



UNIVERSIDAD TÉCNICA DE COTOPAXI

PUJILI CAMPUS

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

RESEARCH REPORT

**“METHODS IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE”**

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

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PUJILI-ECUADOR

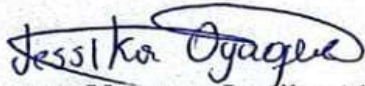
MARCH – 2024

STATEMENT OF AUTHORSHIP

Oyaque Vasquez Jessika Alejandra, with citizenship card No. 0502947609 I declare to be the author of this RESEARCH PROJECT: "**METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE** ", being MSc. Fabiola Soledad Cando Guanoluisa, Tutor of this work; I expressly exempt the Technical University of Cotopaxi and its legal representatives from possible claims or legal actions.

Furthermore, I certify that the ideas, concepts, procedures, and results expressed in this research work are my sole responsibility.

Pujilí, March 2024



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ENDORSEMENT BY THE RESEARCH PROJECT TUTOR

As Tutor of the Research Project on the title:

"METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE", for Oyaque Vasquez Jessika Alejandra, of the Pedagogy of National and Foreign Languages career, I consider that this research report is worthy of the endorsement of approval by meeting the technical standards, translation, and formats provided, as well as has incorporated the observations and recommendations proposed in the pre-defense.

Pujilí, March 2024



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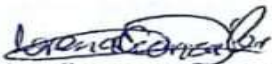
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ENDORSEMENT OF THE DEGREE COURT

As a Court of Readers, approve this Research Report following the regulations issued by the Technical University of Cotopaxi, and by the Extension Pujilí, because the applicant Oyaque Vasquez Jessika Alejandra, with the title of the Research Project "METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE", has considered the recommendations issued in due course and meets the sufficient merits to be submitted to the act of support of the degree work.

Pujilí, March 2024

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GRATEFULNESS

*I want to give special acknowledgment to all the teachers of the faculty at the Technical University of Cotopaxi, who have offered support and motivation, inspiring me to keep during my academic path. I would like to express a special gratefulness to **PhD. Carlos Mantilla**, who as the extension director, encouraged me during a critical moment when I was about to quit. Finally, but not less important an honest thank you for my tutor and teacher **MSc. Fabiola Soledad Cando Guanoluisa** who despite the long road and the challenges has professionally and patiently guiding me until the end.*

Jessika

DEDICATION

I want to dedicate this effort to my lovely mother, Veronica, who has stand by me to encourage me step by step from the beginning until the end.

To my father Santiago, for believe in me. To my siblings, Rony, Alisson, and Esther for being my motivation and guide.

Last but not least, to a special person in my heart Jody Farley.

Thank you for being my light, I would not be here without you all.

Jessika

TECHNICAL UNIVERSITY OF COTOPAXI

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE

THEME: “METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE”

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ABSTRACT

Currently, English serves as the universal means of communication across nations. Despite, the fact that the Ministry of Education has incorporated English as an important subject from an early stage, the list emitted in 2023 from Education First (EF) positions Ecuador in 80th position between the countries with the lowest proficiency of English around the world in the curriculum. This may be attributed to the methodology used by English teachers in their classrooms. Therefore, this quantitative descriptive research aims to analyze the use of traditional teaching methods in English teaching as a foreign language in educative institutions from the urban sector of Latacunga. The data was collected by applying a survey to eighty-two English teachers from different educational institutions in the city of Latacunga. Data was analyzed by using the SPSS (Statistical Package for the Social Sciences) calculating the mean of each item and of the whole method to determine the frequency of using the methods mentioned above. The principal findings were that English teachers tend to highly employ activities, strategies and techniques that correspond to traditional teaching methods in EFL classrooms. The results revealed that traditional methods such as Total Physical Response and Silent way were the most common methods used at teaching. The findings evidenced the strong presence of traditional teaching methods in EFL classrooms nowadays. Concluding that the teacher praxis is not limited to use a specific method, opposite from this, it showed that there is a trend of mixing activities, strategies, and techniques from different methods in order to achieve learning in different ways. Concluding that the teacher praxis is not limited to use a specific method, opposite from this, it showed that there is a trend of mixing activities, strategies, and techniques from different methods in order to achieve learning in different ways.

Keywords: Foreign Language, Silent way, Teaching Methods, Total Physical Response, Traditional Methods.

TECHNICAL UNIVERSITY OF COTOPAXI

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE

TEMA: “METODOS EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA”

Autor:

Oyaque Vasquez Jessika Alejandra

Tutor:

Cando Guanoluisa Fabiola Soledad. MSc.

RESUMEN

Actualmente, el inglés sirve como el medio de comunicación universal entre las naciones. A pesar de que el Ministerio de Educación ha incorporado el inglés como una asignatura importante desde las etapas iniciales, la lista emitida en 2023 por Education First (EF) posiciona a Ecuador en el puesto 80 entre los países con menor dominio del inglés en el mundo. Esto puede atribuirse a la metodología utilizada por los profesores de inglés en sus aulas. Por lo tanto, esta investigación descriptiva cuantitativa tiene como objetivo analizar el uso de métodos de enseñanza tradicionales en la enseñanza del inglés como lengua extranjera en instituciones educativas del sector urbano de Latacunga. Los datos se recopilaron aplicando una encuesta a ochenta y dos profesores de inglés de diferentes instituciones educativas en la ciudad de Latacunga. Los datos se analizaron utilizando SPSS (Paquete Estadístico para las Ciencias Sociales), calculando la media de cada ítem y del método en su totalidad para determinar la frecuencia de uso de los métodos mencionados anteriormente. Los hallazgos principales fueron que los profesores de inglés tienden a emplear en gran medida actividades, estrategias y técnicas que corresponden a métodos de enseñanza tradicionales en las aulas de inglés como lengua extranjera. Los resultados revelaron que métodos tradicionales como la Respuesta Física Total y el Método Silencioso eran los más comunes en la enseñanza. Los hallazgos evidenciaron la fuerte presencia de métodos de enseñanza tradicionales en las aulas de inglés como lengua extranjera en la actualidad. Se concluyó que la praxis del profesor no se limita a utilizar un método específico; al contrario, se mostró una tendencia a mezclar actividades, estrategias y técnicas de diferentes métodos para lograr el aprendizaje de diversas maneras.

Palabras clave: Lengua Extranjera, Método silencioso, Métodos tradicionales, Métodos de enseñanza., Respuesta física total, Métodos Tradicionales

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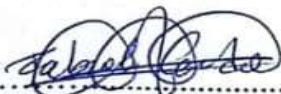
Pedagogía de los Idiomas Nacionales y Extranjeros

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AVAL DE TRADUCCIÓN- Profesional Externo

Fabiola Soledad Cando Guanoluisa, Mg. con cédula de identidad número: 050288460-4 Licenciada; Magíster en: Lingüística Aplicada a la Enseñanza del Inglés como Lengua Extranjera con número de registro de la SENESCYT: 1027-2016-1656136; **CERTIFICO** haber revisado y aprobado la traducción al idioma Inglés del resumen del trabajo de investigación con el título: **“Methods in Teaching English as a Foreign Language”** de: **Jessika Alejandra Oyaque Vasquez** egresada de la carrera de **Pedagogía de los Idiomas Nacionales y Extranjeros** en virtud de lo expuesto y para constancia de lo mismo se registra la firma respectiva.

