alexandra, PhD and Benavides Pruna Miguel Angel.

Knowledge area:

Education setting (professional development of the English teacher in training).

Research line:

Education, communication and graphic design human and social development.

Research line of the career (if applicable):

Teaching of the person and professional development of the English teacher

2. PROBLEM STATEMENT

Teaching methods are widely used around the world due to their pedagogical results in the academic field. According to Richards & Rodgers (2001) “Approaches and Methods in Language Teaching are designed to provide a detailed account of major twentieth-century trends in language teaching” (p.14). Moreover, Fedicheva (2011) states a description of the main EFL teaching methods and says that there most relevant language teaching methods are “the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, Community Language Learning, the Total Physical Response Method, and the Communicative Approach.” (p.10). Audio Lingual Method [ALM], Direct Method [DM], Communicative Language Teaching and Oral Approach or Situational Language Teaching [SLT] have been specially used by teachers nowadays since through them it is possible to enhance the quality of teaching and help to develop the skills of students through online classes. Each teaching method or approach has its own ability and skill that must be developed by the teacher and students through a variety of activities.

Because of the virtual modality, technological tools have been used as a support to improve the teaching process in second language learning and as a pedagogical strategy to the application of teaching methods. According to Kasapoglu-Akyol (2010), the use of technological tools is very important because EFL students who use the Internet for searching for information and communication purposes usually get better academic results. New technologies have been developed in an effective way to improve teaching and enhance the English language to improve the learning capacities of students through online classes and motivate to increase the levels of knowledge and outcomes of students through the activities carried out during the online classes.

In addition to the technological tools, there are more traditional strategies used by teachers to improve students’ learning in the virtual modality. According to Intarapanich (2013) “brainstorming, pair-work, group-work, drills, spelling activities, debates, games, and songs were the preferred strategies teachers used in their classes. These types of activities provided students more opportunities to communicate and use the language” (p.310). On the other hand Sevy-Biloon, Recino, and Munoz, (2020) emphasize that “teachers improved their teaching strategies to design more engaging activities and facilitate the EFL learning process” (p.200). These teaching strategies have been used to improve the performance and quality of teaching in the classroom.

Therefore, it is why students have improved their manner of understanding and acquiring new knowledge.

It is important to recognize the real value of the different strategies applied during the teaching-learning process, especially when working in a virtual modality. Different educational contexts have to take into consideration that the way of teaching will help students improve their second language learning, which is visualized in the results of the different mechanisms to measure learning outcomes. In Ecuador the EF English proficiency index research reveals that in 2021 this country was cataloged as the country with the worst level of English in Latin America, with an EPI of 440, reaching number 18 in the continent and 90 in the world.

One of the ways to reverse this educational reality in the English area is understand the form of teaching that is applied in the classroom, in the other hand, to know the methods of teaching English as a second language, and from these results, get the educational authorities to establish the strategies that they could contribute to improve this situation.

In the case of the major in Pedagogy of National and Foreign Languages, there is no empirical evidence on studies related to determining the type of methodological strategies and teaching methods that are applied during the professional training of students in this career, this is important to know the starting point for future decisions that could be adopted; Therefore, the research problem of this study focuses on knowing: What are the teaching methods applied in online classes at the English Language career at Technical University of Cotopaxi?.

3. OBJETIVES

3.1.GENERAL:

To describe the EFL teaching methods applied in online classes at the English Language career at Technical University of Cotopaxi.

3.2. SPECIFIC:

1. To define the conceptual basis of EFL teaching methods.
2. To analyze the student's opinions about the teaching strategies used by their teachers in online format classes.
3. To identify the didactic materials used in online classes from the students' opinion.

4. ACTIVITIES AND TASK SYSTEM IN RELATION TO THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To define the conceptual basis of EFL teaching methods	Searching for relevant literature concerned to EFL teaching methods	Theoretical framework section
To explore the students' opinions about the teaching strategies used by their teachers in online format classes	Applying interviews for students of the English Language career	Transcripts of the students' comments
To identify the teaching methods used in online classes from the students' opinion	Analyzing the students' excerpts	Results and discussion section

5. JUSTIFICATION

The present research describes the different EFL teaching methods used in online classes for teachers at the English Language career of the Technical University of Cotopaxi. Through this study, it was carried out considering the perspective of the students of the major in Pedagogy of National and Foreign Languages through the analysis of their opinions regarding the research problem, in order to identify the principal methods used daily in online classes and understand how students perceive knowledge through those different approaches.

The practical contribution of this research is the fact that the results can be considered by the academic authorities of the major in Pedagogy of the National and Foreign Languages to make decisions that contribute to the strengthening of the teaching-learning process of pre-service teachers.

The educational impact and relevance of this study focuses on providing real information on teaching strategies and methods of EFL teaching methods, taken from the experience of English major students who live the teaching-learning process in the classrooms every day.

The direct beneficiaries of this research will be the students of the English major who will be able to strengthen their learning processes through the reception of knowledge imparted with innovative teaching methodologies. Additionally, the indirect beneficiaries are the teachers of the career who will have a real vision of the students about their pedagogical practices, which will allow them to strengthen their teaching methods through a process of reflection, contributing to the professional profile of the career. The realization of this research was achievable due to the support of the university authorities, as well as the contribution by the participants involved in the research.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1 BACKGROUND

Previous research done by Sajjad (2017) talks about effective teaching methods at higher education levels. This study determines the effectiveness of various teaching methods used for teaching students at graduate level. The participants are two hundred and twenty undergraduate students studying in 11 departments of the Faculty of Arts. The students rated the lecture method as the best teaching method. Reasons included, the teacher provides all knowledge related to the topic, it is a time saving method; students listen to lectures attentively and take notes etc. The group discussion was rated as the second-best method of teaching because of; more participation of students, the learning is more effective for parents.

Another study done by Martin Skutill (2015) talks about the Teaching methods in primary education from the teacher's point of view. The aim of this paper is to analyze and describe the current situation based on the results of the quantitative. The results obtained show that the thinking of teachers is set in the right way, with regard to today's paradigm of education. For the quantitative part based on observation, a standardized evaluation tool targeted at teaching methods and forms was selected. This research tool has the character of a criteria record, which is based on the categorization of teaching methods. In an investigation done by Carpenter (2006), the author talks about: effective teaching methods for large classes. The primary purpose of this exploratory study was to identify effective teaching methods for the class. An introductory level retailing class was selected for the study (N=109). Specific learning objectives were set forth for each of five chapters, and a different teaching method (lecture, 15 lecture/discussion combination, jigsaw, case study, team project) was applied for each chapter. The findings of this study demonstrated that students' scores improved most under the jigsaw method, and least under the team project method, whereas the lecture, lecture/discussion, and case study methods produced similar improvement. This finding suggests that moderately-active learning methods such as the jigsaw method are more effective than the lecture.

Preliminary investigation done by Intarapanich (2013) talks about Teaching Methods, Approaches and Strategies Found in EFL Classrooms. The main objective was to investigate which teaching

approaches methods were found in the foreign language classroom.in Lao PDR and strategies were found in the CTS of CL to improve the writing skill of ninth grade students in a middle school in Kuala Lumpur. Therefore, to obtain the data a qualitative research method, observations and interviews were both administered with 5 English teachers, from schools in Vientiane Municipality, who agreed to participate in the research. Moreover, the participants were at the primary grade level and secondary grade level. Finally, the results of the study revealed that Communicative Language Teaching (CLT), Grammar Translation Method (GTM) and Total Physical Response (TPR) were three major methods/approaches found in the foreign language classrooms studied.

Prior research done by Bailey (2020) argues: this study was focused on mapping expected benefits, challenges, and strategies of implementing an online EFL course among teachers with different levels of online teaching experience. A group of 43 EFL university instructors teaching communication courses in South Korea completed a survey measuring benefits and challenges for teachers, benefits, and challenges for students, communication channels, and activity types. Analysis of variance across no-, low-, and high-experience groups revealed several findings. Key differences between experience level included expected challenges for instructors and activity choice. Those with online teaching experience perceived fewer obstacles and used a wider array of communication channels and activities when doing so.

6.2 THEORETICAL FRAMEWORK

Nature of English Language.

Language is a system of communication proper of a group of people to communicate and interact with each other. According to Fasold (2006) states “the human species developed the ability to use these sounds in systems which could communicate meaning.....and support a complex symbolic and communicative system.” (p.1). Language is the most efficient communication system for human beings, as it is the main vehicle to express feelings and thoughts. Therefore, Language is not only the capacity of human beings to interact. Otherwise, communication is a linguistic system used by a certain society as a particular expression of language.

According to Jackson and Stockwell (2010) “language is the human faculty that enables us to exchange meaningful messages with some of our fellow human beings by means of discourse and text which are structured according to the rules and convention of the particular language that we share” (p.3). The nature of language is linked to human beings due to the moment in which we begin to learn new expressions; children learn to reproduce different vocabulary and expressions that gradually become what we now know as language. Therefore, language opens the doors to be able to communicate with the outside world and develop the communicative skills to be part of a determined community.

English as a Foreign language [EFL].

EFL Teaching methods are being used nowadays as a teaching technique to help teachers and students to achieve better academic results. Therefore, the implementation of a variety of techniques and strategies are applied in the classroom. English as a foreign language is based on learning a different language apart from the mother tongue, which is not the most used in the daily life of the student and the environment to develop the activities proposed. The process of learning English as a foreign language generally takes place in the classroom, where different controlled activities are carried out.