Pujilí, 27 de febrero del 2024



.....
Fabiola Soledad Cando Guanoluisa, Mg
ID: 050288460-4

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. GENERAL INFORMATION

Theme:

“Methods in Teaching English as a Foreign Language”

Starting Date:

October 2023

Ending Date:

February 2024

Place of Research:

Technical University of Cotopaxi

Sponsoring Faculty:

Pujilí Campus

Sponsoring career:

National and Foreign Language Pedagogy English

Macro project of the career:

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

Work team:

- Fabiola Soledad Cando Guanoluisa. Msc.
- Jessika Alejandra Oyaque Vasquez

Knowledge area:

Education

Research line:

Education and communication for human and social development.

Research line of the career :

Prácticas pedagógico, didácticas, curriculares e inclusiva en las áreas del conocimiento

2. PROBLEM STATEMENT

The learning of English as a foreign language in a globalized and multicultural world has increased significantly during the last years. According to Vonkova et al. (2021), "...in recent years the need for English as a foreign language (EFL) education in schools has become a priority worldwide." (p.30). However, teaching English has eventually become a challenge for teachers; who are in charge of run out teaching process due to their responsibility to choose and apply appropriate teaching methods with the aim of achieving success during the English learning process in schools.

There are some researches about teaching methods. For example, Puma (2017) points out not all professional teachers are aware of the existence of the multiple methods and techniques that can improve learning, and if they are they do not know how to apply them in a correct form. Furthermore, Mupa and Chinooneka (2015) concludes that "despite the Zimbabwe government's policies to promote the teaching of English as a foreign language, teachers do not employ a variety of teaching methods, and they do not prepare a variety of media for use in teaching and learning" (p. 126). But, there is limited information available about the actual use of traditional teaching methods by English teachers in public high schools located in Latacunga. Although there have been studies focused on multiple aspects of teaching English as a foreign language, such as the use of modern teaching methods, the advantages of using determinate methods, case studies related to teaching methods application, etc.

This represents the most important reason to conduct this research that aims at analyze the use of traditional methods in English as a foreign language by English teachers in public high schools located in Latacunga. In light of what has been described, this research study is guided by following research questions:

- What is the level of frequency of using traditional methods to teach English in private and public educational institutions located in the urban sector of Latacunga city?
- What are the most common methods used by English teachers in private and public educational institutions located in the urban sector of Latacunga city?

3. RESEARCH OBJECTIVES

3.1 General objective

- To analyze the use of traditional methods in teaching English as a foreign language in public and private education institutions of the urban sector in Latacunga.

3.2 Specific objectives

- To describe traditional teaching methods for teaching English as a Foreign Language (EFL).
- To calculate the level of frequency of using traditional methods to teach English as a foreign language in public and private educational institutions in Latacunga.
- To determine the most common traditional methods to teach English as a foreign language in public and private educational institutions in Latacunga.

4. Activities and task system in relation to the objectives propose.

Table 1

Objectives and activities

Specific objective	Activities	Verification Means
To analyze traditional methods for teaching English as a Foreign Language (EFL).	<ul style="list-style-type: none"> • To analyze the topics and subtopics to structure the theoretical framework. • To examine relevant sources of studies related to the epistemic foundation. • To cite meaningful research and authors to enrich the theoretical framework. 	<ul style="list-style-type: none"> • Background • Theoretical Framework
To calculate the level of frequency of using traditional methods to teach English as a foreign language in public and private educational institutions in Latacunga.	<ul style="list-style-type: none"> • Create a survey. • Apply the questionnaire to English teachers. • Apply statistical analysis. • Calculate means and create tables. 	<ul style="list-style-type: none"> • Survey • Questionnaire • Tables
To determine the most common traditional activities, techniques or methods to teach English as a foreign language in public and private educational institutions in Latacunga.	<ul style="list-style-type: none"> • Analysis and discussion of results 	<ul style="list-style-type: none"> • Conclusions • Recommendations

5. JUSTIFICATION

Nowadays, learning English as a foreign language has become priority in many countries around the world. In this context, Ecuador is one of the Latin American countries that prioritizes and promotes English teaching as part of the academic instruction during education in schools. Therefore, from an educational perspective, teachers are in the current need of being capable of adopting different approaches in their methodology in order to improve language teaching-learning process, as it is known, these methodologies can be conditioned by multiple factors such as: the paradigms of teachers towards certain methods, the beliefs and thoughts that teachers have about teaching, the teacher instruction, the teacher experience, etc.

In this way, this present research project aims to analyze the use of traditional methods in teaching English as a foreign language in educational institution of the urban sector in Latacunga through a specified analysis of teaching strategies, techniques and activities used in current teaching. The information obtained will be useful to encourage the development of future research because it will help to open a different perspective of English teaching methods. The theoretical part of this research includes important information from many resources associated with the teaching methods that exist and have been developed until the present.

The indirect beneficiaries will be the teachers of the Educative Institutions, since this research aims to evidence the reality of teaching, providing statistical data about the effectiveness of the methods that are being used and applied by teachers. Then, it is expected for teachers to use these projects as suitable feedback to improve their methodology in classes and consequently improve students' learning

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

Previous research done by Al-Ghasab (2022) focused on revealing the actual use of contemporary teaching approaches in English language instruction, while also examining variances based on gender, years of experience, and academic qualification. The researcher administered a questionnaire to 239 English language teachers within the Al-Mubarak Al-Kabeer Educational District in the State of Kuwait. The findings revealed that the average score indicating the extent of implementing teaching methods such as direct, communicative, and audio-linguistic method in English was 3.21, indicating a moderate level. This outcome could be attributed to the inadequate proficiency of English language teachers in employing suitable and up-to-date teaching strategies for linguistic educational scenarios. The author's final conclusion asserted that there were no statistically significant disparities in the employment of modern teaching methods among teachers of different genders, instructional techniques, or overall proficiency levels.

Khalil and Semono-Eke (2020), also conducted a descriptive quantitative study applying a survey to gather data from 63 faculty members of Saudi universities, including lecturers from various nationalities. The main objective was to examine the most effective teaching methods for General English (GE) and English for Specific Purposes (ESP) from the perspective of teachers in Saudi Arabian universities. The study results showed that multiple teaching methods were employed in the ESL/EFL classrooms at the university level. The findings indicated that out of the 63 teachers surveyed, a majority utilized a combination of teaching methods tailored to meet the specific needs of their learners. The researchers suggest that English language teachers should not rely only on a single teaching method; instead, they should continuously update and enhance their skills to be adaptable in employing a diverse range of appropriate pedagogical approaches that cater to their learners' requirements. Furthermore, the study highlighted a pressing need for teacher training courses in this area. The researchers strongly advocate for

further exploration and investigation of English language teaching methods to propose more innovative approaches in the future.

A study conducted by Chasipanta and Ortega (2022), focused on identify the type of methodology used by teachers to teach English. This quantitative diagnostic study was conducted on public institutions from Latacunga where survey was applied to four English teachers. The results showed that that teachers use traditional methodologies such as grammar-translation, Audio-lingual, and direct method. Additionally, it was found that the most common techniques used to teach vocabulary and grammar focus on repetition, memorization, and translation exercises.