According to Putra (2020) “English today is used for many things. We were starting from education, business, politics, to technology. The importance of learning English in today’s times cannot be underestimated or ignored seeing English as the language spoken in most parts of the world”. (p.1). English learning has amplified the possibilities to communicate around the world for many years due to it is spoken in almost all the world.

English and teaching learning process.

Kalam (2021) states that Teaching and learning process can be defined as a transformation process of knowledge from teachers to students. It is referred as the combination of various elements within the process where an educator identifies and establishes the learning objectives and develops

teaching resources and implements the teaching and learning strategy (p.1). Teaching and learning process comprehends a process that is intended to achieve the objectives, instructing students through those elements to improve the main skills of the foreign language.

English learning has amplified the possibilities to communicate around the world for many years. The English language has been amplified since we are increasingly connected through technology and we need to be more informed about what is happening around us. There is a need to learn the language.

Teaching methods.

Teaching methods help to enhance the quality of education, according to Hightower (2018) states that “the effectiveness of teaching methods on student learning have consistently raised considerable interest in the thematic field of educational research” (p. 250). Teaching methods are a good way to develop the interest of the students through a variety of techniques and strategies, as Hoque (2016) mentions “Teachers select techniques from various approaches according to the different needs of their learners” (p.1).

Moreover, Casado (2000) states that “the different teaching methods applied are: lab work, guest speakers, exercises, projects and oral presentations.” (p.65). The techniques proposed in teaching methods are useful to improve the quality of teaching. Teaching methods are the most dynamic feature of the teaching-learning process, since they are based on the activities carried out by teachers and students, which is a process of techniques aimed at achieving the objectives proposed to enhance the student’s abilities. Teaching methods are very important in the process of planning, design, evaluation and systematization of educational items, which have a logical process. For that reason, they are very important in the educational process, since they guide teachers in search of an objective or a purpose. Moreover, it is a way to achieve the objectives proposed in the educational process.

EFL Teaching methods.

According to Fedicheva (2011) states a description of the main EFL teaching methods “language teaching methods in practice today: the Grammar-Translation Method, the Direct Method, the Audio-Lingual Method, the Silent Way, Suggestopedia, Community Language Learning, the Total Physical Response Method, and the Communicative Approach.” (p.10).

According to Biber (2006) “ESL/EFL (English as a second language / English as a foreign language) programs have been innovative in matching language instruction to the actual language tasks required in university courses.” (p. 9). Furthermore, Chaves (2012) states that “this field lies in that it shows, on the one hand, teachers’ conceptions about foreign language, its learning and its teaching; on the other hand, it allows assessing teachers’ practices in the light of current tendencies of EFL teaching.” (p.62). Teaching methods are concerned to develop the communicative abilities

EFL Teaching methods build necessary and useful resources for students and teachers because they provide techniques, methods as well as teaching resources and strategies to improve understanding of the language in English learners.

Audiolingual method.

The audio-lingual method was originated during World War II as a teaching method of the USA army. ALM is a style of teaching used in teaching foreign languages; through this method grammar is learned with listening activities. Richards and Rodgers (2000) add that “A taped lesson may first present a dialogue for listening practice, allow for the student to repeat the sentences in the dialogue line by line, and provide follow-up fluency drills on grammar or pronunciation” (p.57). In addition, as Rhalmi (2009) mentions “The direct method highlighted the teaching of vocabulary while the audiolingual approach focuses on grammar drills” (p.1). Moreover, According to Rhalmi (2009) states “The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.” (p.1). According to Bakshi (2014) states “Spellings are important because they build connections between letters and sounds, and then

between words and sentences. Thus, they help in developing the skills of Reading and Writing thus building the proficiency of the Language.” (p.1).

Many research works show that the Audio-Lingual Method uses dialogues and conversations as a way of teaching. According to Berg (2018) mentions “Conversations are exchanges between people who are trying to learn from one another and build meanings that they didn’t have before”. (p.7). Based on Mart (2013) “The Audiolingual method teaches language through dialogues that focus on habit formation of students” (p.63). Therefore, according to Richards and Rodgers (2000) says “Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized” (p.53). The audiolingual method is known for repetition in order to memorize commands or dialogues that are very helpful for students to communicate with each other.

In the ALM the use of devices such as audios and some videos are essential to enhance the learning abilities. According to Richards and Rodgers (2000) argument that “Tape recorders and audiovisual equipment often have central roles in an audio-lingual course (.....) the tape recorder provides accurate models for dialogues and drills.” (p.57). Moreover, According to Tira (2011), “In the classroom, films, audio tapes and video tapes can be used instead of personal student teacher contacts.” (p.9). This method focuses on applying audio and visual resources in order to teach the foreign language effectively. Finally, according to Cando (2014), states “This was the beginning of the use of audiovisual material in English classes.” (p.18).