In the same direction, research done by Forero (2018), determined the suitable pedagogical approaches for teaching the English language, with a specific focus on methodologies that foster communicative ability. The quantitative research was conducted at the educational unit Cristobal Colon in Bogota city through the appliance of a survey to 6 English teachers. The findings indicated that contemporary methods were the most appropriate for enhancing communicative competences during the learning process. The study concluded that teachers should utilize modern methodologies that not only inspire students to have a desire to learn the language but also facilitate the development of language skills. Therefore, it is crucial for teachers to employ up-to-date teaching methods that effectively motivate students while aiding in the acquisition of language abilities.

Finally, Intarapanich (2013), conducted qualitative research to explore the teaching methods, approaches, and strategies employed in English as a foreign language (EFL) class in Lao PDR. The study used direct observation and in-depth interviews as research instruments, involving 5 English teachers from three different schools in Vientiane Municipality. The findings revealed that Communicative Language Teaching (CLT), Grammar Translation Method (GTM), and Total Physical Response (TPR) were the dominant approaches used in EFL classrooms in the Lao schools. Learning activities and strategies from these approaches and methods were the ones seen most frequently in the classroom observations.

6.2 Theoretical Framework

6.2.1 Importance of English

Nowadays, the English language leads the rankings of the most widely spoken languages all over the world, along with other outstanding languages such as Chinese Mandarin and Hindi. According to Emery (2023) in his latest updated report on the Langoly website, English ranks first with approximately 1,452,000,000 people speaking it, which clearly shows the global influence and importance of communication in the English language in the current context.

Therefore, this outstanding number demonstrates the English language's global reach and its wide influence. As Ilyosovna (2020) pointed out “English has been playing a major role in many sectors including medicine, engineering and education, which [...] is the most important arena where English is needed” (p. 23).

This enhances the importance of the language as a need and even more important as a tool in today's world due to its progress, globalization and accreditation as a world language and at the same time as a lingua franca.

Using the words of Hoàng:

English is one of the most popular languages today. Over 400 million people worldwide speak English as their first language, while over 1 billion people speak English as a second language. English is gradually taking on importance as a language of communication. Numerous other people are also aware of how important it is to study English. English is widely spoken, utilized, and taught in school throughout the entire world. It is essential for students to develop their speaking skills in English to be able to communicate effectively in today's globalized world. (2023, par.6)

Thus, after pointing out the role of the English language, this can be easily taken as the most powerful way to communicate. As it was mentioned before it is impossible

not to take into account such an influential language in a modern world where technology plays a main role in the most important aspects of life, such as education or business so it is correct to assume that there is the existent the need to learn how to communicate with people in order to progress in a personal and collective way

6.2.2 *Teaching English as a Foreign Language*

According to Holloway (2021) “English takes the crown as the most common second language around the world with 55 countries speaking it as a second language”. Most of these countries are located in continents such as Europe, Asia and Africa. Meanwhile, Latin American countries such as Ecuador, Brazil, or Colombia intend to include English as foreign language being taught in middle schools from early ages with the main objective of getting students to handle the language over the years and consequently increase their chances to succeed in the modern world.

The limited information available suggests that English language learning (ELL) in Latin America is deficient. And while many governments are making important efforts to remedy this situation, the remaining gaps are significant. Furthermore, a “dearth of systematic information limits the ability of governments to adopt evidence-based approaches to improve ELL in schools and other educational institutions.” (Cronquist & Fishbein, 2017, p. 9)

In this context, the educational field has had the strong need to implement methods, techniques and environments to promote successful EFL learning to respond to the educational demand of language learning in educational schools.

6.2.3 *Influential factors on English Foreign Language Teaching*

Teaching English as a Foreign Language is a procedure in which students and teachers are affected by multiple factors that can modify the results either in a positive or negative form.

Miller (2019) enhances teaching strategies as one of the factors that affect language learning, along motivation, prior linguistic knowledge, learning environment, interest, comprehensible input, age and learner comfort. Thus, it is critical to focus on the most important factors related to teaching EFL between the factors mentioned above.

Teaching Strategies: It refers to the set of methods and techniques that teachers use to reach student learning. This factor is probably the key to reach an effective learning and teaching process in the class, since it is the tool that teachers have to cover up student's needs. However, during the last years the lack of innovation and knowledge improvement of teacher skills have significantly compromised language learning.

According to Qin (2007):

Language teaching has adopted the traditional grammar-translation method, and students have the idea that to learn well the grammar is to learn a foreign language well. The traditional grammar-translation method pays less attention to the actual use of language in the real society. Nowadays more and more people have realized that the aim of acquiring a language is to communicate. So, teachers should renew their teaching idea. The aim of EFL teaching is to cultivate students' communicative competence, including grammatical competence, sociolinguistic competence, strategic competence and discourse competence. (p. 65)

Doubtless, teachers should essentially focus on covering the last-mentioned aspects of language teaching by using appropriate methods that adjust teaching to the current needs of students.

Motivation: Another key for successful learning is motivation. In a teaching – learning process, teachers must motivate students in order to reach the objective that they want to achieve. Based on this fact, Alizadeh (2016), contends that:

Motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning (p. 11)

It is essential for EFL educators to magnify the meaning and role that a correct motivation plays on student's development of the language. Learners need to comprehend, understand and want to achieve their goals by themselves. The teacher must not enforce learning, but rather they should guide, support and encourage the student to actually want to learn.

Comprehensible input: Taking traditional teaching as the reference for the most used method by EFL teachers, it is important to mention how input can be either an advantage or disadvantage in teaching. Thus, the influence of input on language learning has been highlighted by Krashen who is a linguist known for stating the input hypothesis that proposes that students learn through the understanding of the information. In other words, through the comprehension of the message. Even so, it also states that in order to improve language knowledge, the learner must be open to constant input, to increase his knowledge by adapting himself to the new language knowledge.

In this way, it is precise for teachers to design a curriculum that suits the level of the learner input and eventually add a level of input difficulty during the teaching process to reach the development of students' language skills.

Traditional teaching does not involve this factor because it does not give the chance for students to keep themselves “open” to input and even less it does not expose learners to a higher level of language, which will affect them directly because their knowledge will keep in what they already know and it will not get any further.

Learning environment: The influence of the environment on language learning has always been seen as one of the most important elements to improve learning.

Marc (2022) considers that an environment may present opportunities for language learning or it may present barriers. The right environment may make language learning enjoyable, whereas the wrong environment might make it frustrating. This not only involves the teacher role, it also involves the level of difficulty to which the students are exposed, as it was mentioned above providing certain difficulty to students can improve their language skills if the level is appropriate for the learner. Nevertheless, if the teacher promotes a high difficulty in the learning environment different from helping this will generate a sense of frustration in students.

On the other hand, focusing on the teacher role, it is essential for teachers to support and be genuinely interested in students learning, in this way, students can feel comfortable at getting the needed help in class and make progress.

Interest: “Recent developments in the field of language teaching have led to renewed attention to the role of interest in language teaching. Interest can supposedly result in learners' more interaction and increase their concentration and motivation to learn.” (Asgari, Ketabi, & Amirian, 2019). Eidswick (2010), also points out interest as an important element to take into account and strongly recommends that teachers must implement interesting topics and design classroom activities in order to attract students' attention.

6.2.4 *Factors to select a teaching method*

Research done by Muhammad (2019) concluded that choosing a correct teaching method is essential to develop student's skills successfully. In this sense, Griffiths

(2011) affirms that there are “several factors involved in the successful implementation of a method or approach”. Therefore, the following factors contain principal aspects for teachers to take into account before choosing one or multiple methods for teaching English as a foreign language in classrooms.

The content: There are a variety of methods that fit better for certain topics than others. This factor most of the time dictates the method that is going to be used.

The specific purpose: It is precise to focus on the purpose of the topic or class that is going to be taught, the appropriate method can change according to the objective that the teacher wants to achieve. The EFL learner could have the purpose of learning the language either for translating, reading or communicative purposes. Then, the teacher must choose and adapt the method that best suits the purpose of the learner.

The size of the group: This factor is probably the key for teachers to think about which method is the best to use in class, since there are multiple methods that are better to work with large groups and there are also methods that are the opposite.

Learner’s preference: Some students can have a preference for a certain way of learning that can vary from the way of learning of others.

Required preparation: Remember that different methods need different preparation, for example task-based method planning takes more time than planning a class using grammar- translation method. For this reason, it is very important for teachers to consider which method suits most with the time, topic and class that he will teach.

6.2.5 Teaching methods

First of all, it is essential to highlight the fact that teaching is inescapably correlated to learning as are both parts of a single process, then it is better to use the term teaching and learning methods rather than teaching methods. Liu & Shi (2007) define a teaching method as the grouping of the strategies, beliefs, or procedures that teachers use to reach a student's learning objective.

6.2.7 *Traditional teaching methods (1960's - 1990's)*

Traditional teaching methods or also called conventional teaching methods refers to the set of methods that have been used for a long time and are still being used by teachers nowadays at most schools. This term is specially characterized by the use of strategies and techniques that are mainly focused in a teacher- centered approach, where the students are led to use memorization and instruction to learn having a passive role in class. (Educational World, 2022).

Then, it is essential to understand the long transcendence that it has taken over the years and how these methods are still strongly related to English foreign language teaching in classrooms. According to Westwood (2008), in his book titled “What teachers need to know about teaching methods:

In the first half of the twentieth century, the dominant form of pedagogy was almost entirely teacher-directed instruction together with heavy use of textbooks, drill and practice. The focus was clearly on mastery of subject matter and little thought was given to how best to facilitate such learning in students. (p. 5)

This can be caused by multiple factors, but as Kasimov (2022) points out the main reason for EFL teachers to still applying traditional methods is that:

All the teachers in local schools find it more accessible to conduct their classes in grammar-based approaches, because they themselves were taught through a focus on forms approach. They cannot change it, they do not have ideas about different ways of teaching, plus, they do not have resources to enrich their lessons with listening and video materials. (p. 161)

The dominance of traditional methods in teaching English as a foreign language, with approaches like Grammar-Translation, Direct Method, Audio-Lingual, Suggestopedia, Silent Way. These methods were characterized by a strong emphasis on explicit grammar instruction, rote memorization, and a focus on written language skills. However, as the decades progressed, the limitations of these traditional methods

became apparent, leading to a growing recognition of the need for more communicative and learner-centered approaches.

6.2.7.1 Grammar – translation method (GTM)

The grammar- translation method involves students learning grammar and translating words into their native language. It doesn't prioritize communication, and speaking practice is limited. Typically, a teacher introduces grammar rules and vocabulary lists, and students then use this knowledge to translate a text from their native language into the second language.

Characteristics

- Approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.
- It is mainly focused on reading and writing instead of speaking or listening.
- Reading texts are the base for learning grammar rules and memorizing vocabulary.
- The language is taught and practiced using a sentence as the basis for learning. The major part of the lesson is devoted to translating sentences into and out of the target language.
- Accuracy is emphasized. Students are expected to attain high standards in translation, because of
- English is taught in a deductive form, as it was mentioned above, the grammar is presented through lectures and students use it as the basis to enable their knowledge with their own conclusions

- The mother tongue of the learner is used as the medium of instruction. It is used to explain and make comparisons between the foreign language and the learner's native language.

Teacher/student role: As a traditional method, it is based on a teacher- centered approach where the teacher is the authority and the students follow his instructions to learn the teacher's knowledge.

Advantages

- Students have a better understanding of the language since the mother tongue of the learner is used in class.
- Students are able to learn phrases, words, and sentences in an easy way since translation is used to comprehend the meaning of vocabulary.
- It is useful to improve language skills such as reading and writing since students use textbooks or lectures in class, and develop written tasks focused on the grammar learned.
- It is a cost- effective method to apply in class since it does not require many materials.

Disadvantages

A recent study conducted by Ahmed (2020) states that there are several drawbacks at applying GTM in classroom such as:

- Students do not participate actively in the classroom.
- Communication is not much focused.
- Very little attention is paid to content.
- The focus is made on translation which is sometimes misleading.

Since grammar- translation is not an interactive method, it leads students to limit themselves on the development of communicative skills that are very important in EFL learning. However, as it was mentioned above, it also has its positive side, since it allows learners to improve vocabulary and comprehend the language easily since the mother tongue use is allowed.

6.2.7.2 Direct Method

The direct or also called natural method is considered a traditional method as well since its principles have been applied by teachers over the years.

According to Reanna (2016):

The direct method consists of teaching only using the target language, leaving the mother tongue aside. In this method, vocabulary was taught through demonstrations. It uses questions – answers between the student and the teacher to organize the development of oral skills. (p. 83)

Characteristics

According to Taylor (2014) the direct method “requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone.” (p.7)

Some of the principal characteristics are:

- Classroom instruction is conducted in the target language.
- There is an inductive approach to grammar.
- Only everyday vocabulary is taught.

- Concrete vocabulary is taught through pictures and objects, while abstract is taught by association of ideas.
- The learner is actively involved in using the language in realistic everyday situations.
- Students are encouraged to think in the target language.
- Speaking is taught first before reading or writing.
- Translation is completely banished from any classroom activity.
- Classroom activities are carried out only in the target language.
- Grammar is taught inductively.
- Emphasis is put on correct pronunciation and grammar.

Teacher/student role: Teacher role in direct methods consist on direct the activities done in class, meanwhile students' role is passive but not as much as in grammar method, in direct method it can be said that teacher and student are more like partners in educative process

Advantages

- The effectiveness of gestures and expressions.
- Curiosity about the English language and the connections between meanings and words.
- Involvement of all individuals participating in an activity.
- The applicability of the Direct Method across various employee classes, from low to high

Disadvantages

- Disregard the structured writing performed according to a set plan in a thorough and effective manner.
- The Direct Method incurs significant expenses due to its reliance on costly aids.
- This approach is beneficial for beginners but proves less effective in advanced classes.

6.2.7.3 Audiolingual method

According to Chutima (2013) this method language is based on the language learning through the acquisition of a set of correct language habits that allows the student to be able to produce the language in a spontaneous way after having a constant repetition of patterns.

Characteristics

- Helps students practice and strengthen their language patterns.
- Fixed phrases are committed to memory, emphasizing intonation to enhance students' fluency and natural-sounding speech.
- Grammatical explanations are kept to a minimum, with a focus on language practice and application rather than extensive rule analysis.
- Vocabulary is taught in meaningful contexts, enabling students to learn words and phrases in relevant situations.
- It places a strong emphasis on correct pronunciation, encouraging students to accurately replicate sounds.
- In the Audio-lingual Method, the teacher assumes a central role by providing guidance, modeling, and correction.