Tobar (2021) mentions that “computer-assisted method, podcasts, songs, social media, and videos. The results of the study demonstrated that audiovisual aids assisted educators and students in the teaching-learning process.” (p.1). Moreover, based on Maharani (2017) stated that the use of audiovisual materials in language classrooms improved students’ pronunciation.

Direct method or Natural approach.

According to Littlewood and Yu (2009) states “For many decades, foreign language teaching has been dominated by the principle that teachers should use only the target language (TL) and avoid

using the mother tongue (L1)” (p.64). Therefore, Larsen and Freeman (2011) states “The Direct Method is not new. Its principles have been applied by language teachers for many years” (p.46). Based on Karimian (2013) states “Learners used translation as an effective strategy. In their eyes, with the help of translation, learners could be encouraged more to learn English language and understand it better.” (p.607). Moreover, according to Batool (2017) “Direct Method influences the target language as the best instruction for teaching skills or detailed information and classroom communication language” (p.38). This method is focused on speaking English in the whole class instead of using the mother tongue. Moreover, the main skills developed by this method according to Fedicheva (2011) “Vocabulary was taught through demonstration, objects and pictures. Both speaking and listening comprehension were taught. Correct pronunciation was emphasized.” (p.13). According to Gilakjani (2011), states “Teachers should pay attention to pronunciation into their classes and make their students aware of the communicative value.” (p.7). Direct methods apply the target language as a technique to teach because no native language is used and communication is the main activity in the class. According to Larsen and Freeman (2011) arguments “Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language” (p.46). Moreover, according to Larsen and Freeman (2011) states “Teachers who use the Direct Method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language.” (p.52). the use of the target language affects the development of the students.

According to Tovar (2012), “The use of the direct Method in teaching English requires a lot of oral training as this method uses the second language directly and students should be prepared to understand what is presented to them so it is really important for students to practice the language that they are acquiring in order to improve the pronunciation and the understanding.” (p.5).

Communicative Language Teaching.

Communicative Language Teaching originated in 1970 as a traditional method to give emphasis on teaching communicative abilities. According to Larsen and Freeman (2011) states

“Communicative Language Teaching (CLT) aims broadly to make communicative competence the goal of language teaching” (p.152). Moreover, the method uses the following techniques in class proposed by Rambe (2017) “such as role play, games, information gap, and other teacher-created techniques.” (p.66). The mentioned activities help to enhance the communicative skills of students. According to Richards and Rodgers (1999) states “Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates”. (p.76). Based on Felder and Henriquez (1995) states “In order to implement CLT methods successfully, it requires more than simply placing students into pairs and groups.” (p.25). Moreover, according to Billah (2020) “Communicative Language Teaching activities frequently take the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which students practice and develop language functions, as well as judicious use of grammar and pronunciation focused activities.” (p.1.). CLT is characterized based on Fedicheva (2011) “Students are expected to interact with other people, either having hands-on experience, through pair and group work, or in their writings.”.

Situational Language Teaching (Oral Approach).

This method was applied by British linguists from 1930-1960. According to Richards and Rodgers (1999) states “the principles of Situational Language Teaching, with its strong emphasis on oral practice, vocabulary conform to the intuitions of many practically oriented classroom teachers, it continues to be widely used” (p.42). According to Pitman (1963) states “Before our pupils pronounce new concepts and new vocabulary, we shall teach orally both the new structures and the new vocabulary”. (p.186). Students need to know new words to communicate in a better way.

According to Humaidi (2011) states “The focus of this approach was mainly on vocabulary and grammar control.” (p.1). This method is focused on teaching vocabulary and grammar through the implementation of structural activities in the classroom. Therefore, according to Rhalmi (2009) states “Focus on vocabulary and reading is one of the best traits of SLT.” (p.1). The main activities implemented through this method are word list and structural patterns, As is mentioned by Rhalmi

(2009) “Situational Language Teaching syllabus is designed upon a word list and structural activities.” (p.2). Those kinds of techniques applied by the teachers are effective to help students in their academic development.

Grammar Translation Method (GTM).

According to Karakaş (2019) states “The Grammar Translation Method (henceforth GTM) is an old language teaching method whose historical roots are reported to the date back to the time of Erasmus (1466-1536)”. Therefore, based on Benati (2018) mentions “Its main characteristics are: learners should learn the grammatical rules of the target language and apply them in translating from one language into the other; learners should learn vocabulary through direct translation from the native language; learners should read in the target language and then translate directly in the native language. Moreover, according to Larsen and Freeman (2006) states “Students translate the passage from English into Spanish. An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.” (p.19).

According to Widiyanto (2011) states “From the Grammar Translation Method, teachers can give the instructions by using the students’ mother tongue then directly translate into the Target Language and or from the Target Language into the mother tongue.” (p.4). The main features of this approach is the use of translation to learn and understand a text.