- This method primarily concentrates on developing listening and speaking skills, while reading and writing skills are separately addressed.
- Dialogues featuring useful vocabulary and common communication structures are pivotal, offering opportunities for practice and reinforcement.

Teacher/student role:

The teacher role is to direct and control student's; the teacher role is more passive than active here; she represents the source for students to imitate and acquire the language. The students must follow the teacher instructions during the class which makes them have a passive/active role at the same time.

Advantages

- It leads to the improvement of oral proficiency and communication abilities.
- Students often develop fluency and produce more natural-sounding speech, by memorizing set phrases and practicing intonation.
- It is particularly effective for drilling language patterns and structures, helping students internalize grammar rules and sentence structures.
- The teacher's central role allows for immediate correction of errors, promoting accuracy in pronunciation and language usage.
- Dialogues often simulate real-life situations, preparing students to use the language effectively in practical scenarios.
- It helps students develop strong listening skills, which are crucial for understanding spoken language.
- The immediate correction and feedback from the teacher allow students to rectify errors promptly, facilitating better learning.

Disadvantages

- While the method emphasizes speaking and listening skills, it often doesn't prioritize comprehension of meaning.
- Lack of Creativity: This method may stifle creativity and spontaneous language use, as it relies heavily on scripted dialogues and set phrases.
- Vocabulary acquisition may be limited to what is presented in the course materials, potentially leaving learners with a restricted range of words and expressions.
- It may not be suitable for learners aiming for advanced proficiency or fluency, as it doesn't usually promote higher-level language skills.
- It relies heavily on the teacher's guidance and correction, potentially hindering students' ability to become independent learners.
- The repetitive nature of drills and activities can lead to student boredom and disengagement over time.
- Some students may find this method less engaging and effective if they have different learning styles, such as a preference for visual or kinesthetic learning.
- In modern language education, more communicative and learner-centered approaches are often preferred, making the Audio-lingual Method less relevant in some context

6.2.7.4 *Suggestopedia method*

It is based on the idea of learning through the mental capacity, it suggests that learners afraid to perform language is the barrier that does not allow students to achieve their goals. According to Larsen (2003), the application suggestion to pedagogy is the key to break down the psychological limit that students have to learn.

Characteristics

- Suggestopedia engages multiple senses (visual, auditory, and kinesthetic) to facilitate vocabulary and grammar retention.
- It emphasizes the development of the whole learner, taking into account their emotional and psychological well-being in addition to language skills.
- The teacher in suggestopedia acts as a facilitator, creating a supportive and nurturing learning environment rather than a traditional authority figure.
- The method is designed to accelerate language acquisition, aiming for more rapid progress in learning English.
- Learners are encouraged to develop a positive self-image and self-confidence in their English language abilities.
- It pays particular attention to vocabulary acquisition and pronunciation, helping learners develop effective communication skills.
- The method believes that the subconscious mind plays a significant role in language acquisition and seeks to tap into this aspect of learning.
- Employs language patterns and suggestions to encourage learners to absorb information effortlessly and naturally.

Teacher/student role:

The teacher has a dominant/ active role because he represents the authority in the classroom. To achieve learning the student's role is to respect the teacher and trust him.

The student's role is passive due to the need of the teacher to be the guide who suggest learning in students

Advantages

- Suggestopedia creates a low-stress environment, easing language learning apprehensions.
- Learners gain confidence in their English abilities.
- Suggestopedia aims for faster language acquisition.
- It covers listening, speaking, reading, and writing, offering a comprehensive language understanding.
- Multi-sensory elements like music and art aid in vocabulary and grammar retention.
- Learners can express themselves creatively in English.
- Suggestopedia's positive atmosphere boosts learner motivation.
- Effective for All Ages: Adaptations exist for learners of different ages, making it versatile.

Disadvantages

- Suggestopedia lacks strong scientific proof of its effectiveness compared to traditional methods.
- It requires specific resources, trained teachers, and a conducive environment, making it costly.
- Some students may not respond well to suggestopedia, as it may not suit their learning styles.
- Success depends on the teacher's proficiency in applying suggestopedia techniques.
- It may not be suitable for teaching certain English language skills.

- The method's emphasis on relaxation and creativity may cover less content in a given time as it is time consuming.
- It is not adjustable for all the topics then it may not be the best choice for teaching technical or specialized English subjects.

6.2.7.5 Silent way method

Another teaching method that has been used for many years and still being used nowadays. Richards & Rodgers (2001) affirm that this method “is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible.” (p.63)

Characteristics

“The Silent Way is characterized by its focus on discovery, creativity, problem solving and the use of accompanying materials.” (Mohammed, 2009)

- Learning is facilitated if the learner discovers or creates.
- The learner is not a bench bound listener but an active contributor to the learning process.
- Employs physical objects to achieve successful learning.
- Colorful charts and Cuisenaire rods of different lengths are employed for introducing vocabulary encompassing colors, numbers, adjectives, and verbs.
- Learning is facilitated by problem solving involving the material to be learned.

Teacher/student role: The teacher's role is to guide and provide help only if it is necessary, his role is to focus student’s attention and provide the tools needed to develop the activities while student’s role is more focused on autonomy and active participation in class.

Advantages

- It encourages students to improve their creativity.
- It allows students to increase their intelligence potential since they are exposed to problem-solving activities.
- The Silent Way method fosters collaborative learning among students, encouraging them to work together.
- By employing rods judiciously and avoiding excessive repetition, it allows effective teaching, saving both the teacher's and students' time and energy

Disadvantages

- It can be taken as a demanding approach since the teacher role is limited.
- Frequently, students operate independently, resulting in inadequate classroom communication. The limited engagement of the teacher can potentially have an adverse impact on the learning process.
- The materials utilized employed in this method might not cover all language aspects comprehensively. Therefore, additional materials would need to be introduced to compensate for these limitations.

6.2.7.6 Total physical response method (TPR)

According to Richards & Rodgers (2001) “Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.” (p. 73). In other words, it basically uses the movement to teach the language, especially vocabulary.

Characteristics

- It prioritizes the comprehension of the language in learners over the production of

it.

- It is based on the principles of the natural method.
- It is a method focused on a communicative approach, since it promotes the acquirement instead of the learning of the language.
- Interactive method.
- Imperative drills are used as the principal activity to develop in class.
- Learners play the role as a performer and a listener.
- Learning is monitored and evaluated by learners
- The teacher decides, models and guides the content to be taught as well as the activities that are done.

Teacher/student role: The teacher plays a direct and active role where he is the director of a stage in which the learners are the actors. (Widodo, 2005)

Advantages

- This approach is highly enjoyable, making it a favorite among learners and infusing the
- Classroom with energy and excitement, enhancing both the pace and mood.
- It aids students in recognizing phrases and words more effectively since learners are able to remember easily what they have learned.
- Particularly beneficial for kinesthetic learners, as it encourages active participation in the class.
- Suitable for both large and small classes, as long as the teacher takes the lead,

students will easily follow along regardless of class size.

- Well-suited for mixed-ability classes, as the physical actions effectively convey the meaning, ensuring comprehension and application of the target language for all learners.
- Minimal preparation and materials are required for using TPR. As long as the teacher is clear about what they want to practice (a rehearsal beforehand can help), the setup time is relatively short
- TPR proves highly effective with teenagers and young learners.

Disadvantages

- TPR is a more suitable teaching method for beginners since the activities are more compatible with the basic language.
- Using TPR can change up the dynamics and pace of a lesson, especially when combined with other methods and techniques.
- If the teacher relies on TPR for too long without incorporating other activities, it can lose its effectiveness in teaching the target language.
- TPR mostly involves giving commands, so it tends to neglect teaching narrative, descriptions, and conversational language forms.
- Some students who aren't used to this approach might feel a bit embarrassed, as it is a method that requires a lot of interactive activities.

6.2.7.7 Communicative Language Teaching method

Communicative Language Teaching prioritizes the communicative competence as it is the main objective to achieve. (Larsen, 2003, p.121)

Characteristics

- It promotes real communication since it teaches language in practical, everyday contexts.
- It allows interactive learning since learners engage in meaningful language activities.
- Focuses on using language for specific purposes.
- Promotes active learner participation because it is a student- centered method.
- Tasks drive communication and learning.
- Prioritizes understanding over grammar, it cares more about meaning over form.
- Develops various language skills, but mainly speaking and listening.

Teacher/student role:

The teacher's primary role is to promote communication within the classroom. In this capacity, one of the key responsibilities involves creating conducive situations for communication to flourish. Throughout the activities, the teacher assumes an advisory role, responding to students' inquiries and overseeing their progress. In the other hand, students are above all “communicators” which makes them to have an active role during learning.

Advantages

- Accepts errors as part of learning so errors are not forbidden unlike other methods.
- Encourages group work and cooperation, which leads to cooperative learning.
- Emphasizes smooth communication.
- Teaches language within contexts.

- Provides guidance for improvement through feedback.
- It is adaptable since it is able to be customize for diverse learners.

Disadvantages

- Overemphasis on communication might neglect systematic grammar and language structure learning.
- Task-based activities can be time consuming, potentially reducing coverage of language content.
- Traditional assessment methods may not align well with CLT's focus on communication.
- Effective CLT implementation requires well-trained teachers who can balance various activities.
- Absolute beginners might seem limited as they struggle without initial foundational language instruction.
- Learners with different learning preferences might feel marginalized if speaking is overprioritized.

7. METHODOLOGY

7.1 Research approach and level

The present research project is elaborated under a quantitative methodological approach as it “relies on numerical measurement, counting, and often the use of statistics” (Hernández et al., 2006, p.15). This research is also exploratory in nature because there is not previous research done to determinate the frequency of the use of traditional teaching methods in English as a foreign language in school levels. According to Hernández (2006), exploratory research is conducted when the goal is to investigate a

relatively unexplored topic or research question, characterized by significant uncertainties or a lack of prior investigation. In this way, this research aims to pioneer the investigation. Additionally, it is also descriptive as it describes the level of frequency of using traditional methodologies in teaching English as a foreign language.

7.2 Research context and participants

The current project was conducted in both public and private schools within the urban sector of Latacunga. The participant group, comprising 82 English teachers who voluntarily agreed to participate in the investigation, consisted of 76.5% females and 23.5% males. The age distribution among the participants was categorized as follows: 59% were older than 40, 28.4% were between 30 and 40, and the remaining participants were 30 years old or younger. In terms of school types, 75.3% of the teachers worked in public schools, while 24.7% were associated with private schools. A majority of the teachers, over half, reported teaching at the high school and middle school levels, with a small minority (7.4%) teaching at the primary level. Regarding educational qualifications, 67.9% held a bachelor's degree, while 21% possessed a master's degree.

7.3 Data collection instrument

In order to collect the data, a survey was applied. This instrument was created taking into account the traditional teaching methods described by Cando (2014) in her book titled "Basic principles of classroom management and teaching in the EFL context". The questionnaire consisted on 51 items, and it was validated by 3 researcher teachers with knowledge and experience in teaching English, 2 with master's degree level and 1 with PhD level (*See appendix 2*). Following the validator's suggestions, the survey was applied in Spanish since "the quality of the obtained data increases if the questionnaire is presented in the respondents' own mother tongue" (Dörnyei & Taguchi, 2010, p. 49).

Furthermore, to ensure data quality, it was crucial to arrange the survey items in a random sequence, deliberately avoiding classification based on established methods

and minimizing any order. The primary aim was to mitigate *Social Desirability (or Prestige) Bias*, a concern in questionnaire applications, as respondents may accurately guess the anticipated acceptable answers and may provide those responses even if they are not accurate or true (Dörnyei & Taguchi). The questionnaire was transcribed to Google forms.

7.4 Data collection and analysis procedure

To apply the survey, a formal letter asking permission to the authorities was written (*See appendix 3*). Then, the data was processed in the Social Statistical Analysis Package (SPSS) program. The results were extracted, by classifying, tabulating and ordering the data, according the 8 traditional methods established. Then, it was necessary to calculate the mean and standard deviation of each item. The mean was calculated by method to know which activities related to each particular method had the highest frequency of use by analyzing the highest mean.

After that, it was necessary to analyze the data in general and get the mean of the mean obtained before in order to know the most common method. Once it was done, the results were discussed, and recommendations and further research were suggested. In order to interpret the level of frequency of the mean, it was necessary to follow the process of Alkharusi (2022), who suggests to use a triple Scale of Class Intervals for Interpreting the Composite Scores.

1-2.33= low degree 2.34-3.67= medium degree 3.68-5= high degree

8. RESULTS AND DISCUSSION

To answer the first question about the level of frequency of using traditional methodology in English classes in urban educational institutions of Latacunga, the mean of each item and the mean of each method were analyzed.

Table 2

Frequency of using Grammar Translation Method (GTM)

Item	Statements	N	M	SD	Frequency
G.T.M_1	Teach the grammar rule and then make students write their own examples	82	3,71	1,024	High
G.T.M_2	Give a list of words with their meaning when doing reading activities	82	3,40	1,236	Medium
G.T.M_3	Make students translate English texts to their own language	82	2,54	1,188	Medium
G.T.M_4	Ask students to memorize vocabulary in English	82	3,45	1,102	Medium
G.T.M_5	Ask students to memorize grammar rules	82	2,78	1,111	Medium
	Mean of mean		3,17		Medium

Table 2 shows that the level of frequency of using Grammar translation Method is medium because the mean is (3.17). Results also show that the deductive approach (teaching grammar rules and having students write their own examples) to teach grammar is highly use with a mean of 3,71. Additionally, providing vocabulary list and making memorize vocabulary are moderately implemented (mean of 3,40 and 3,45 respectively), followed by translation of text and grammar rules memorization which have means of 2,54 and 2,78. These results suggest that Grammar Translation Method activities are often used in teaching English. This finding is similar to Zafer (2002) who found that GTM is one of the most commonly used teaching method after ALM for teaching English in the Arab world.