7. METHODOLOGY.

Design and method

The research methodology applied was qualitative research focused on studying a specific phenomenon of the EFL teaching methods. Denzin and Lincoln (2005). “Qualitative studies are situated in the investigation of phenomena with a perspective of a person, paying attention to the context which they arise and their experience” (p.5). For this reason, it is a qualitative study because it studies a specific problem in a group of people, students at the English Language career at Technical University of Cotopaxi using an inductive approach.

Sample and site

The participants selected were twelve English students belonging to different levels of study in the Pedagogy of National and Foreign Languages career at Technical University of Cotopaxi. In addition, the students belong to the third, fourth, fifth, sixth, seventh, eighth and ninth semester. The age range goes from 18 years to 25 years. Moreover, the male participants were 5 and female participants were 7; a total of 12 participants belonging to the English career of the Technical University of Cotopaxi.

Table 1: Distribution of the participants:

Participants	Level of study	Genre
Two	Third semester	Two females
Two	Third semester	Two females
One	Fourth semester	One female
One	Fifth semester	One female
Four	Sixth semester	Two males and two females
One	Seven semester	One male
One	Eight semester	One male

Done by: Benavides (2022)

Data-gathering strategies

The instrument used to carry out our research was the interview, focused on knowing which of the teaching methods was the most used and recurrent during class hours. Stewart and Chadwick (2008) say that “Interviews can be used to explore the views, experiences, beliefs and motivations of individual participants” (p.291). As a result, we decided to apply this type of strategy as a useful data collection method to develop the investigation.

The Interview, according to Creswell (2012). Mentions “is a strategy in which the researcher samples facts or subjects with different characteristics to know their experiences from something” (p. 5.).

Data analysis

Following Creswell (2012), the bottom-up approach was applied as a method to analyze information from the students in order to know and understand some aspects from the investigation. The bottom-up method is a useful method to interpret the results obtained through the qualitative data, as the kind of information obtained from the interviews. In this regard, the six steps of this approach were applied.

Prepare and organize the data analysis.

After having applied the interviews, it was necessary to organize the data to decide to analyze the information by hand or computer. In the case of this study, the data was analyzed by hand. Then the information was transcribed.

Explore and code the data.

To continue, the data collected was read in depth to have a general sense of the information obtained by the participants, as a result, an initial coding process was developed.

Coding to Build Description and Themes.

The coding process was based on the analysis of the participants' comments, to prepare the information for the description of the main results.

Represent and Report Qualitative Findings.

The data was presented by using narrative descriptions and discussion of commentaries about participants' experiences.

Interpret the Findings.

In this stage, it was necessary to interpret the meaning of the research, it means the interpretation of participants' points of view, and then compare it to the literature.

Validate the Accuracy of the Findings.

To verify the validity of the information collected the triangulation technique was used. The triangulation technique was used between different information resources in order to know the validity of the research; it means, it was analyzed the points of view of students coursing different levels, several bibliographic sources and research results of studies related to the research problem.

Ethical considerations

In order to carry out this research, an informed consent was used for the interviewees, indicating the importance of the research and their approval to carry it out. Following, the consent was drawn up; then, we held a meeting on the zoom platform in order to have the consent of the participants. First, their information was indicated to them, it was handled with absolute confidentiality and that it will not be disclosed. (See Appendix 1).

8. ANALYSIS AND DISCUSSION OF RESULTS

Interviews

To answer the main question about which teaching methods are applied in online classes. We analyzed the information from students' interviews. According to Interviews, we found three categories and five subcategories described in Table 2.

Table 2: Categories and subcategories

Categories	
Category A	Audiovisual materials
Category B	Drills
Category C	Target Language
Category D	Classroom activities
Category E	Conversations and dialogues
Category F	Spelling
Category G	Vocabulary
Category H	Pronunciation
Category I	Translation

Done by: Benavides (2022)

Category A. Audiovisual Materials.

According to the interviews, students mention that the English teachers focus on using audio visual materials such as listening conversations and videos as a teaching technique. They prefer to use audios and videos in order to improve teaching pronunciation.

Teachers use audios and videos to teach new content. [IEJP]

Teachers focus on using audios during online classes. [AAMZ]

Online videos are used during classes to learn new contents. [MVPB]

Teachers use audios and videos to teach concepts. [AGSH]

Teachers use audiovisual materials to teach. [PPBC]

The use of audiovisual materials are important for teaching and learning a foreign language, according to Tira (2011), states “In the classroom, films, audio tapes and video tapes can be used instead of personal student teacher contacts.” (p.9). Therefore, this strategy is mostly applied for the audiolingual method in which, according to Richard and Richards and Rodgers (2000) arguments “Tape recorders and audiovisual equipment often have central roles in an audio-lingual course.....the tape recorder provides accurate models for dialogues and drills.” (p.57). Therefore, based on Maharani (2017) stated that the use of audiovisual materials in language classrooms improved students’ pronunciation. This strategy is important for the use of songs and videos where you can see the vocabulary to be taught and listen to songs and repetitions to improve pronunciation.

Category B. Drills.

According to the interviews, when students were asked if teachers used repetition activities to practice speaking in English classes, they mentioned that drilling exercises are applied in repetitive activities in order to improve the academic performance of the students.

Teachers implement repetition exercises such as communicative activities such as conversations. [MVPB]

Teachers include activities in which the activities are repeated. [DSCJ]

Drill exercises are usual in online classes such as conversations and dialogues. [PPBC]

Teachers usually use repetition exercises to reinforce the knowledge acquired. [GEHI]

The implementation of drill exercises enhances the development of the foreign language. According to Mohan (2017), “It is evident that the drill and training practice method is a more effective method of teaching and learning than traditional methods.” (p.7). In addition, as Larson and Freeman (2000) mention “The dialogues are learnt through repetition and such drills as repetition” (p.45). As the participants mentioned, repetition exercises are commonly applied in English classes, so, we can say that a strategy of the audiolingual method is applied. Moreover, According to Mart (2013) states “The Audiolingual method teaches language through dialogues that focus on habit formation of students” (p.63). This strategy is important for the use of drills exercises in order to improve the learning of new structural patterns.

Category C. Target language.

According to the interview, they prefer to use the target language during all the online classes. The interviewees indicate that they use English to communicate in class. In addition, they indicate that throughout the class the teacher and they speak in English, their questions and answers must be made in the target language. This way, the production of the language can be improved, in addition to acquiring the language naturally. Besides, Students improve their pronunciation abilities through this technique.

Teachers use English conversations to improve the pronunciation of the students. [IEJP]

Teachers prefer to use the target language during classes. [MVBP]

Teachers use English to explain concepts during classes. [PCGH]

Teachers use English and correct the pronunciation of the students. [PPBC]

No, teachers prefer to use the target language during all the class. [DSCV]

Teachers do not use the mother tongue to explain topics. [MJVC]

The use of target language is essential for teaching and learning English, According to Littlewood and Yu (2009) states “For many decades, foreign language teaching has been dominated by the principle that teachers should use only the target language (TL) and avoid using the mother tongue (L1)” (p.64). Therefore, this strategy is mostly applied for the Direct Method in which, according to Larsen and Freeman (2011) arguments “Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language” (p.46). Moreover, according to Tovar (2012) mentions “The use of the direct Method in teaching English requires a lot of oral training as this method uses the second language directly and students should be prepared to understand what is presented to them so it is really important for students to practice the language that they are acquiring in order to improve the pronunciation and the understanding.” (p.5). This technique is important for the use of the target language in order to improve the pronunciation abilities of the students.

Category D. Classroom activities.

According to the interview, the English teachers implement classroom activities such as conversations, dialogues and work teams in order to improve cooperative learning through the implementation of these activities during the online classes.

Teachers use conversations and team works. [MVPB]

Teachers implement activities such as team discussions and conversations during classes to firm up the knowledge. [PCGH]

We use different types of activities such as conversations, exhibitions, demonstrations in work teams. [DSCV]

Expositions in teams are the most used activities during online classes. [GEHI]

The implementation of classroom activities improves cooperative learning to facilitate the acquisition of knowledge. Therefore, the implementation of classroom activities improves the development of the foreign language. In addition, as Akan (2013) mentions “activities are important in terms of obtaining the benefits foreseen in the new educational programs designed according to the constructivist learning model”. (p.148.). As the participants mentioned, the classroom activities are commonly applied in English classes, so, we can say that a strategy of the Communicative Language Approach is applied. Moreover, according to Felder and Henriquez (1995) states “In order to implement CLT methods successfully, it requires more than simply placing students into pairs and groups.” (p.25). Moreover, according to Richards and Rodgers (1999) states “Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations, and debates”. (p.76). This strategy is important for the implementation of useful classroom activities in order to improve the cooperative learning of the students.

Category E. Conversations and dialogues.

According to the interview, dialogues and conversations are strategies applied by teachers to improve the communicative skills of the students.

Teachers focus on implementing team works based on conversations and dialogues with partners... [GEHI]

Teachers apply dialogues between students [MJVC]

Teacher focus on making groups to carry out activities such as conversations. [ICPL]

Group activities such as dialogues are part of our education. [MVPB]

We use dialogues and group conversations to develop our communication skills. [PPBC]

The use of conversations and dialogues as a learning technique are important to learn the foreign language. According to Berg (2018) mentions “Conversations are exchanges between people who are trying to learn from one another and build meanings that they didn’t have before”. (p.7). Therefore, this strategy is mostly applied for the audiolingual method in which, According to Mart (2013) states “The Audiolingual method teaches language through dialogues that focus on habit formation of students” (p.63). Moreover, according to Richards and Rodgers (2000) states “Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized” (p.53). This strategy is important for the use of dialogues and conversations applied to the students to help to develop a correct pronunciation of the students.