Table 3

Frequency of use of the Direct Method (DM)

Item	Statements	N	M	SD
D.M_1	Promote oral communication by doing question- answer exchanges between the students and the teacher	82	3,93	,927
D.M_2	Prohibit the use of Spanish in English class	82	2,90	1,263
D.M_3	Teach grammar implicitly (without explanation of rules)	82	2,43	1,370
D.M_4	Use student self-correction giving students a second chance to correct themselves	82	3,71	1,024
D.M_5	Teaching concepts and vocabulary through pantomiming, real-life objects, and other visual materials	82	3,85	,918

Mean of mean

3,36

Table 3 indicates a medium frequency of employing the Direct Method, given its mean value of 3.36. The findings highlight those activities such as fostering oral communication through question-and-answer interactions, as well as teaching concepts and vocabulary through pantomime, real-life objects, and other visual aids, are notably prevalent, with mean scores of 3.93 and 3.85, respectively. In contrast, the self-correction strategy follows closely behind with a mean of 3.71. Implicit teaching lags behind with a mean of 2.43, and the prohibition of using Spanish during class ranks lowest with a mean of 2.90. The results indicate a moderate overall implementation of the Direct Method, with a strong emphasis on interactive oral communication and vocabulary activities. In this manner, Al- Ghasab (2022), findings correlate with the aforementioned data as it states Direct method among the most used and simplest methods in teaching English as its implementation in English classes from Lao PR schools ranked in first place between the use of different teaching methods. The researcher highlights this result as a consequence of the fact of teachers being highly trained at using this method in teacher training programs provided by the Ministry of Education in the State of Kuwait.

Table 4*Frequency of use of Audio-Lingual Method (A.L.M)*

Item	Statements	N	M	SD	Frequency
A.L.M_1	Work with drilling (repetition) exercises of short dialogues	82	3,05	,907	Medium
A.L.M_2	Focus on teaching grammar rather than vocabulary by repetition of dialogues	82	2,44	,983	Medium
A.L.M_3	Give particular attention to the accuracy of pronunciation and grammar	82	3,88	1,0113	High
A.L.M_4	Use the listen-and-repeat technique to make students internalize important language aspects such as patterns or structures	82	3,62	,911	Medium
A.L.M_5	Use dialogues and scripted conversations exercises to reinforce structured learning	82	3,61	,913	Medium
	Mean of mean		3,32		Medium

Table 4 results stands a moderate use of the Audio-Lingual method as it has a mean of 3,32. The answers positioned the focus on accuracy of pronunciation and grammar as the first place. Activities such as teaching structures of language through the use listen-and-repeat techniques or the implement scripted conversations exercises to reinforce structured learning take the second place having a media score of 3,62 and 3,61 respectively. However, the use of drilling exercise takes the fourth place with a mean of 3,05 leaving with the lowest score the teaching of grammar rather than vocabulary with a mean of 2,44. The findings suggest a moderate adoption of the Audio-Lingual method among English teachers, emphasizing the importance of incorporating activities that prioritize pronunciation and grammar accuracy. Results found by Al-Ghasab (2022) support the findings in this research project as it points the Audio-lingual method as the third most used methods in EFL classrooms.

Table 5

Frequency of use of Suggestopedia Method (SM)

Item	Statements	N	M	SD	Frequency
S.M_1	Use of extended dialogues, often several pages in length, accompanied by vocabulary lists and observations on grammatical points	82	2,52	1,259	Medium
S.M_2	Read aloud dialogues to the students to the accompaniment of music	82	2,89	1,324	Medium
S.M_3	Positive suggestions (emotional support or encouragement) would make the learner more receptive and, in turn, stimulate learning	82	4,05	,859	High
S.M_4	Clarify meaning through the use of translation	82	3,52	1,125	Medium
S.M_5	Use baroque (classical) music in class to suggest easy and enjoyable language learning	82	2,49	1,451	Medium
	Mean of mean		3,09		Medium

Table 5, shows a moderate use of Suggestopedia Method (SM) with a mean of 3,09. The first place is rank with a mean of 4,05 and it states that teachers highly accept the use of emotional support in teaching. The second place is ranked by a mean of 3,52

and it consist on using translation to clarify meaning. The third place ranked with a mean of 2,89 is incorporate music to read aloud dialogues. Lastly, activities such as incorporate baroque music in class and use long dialogues have the lowest rank with a mean of 2,49 and 2,52, respectively. The results reveal a moderate use of Suggestopedia in English classes, teachers support the positive aspects such as the use of translation and positive suggestions.

Table 6

Frequency of use of Silent Way Method (SWM)

Item	Statements	N	M	SD	Frequency
S.W.M_1	Promote independent learning. I try to get out of the way of students so they can improve their learning by themselves	82	3,94	,851	High
S.W.M_2	Use gestures, charts, and manipulatives in order to elicit and shape student responses	82	4,07	,872	High
S.W.M_3	Encourage students to develop their own inner criteria for correctness	82	3,85	1,020	High
S.W.M_4	Speak and help only when it is necessary in order to promote students' autonomy	82	3,72	,906	High
S.W.M_5	Focus on the use of language for students' self-expression	82	4,02	,801	High
	Mean of mean		3,92		High

Table 6 results show that Silent way is highly used by teachers as it stands with a mean of 3,92. It evidences that activities such as Focus on the use of language and use gestures, charts, and manipulatives are highly used as they have a mean of 4,07 and 4,07 respectively. There is also a high frequency of use in activities related to promote independent learning by encouraging students to develop themselves to promote its autonomy. In this way, the Silent Way Method is generally well-received by the participants. The method is seen as effective in promoting independent learning, using visual aids, encouraging self-expression, and fostering students' development of their own criteria for correctness. However, there may be some aspects, such as speaking only when necessary, where respondents see room for improvement. The overall

positive scores indicate a favorable reception of the Silent Way Method in the context of the survey.

Table 7

Frequency of use of Total Physical Response Method (T.P.R)

Item	Statements	M	SD	Frequency
T.P.R_1	Incorporate physical actions and gestures to help students understand and remember new vocabulary	4,20	,793	High
T.P.R_2	Use body movement and gestures to make language input more memorable and engaging for students	4,43	,817	High
T.P.R_3.	Prioritize the development of understanding before speaking	3,62	,898	Medium
T.P.R_4	Have student volunteers mimic the same gestures, facial expressions, use of props or body movement modeled as you say the word	3,70	,965	High
T.P.R_5	Teach everyday vocabulary such as imperative verbs, action verbs, and feelings	4,05	,768	High
	Mean of mean	4,00	.	High

Table 7 results present a high use of Total Physical response method in English classes. The first place is ranked with a mean of 4,43 which is high and stands for the use of body movement and gestures to enhance language learning. The second place with a mean of 4,20 lags on incorporate physical actions and gestures to teach vocabulary. The third place ranked with a mean of 4,05 is focus on teaching every day vocabulary. The fourth place with a mean of 3,70 is apply mimics to improve learning. Finally, the fifth place with a mean of 3,70 is prioritize the development of understanding before speaking. These findings suggest a very high use of the Total Physical Response method in English classes, with a top ranking for using body movement and gestures to enhance language learning,. This could be due to 58% of participants work in primary level.