Category F. Spelling.

Teachers are focused on teaching grammatical rules correctly and check the grammar mistakes during the activities realized. In addition, drill spelling exercises are part of the academic formation of students during their time in the university.

Teachers focus on improving writing skills. [GEHI]

Teachers review the correct use of spelling rules. [MJVC]

Teachers focus on checking spelling mistakes. [ICPL]

Teachers teach grammar rules and implement drill spelling exercises. [MVPB]

Spelling rules are used in class and drill spelling exercises. [PPBC]

Grammar is part of our academic training. [DSCV]

The implementation of spelling enhances the development of the foreign language. According to Bakshi (2014) states “Spellings are important because they build connections between letters and sounds, and then between words and sentences. Thus, they help in developing the skills of Reading and Writing thus building the proficiency of the Language.” (p.1). In addition, as Rhalmi (2009) mentions “The direct method highlighted the teaching of vocabulary while the audiolingual

approach focuses on grammar drills” (p.1). As the participants mentioned, grammatical drills are applied in English classes, so, we can say that a strategy of the audiolingual method is applied. Moreover, According to Rhalmi (2093) states “The objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns.” (p.1). This strategy is important for the use of grammar exercises in order to improve the learning of new structural patterns.

Category G. Vocabulary.

Teachers are focused on teaching new vocabulary to the students. In addition, Vocabulary is taught by teachers to improve knowledge about the English language and understand new words.

Teachers teach new words to improve our vocabulary. [PCBC]

Vocabulary is important during classes. [PPBC]

Teachers focus on teaching new words and content. [MVPB]

Teachers help improve vocabulary knowledge during class. [GEHI]

Teachers focus on enhancing vocabulary. [DSCV]

The use of vocabulary is important to learn the foreign language. According to Hatam and Rajabi (2018), states “Vocabulary constitutes an essential part of every language-learning endeavor and deserves scholarly attention.” (p.139). Therefore, this strategy is mostly applied for the Oral Approach in which, according to Rhalmi (2009) states “Focus on vocabulary and reading is one of the best traits of SLT.” (p.1). Moreover, according to Humaidi (2011) mentions “The focus of this approach was mainly on vocabulary and grammar control.” (p.1). This strategy is important to learn new words to improve the speaking ability of the students.

Category H. Pronunciation.

Teachers focus on correct the pronunciation of the students in order to enhance the communicative skills to learn English.

I try to use correct pronunciation of words during the activities realized in classes. [IEJP]

teachers focus on correct pronunciation of words. [AAMZ]

Teachers control pronunciation of words and help to improve the knowledge of new words. [MVPB]

Teachers correct the pronunciation in order to enhance the communicative skills of students. [PCGH]

Teachers focus on controlling the correct use of words and teach how to pronunciate words. [DSCV]

The use of a correct pronunciation is important for teaching and learning English, according to Gilakjani (2011) states “Teachers should pay attention to pronunciation into their classes and make their students aware of the communicative value” (p.7). Therefore, this strategy is mostly applied for the Direct method in which, according to Tovar (2012) arguments “The use of the Direct Method in teaching English requires a lot of oral training as this method uses the second language directly and students should be prepared to understand what is presented to them so it is really important for students to practice the language that they are acquiring in order to improve the pronunciation and the understanding.” (p.5). This strategy is important for the use of pronunciation as a manner to improve the oral skills and communication of the students.

Category I. Translation.

According to the interview, students use translation to translate passages into their mother tongue. Which could facilitate the way to understand a written work

Sometimes, I use the mother tongue to translate texts. [IEJP]

I try to use the translation to translate texts. [MVPB]

I use the translation to translate ideas of texts easily. [PCGH]

I use the translation to translate from the English to Spanish. [DSCV]

Translation is a technique implemented to improve the learning process of the foreign language, according to Karimian (2013) states “Learners used translation as an effective strategy. In their eyes, with the help of translation, learners could be encouraged more to learn English language and understand it better.” (p.607). This strategy is important for students as technique to learn the foreign language.

9. RESEARCH IMPACTS

The impact of my research is to determine the different teaching methods applied in online classes to the students of the Technical University of Cotopaxi of the major in Pedagogy of National and Foreign Languages. In order to know the different methods applied during the online classes, the different categories were analyzed through the interview applied to the students, which led to knowing the different strategies and techniques applied in online classes.

This study benefits teachers and students to know the different strategies and techniques of the foreign language. Therefore, Teaching methods benefits the knowledge about the different activities developed by all the methods. This research can help to improve people's knowledge to understand what are the most used teaching methods during online classes. It demonstrates the main activities and techniques applied to achieve the different educational objectives and describe the different methods used to develop the cognitive abilities. Therefore, it is necessary to understand the main approaches used in online classes to enhance the level of the foreign language in the students.

10. CONCLUSIONS AND RECOMMENDATIONS.

CONCLUSIONS

In order to achieve the general objective of this study concerned to describe the EFL teaching methods applied in online classes at the English Language career at Technical University of Cotopaxi, the Audio Lingual Method [ALM], Direct Method [DM], Communicative Language Teaching [CLT] and Oral Approach or Situational Language Teaching [SLT] were specially used in online classes as the main teaching methods implemented by teachers to improve the students' knowledge of the foreign language, with a special emphasis in ALM. It was evidenced that there is not a specific teaching method followed by the professors, instead they use different strategies from several methods. However, the results revealed that the methods and techniques used in the classes are very useful to improve the knowledge acquired during the online classes, according to the students' comments. Therefore, the teachers implement several important techniques and strategies in order to improve the academic development of the students.

In addition, in order to achieve the objective related to analyze the students' opinions about the teaching strategies used by their teachers in online format classes, it was possible to conclude that the English teachers had implemented different types of activities in order to improve knowledge about the English language and learn new words, as well as to strengthen students' skills, so that they can communicate effectively with the other classmates as well as practice the target language. Therefore, it is very important that students keep using activities similar to conversations in which they practice their pronunciation favoring the correct use of words and learning new words which will help increase their knowledge of the target language.

In regard to the objective related to identify the didactic materials used by teachers in online classes from the students' opinions, this research revealed that the use of different types of activities and didactic materials facilitates the students' learning process. In addition, the main materials used by the teachers were videos, audios, conversations making online classes more successful. Moreover, Students use translation as a strategy to learn the second language, especially in tasks that are developed as homework, in self-learning.

RECOMMENDATIONS

The teaching methods have been used to improve the academic performance of the students of the major in Pedagogy of National and Foreign Languages, the English teachers always have to apply effective teaching methods to focus their students to learn the foreign language in order to develop the students' English skills appropriately.

The teachers should implement a variety of strategies and methods to improve the quality of teaching and help to enhance the knowledge of the foreign language in classes. The teaching methods are useful tools that help to develop the teaching and learning process as teachers as students. Therefore, the benefits are varied at the moment to apply different strategies and techniques, as it was evidenced in the results of this study.

It is necessary for teachers to strengthen the use of didactic materials to teach English as a foreign language, since this helps to enhance the language skills of the students of the major in Pedagogy of National and Foreign Languages.

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12. ANNEXES

12.1 Annex 1

EXTENSIÓN PUJILÍ CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Pujilí, 09 de julio del 2021

M.Sc.

Patricia Mena V.

**DIRECTORA DE LA CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

Presente.

Yo, Miguel Angel Benavides Pruna, con cédula de ciudadanía No 0503619769, solicito a usted que se me autorice aplicar el proyecto de investigación, como Modalidad de Titulación.

Para cuyo efecto conozco y acepto las disposiciones establecidas en el Instructivo de la Unidad de Titulación de la carrera de pedagogía de los idiomas nacionales y extranjeros.

Atentamente,

Nombres y apellidos completos: Miguel Angel Benavides Pruna.

Dirección: Av. Oriente y Calle Isla Pinzón.

Celular: 0983994219

Correo electrónico: miguel.benavides9769@utc.edu.ec

Firma.....

12.2 Annex 2

Hoja de Consentimiento Informado

Yo,, consiento que **Miguel Angel Benavides Pruna**, estudiante de Séptimo ciclo paralelo B perteneciente a la carrera de Pedagogía de los Idiomas Nacionales Y extranjeros (ingles), utilicen la información comentarios y opiniones que como estudiante de la carrera emito de manera voluntaria, para fines académicos y científicos, incluyendo divulgación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarme de manera personal.

Latacunga 31 de mayo del 2021

Firma

12.3 Annex 3

Interview Guide

- 1.- Do teachers focus on the correct use of spelling rules?
- 2.- Do teachers use the mother tongue to explain concepts?
- 3.- Do the teachers focus on the correct pronunciation of the words?
- 4.- Do you focus on translating into your mother tongue when you read?
- 5.- Do teachers implement activities that encourage the development of communication skills?
- 6.- Do teachers use objects or audiovisual materials to teach?
- 7.- Does the teacher apply dialogues or conversations in pairs to improve speaking skills?
- 8.- Do your teachers use repetition exercises or activities during English classes?
- 9.- Do your teachers teach the vocabulary every day?