Intapranich (2013) research aligns with the results obtained, as he pointed out Total Physical response as one of the most used methods specially in primary level where

its strategies and techniques showed to be very effective to learn English as it includes important factors that helps improve learning in kids

Table 8

Frequency of use of Natural Approach Method (N.A.M)

Item	Statements	M	SD	Frequency
N.A.M_1	.Use real-life objects, images, and actions to directly teach vocabulary	4,15	,833	High
N.A.M_2.	Make emphasis on exposure, or input, rather than practice	3,43	,930	Medium
N.A.M_3.	Incorporate everyday language situations to enhance language learning	3,91	,945	High
N.A.M_4	Allow students to use Spanish, but I don't use it	2,98	1,122	Medium
N.A.M_5	Create tasks where they can develop accuracy and fluency at the same time	3,83	,979	High
	Mean of mean	3,66	-	Medium

Table 8 results, stand Communicative Language teaching moderate use as it has a mean of 3,66. Heading the rank with a mean of 4,15; the use of real-life objects to teach vocabulary is highly accepted by the respondents. In second place, with a mean of 3,91 the participants highly promote the use of everyday language situations to enhance language learning. Create tasks where they can develop accuracy and fluency at the same time, ranks the third place on the list having a mean of 3,83. Moreover, the fourth place ranked with a mean of 3,43 corresponds to make emphasis on input (expose learners to authentic language in use). Finally, allow students to use Spanish in class is positioned at last with a mean of 2,98. This results evidence that activities and strategies from Natural approach are highly used and applied in EFL classrooms.

Table 9

Frequency of use of Communicative Language Teaching Method (C.L.T.M)

Item	Statements	M	SD	Frequency
C.L.T.M_1	Use and allow my students to use Spanish when it is necessary	3,09	1,009	Medium

C.L.T.M_2	Use authentic materials (those created for some real-world purpose other than language learning) like newspapers, magazines, and videos to expose students to real language use	3,57	,982	Medium
C.L.T.M_3	Apply communicative activities (role play, interviews, group discussion, storytelling, etc.) that require student -student interaction	3,90	,951	High
C.L.T.M_4	Apply activities to perform various functions (requesting, apologizing, or expressing opinions) rather than simply to use grammar correctly	3,90	,883	High
C.L.T.M_5	Focus my teaching on communication with emphasis on fluency rather than on accuracy	3,66	,946	Medium
	Mean of mean	3,62	-	Medium

Table 9 presents a moderate use of Communicative Language Teaching method as it stands with a total mean of 3,62. In this method, the employment of communicative and language use activities is highly accepted by teachers as it has an equal mean of 3,90. Followed by important aspects such as focus on communication and fluency with a mean of 3,66 and use authentic materials in class with a mean of 3,57. The use of Spanish in class ranks as the last position with a mean of 3,09. These results suggest that teachers moderately implement the Communicative Language Teaching method, with a strong emphasis on language use.

These results support Forero research conducted in 2018 where participants showed a strong affinity for CLT, through the learning activities they chose, as well as their personal teaching/interaction styles with students, positioning CLT as the most used method in EFL classes.

Table 10

Frequency of use of Teaching methods – (Ranked table)

Order	Method	M	SD	Frequency
1	Total Physical Response	4,00	-	High
2	Silent Way	3,92	-	High
3	Natural Approach	3,66	-	Medium

4	Communicative Language Teaching	3,62	-	Medium
5	Direct Method	3,36	-	Medium
6	Audio Lingual	3,32	-	Medium
7	Grammar Translation	3,17	-	Medium
8	Suggestopedia	3,09	-	Medium

Results from table 10 reveal that the Total Physical Response (TPR) method is the most utilized, ranking first with a mean score of 4.00. The Silent Way method follows closely in second place with a mean score of 3.92. The Natural Approach, Communicative Language Teaching, and Direct Method also rank highly, all with medium degrees of use ranging from 3.62 to 3.36. Meanwhile, the Audio-Lingual Method, Grammar Translation Method, and Suggestopedia Method round out the rankings, with decreasing levels of use. These results suggest that traditional methods are highly frequently used in teaching English as a foreign language in the context where this research was conducted. These findings are related to Al-Ghasab (2022) and Intarapanich (2013) findings.

It is common to associate the term traditional as negative. But, analyzing the basic definition of tradition: “something based on a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc., for a long time” (The Britannica Dictionary, s.f.), it is possible to determine that traditional methods refer simply to methods that teachers have use for a long time (as tradition). If something is used over and over again, it is because it works. In this context, a study conducted by Boumová (2008) compared results obtained after studying two groups of students using different approaches for each one of them. The first group was tend to use modern approach while the second group was taught by using a traditional approach. In this way, results found that both approaches have advantages and disadvantages, but even when modern teaching was sought as more interesting and suitable for students, traditional teaching results showed that students had a better results in the aspect of language improvement.

9. RESEARCH IMPACTS

The present research project has a social impact since language teaching methods in urban schools holds significant impacts across various dimensions of education. The insights gained from the study contribute to the enhancement of pedagogical practices by providing educators with valuable information on the prevalence and effectiveness of traditional and modern teaching methods. This knowledge, in turn, influences teacher professional development initiatives, fostering a more diverse skill set among educators. Moreover, the research has the potential to shape curriculum design and reform efforts, promoting a balanced approach that caters to the needs of both teachers and students. The emphasis on reflective teaching practices encourages a continuous improvement culture among educators, contributing to the overall quality of education. Additionally, the research findings empower educational stakeholders to make informed decisions, effectively allocating resources and creating a supportive environment for language education in urban schools.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1 CONCLUSIONS

After gathering and analyze the data there are some important points to highlight:

- The results obtained show the good acceptance that traditional methods have among teachers as they focus on the positive aspect of each method as it is shown on the statistical data, this means that somehow, they mixed the best aspects of this methods to achieve learning of language. This is suitable as the role of the teacher is to adopt and adapt his methodology to the needs of the students.
- The data analysis allowed to concluded that activities such as “use gestures, charts, and manipulatives in order to shape student responses”; “focus on the use of language for students’ self- expression” and “promote independent learning” positioned Silent way as the most common method used by English teachers, followed by Total Physical Response were activities like “use body movement and gestures to make language input more memorable and engaging for students” and “ incorporate physical actions and gestures to help students understand and remember new vocabulary” are widely used.
- The research evidenced the high frequency of use of Total Physical Response (TPR) and Silent Way (SW) as its strategies, activities and techniques are perceived as very useful to implement in class. In this manner, the Audiolingual method, Direct method, Suggestopedia, Grammar Translation, Natural Approach and Communicative language teaching method were also shown as methods well accepted by English teachers, even tho the use of this methods is not high it still moderate which evidences the existing prevalence of traditional teaching methods in English classrooms reality.

10.2 RECOMMENDATIONS

- It is highly recommended to take this study as a basis to develop further research to deep in the use of teaching methods for English as a foreign language nowadays, this could represent a significant and innovative aspect of study in the pedagogy field specially in the educative community not just from Latacunga but from the country.
- Given the significant role that traditional methods play in the educational landscape of urban schools in Latacunga, it is recommended to actively promote and support the continued use of these methods by English teachers. Provide professional development opportunities that reinforce the effectiveness of traditional strategies, ensuring they are recognized within the educational community. While acknowledging the strength of traditional methods, it is recommended to integrate innovative teaching approaches gradually. Encourage a balanced blend of traditional and modern methods to create a dynamic and comprehensive learning environment.
- Recognizing the inclination of English teachers to select and emphasize the positive aspects of different methods, it is recommended to encourage reflective practice. Teachers should engage in regular self-assessment and peer collaboration to critically evaluate the outcomes of their chosen methods. This reflective approach can lead to continuous improvement, allowing educators to refine their instructional strategies, capitalize on the strengths of each method, and address any potential weaknesses. Teachers need to be exposed to all teaching methods no to hold themselves to a certain method but to get the knowledge or adapt the principles to construct his own teaching.

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