TECHNICAL UNIVERSITY OF COTOPAXI

PUJILI CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH PROJECT

THE INCIDENCE OF THE TRADITIONALIST MODEL IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE.

Research report before obtaining the bachelor's degree in National

and Foreign language Pedagogy, English Major

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PUJILÍ - ECUADOR

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TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled " THE INCIDENCE OF THE TRADICIONALIST MODEL IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE " and researched by Rodriguez Carranza Dayana Maribel with ID 180503817-9 and Tipanluisa Masabanda Klever Gustavo with ID number 050387499-2, 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 "THE INCIDENCE OF THE TRADICIONALIST MODEL IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE", 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.
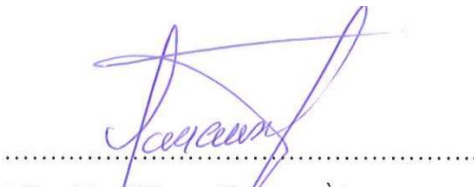
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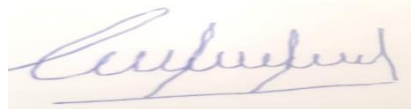ID:1002377271

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GRATEFULNESS

First of all, I would like to thank our teachers, Also, To our tutor for her help, patience and dedication to complete this process, To our family for encouraging us and supporting us so that this research can be carried out in a better way and finally, To our lifelong friends who accompany us and give their help and affection.

Dayana and Klever

DEDICATION

I dedicate this research work mainly to God, for being the inspirer and guide in this process to obtain one of the most desired desires.

To my parents who with their love, patience and effort have allowed me to achieve one of my greatest goals, thanks to them I have made it this far. Thank you for instilling in me the great example of effort and courage to achieve our goals and never give up in the face of life's adversities.

To my sisters and brothers for always being present, accompanying and supporting me in every decision of my life and for the moral support they gave me throughout this stage.

To my friends, authorities, teachers and people who knew how to support and guide me in this process so that it would be successful, instilling in my knowledge to grow professionally and personally.

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I dedicate this research work to my mother Zoila Masabanda and my sister Diana Tipanluisa, for being my fundamental pillars who believed in me and supported me at all times, thank you for being my guide in this process to obtain my greatest goal, thank you infinitely.

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To my friends, authorities, teachers and people who knew how to support and guide me in this process to make it successful, instilling in me their knowledge to grow professionally and personally.

Klever Tipanluisa

TECHNICAL UNIVERSITY OF COTOPAXI

UNDERGRADUATE PROGRAM

DEPARTMENT OF NATIONAL AND FOREIGN LANGUAGE PEDAGOGY

ENGLISH MAJOR

THEME: "THE INCIDENCE OF THE TRADITIONALIST MODEL IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE"

Authors:

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ABSTRACT

The traditional teaching model considers the classroom as an environment in which the teacher's role is reduced to the transmission of information to students and in which the objectives set have to be achieved individually or in groups, generating competitiveness among students. This qualitative case study aims to analyze the use of the traditionalist model in the teaching- learning of English and how it affects the participation of the students of the Educational Unit "19 de Septiembre". The data analyzed were collected through an open-ended survey of 20 students in one class. This study shows that the English teacher applies a traditionalist method during class, which is evidenced in the low academic performance and low participation during class. In addition, the teacher believes he is the total owner of the knowledge, and the student is only in charge of repeating and memorizing, preventing the development of critical thinking. However, most students consider it important that there should be a more active interaction between teacher and student in order to have a better performance. Finally, the activities carried out by the teacher are routine and monotonous and for this reason students lose interest in learning. Based on these findings, it is suggested to implement a more dynamic and innovative model based on activities that help students to perform better.

Keywords: Competitiveness, Teaching-Learning, Traditionalist Model

UNIVERSIDAD TÉCNICA DE COTOPAXI

PROGRAMA DE PRE-GRADO

DEPARTAMENTO DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y

EXTRANJEROS - LICENCIATURA EN INGLÉS

TÌTULO: "INCIDENCIA DEL MODELO TRADICIONAL EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÈS"

Autores:

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RESUMEN

El modelo de enseñanza tradicional considera el aula como un entorno en el que el papel del profesor se reduce a la transmisión de información a los alumnos y en el que los objetivos marcados han de ser alcanzados de forma individual o en grupo, generando competitividad entre los alumnos. Este estudio de caso cualitativo tiene como objetivo analizar el uso del modelo tradicionalista en la enseñanza del inglés y cómo incide en la participación de los estudiantes de la Unidad Educativa "19 de Septiembre". Los datos analizados fueron recolectados a través de una encuesta abierta a 20 estudiantes en una clase. Este estudio muestra que el profesor de inglés aplica un método tradicionalista durante la clase, lo que se evidencia en el bajo rendimiento académico y la baja participación durante la clase. Además, el docente se cree dueño total del conocimiento, y el alumno solo se encarga de repetir y memorizar, impidiendo el desarrollo del pensamiento crítico. Sin embargo, la mayoría de los estudiantes consideran importante que exista una interacción más activa entre el profesor y el estudiante para tener un mejor desempeño. Finalmente, las actividades que realiza el docente son rutinarias y monótonas y por ello los estudiantes pierden el interés por aprender. Con base en estos hallazgos, se sugiere implementar un modelo más dinámico e innovador basado en actividades que ayuden a los estudiantes a desempeñarse mejor.

Palabras clave: Competitividad, Enseñanza-Aprendizaje, Método Tradicionalista

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1. GENERAL INFORMATION:

Theme: "The incidence of the traditionalist model in the teaching-learning process of the English language"

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Ending date: March, 2022

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2. PROBLEM STATEMENT

The tradicionalist is viewed worldwide as an expository model, the evaluation of learning is reproductive, centered on the qualification of the result, "the teacher-student relationship is authoritarian, based on the conception of the student as a receiver of information, as an object of learning". (Jorge, 2019)That is, Traditionalist education is based solely on the fact that the student is a passive receiver, that is, he/she has no authority to give his/her opinion and simply listens and repeats what the teacher says. This type of teaching has created low levels of knowledge in the learning of the English language, which prevents the development of his/her own critical thinking.

Under this perspective,(Bessa, 2019) explain in reference to the Ecuadorian territory. He analized that traditionally, a teacher-centered approach (TCA) is adopted, which implies a teaching style in which decisions about planning, instruction, assessment and evaluation are made by teachers. For the purposes of this paper, this approach has been referred to as "traditional teaching" (TT), largely because it has been the predominant form of teaching for the past 50 years . In TT, one of the main concerns is the transfer of knowledge related to learning skills.(p 14) .

Based on this background, it is established that traditional education has a negative influence on the teaching of a language since it hinders learning, teachers are limited to teach classes based on the traditionalist method, using texts, blackboard, posters and other elements whose purpose is to provide the student with knowledge, seeing him as a receiver of information, with the teacher playing the role of sender.

At the Educational Unit "19 de Septiembre, the application of this model could be evidenced when transferring this knowledge to teaching practice in the classroom, this is not evident, since students are distracted, show a lack of interest and even boredom during class hours, thus hindering the learning of students.

According to Araujo (2021) explains through his study developed in Latacunga canton students show a lack of interest in English language learning due to the use of traditionalist methods, also showing a poor interaction with teachers, which is also evident that students disperse their attention easily and fail to perform the proposed activities, which implies that students have a low academic performance, and even in many cases there is student desertion.

Given this background, the development of this research is conceived with a high degree of importance for the educational community in general, because it analyzes the application of the traditionalist educational model, which, as previously mentioned is applied in most educational institutions, for most academic subjects, and in what concerns this work specifically to the teaching of the English language. It should be noted that the application of this model is overvalued in the field of education since the deficiencies in its application make it difficult for students to achieve quality learning.

The performance of teachers and students participating in the traditionalist model entails a thorough analysis of the educational environment, which will lead to a discussion about the application of traditionalist educational methods applied in the classroom, which are deficient for English language learning because it keeps the student as a simple observer while the teacher, as the 'undisputed owner' of all knowledge, imparts information in the form of lectures. Turning education into an activity based on remembering and repeating. This produces rivalry among students instead of healthy competitiveness. Participation is a reflection of the student's interest and attention during learning. Therefore, observing low student participation means that they are not interested or have not paid attention to the class, which has an impact on low academic performance.

Therefore, based on the problems raised, this research aims to identify the incidence of the use of the traditionalist model in the teaching-learning process of the English language and its impact on the academic performance, which is not very participatory through an analysis based on studies carried out and verified, and thus give way to a constructivist model that is easy to implement and evaluate. At the same time, it will help students and teachers of both the English language and other subjects; that they cannot be passive but need activity and introspection for their learning.

How does the use of the traditionalist model influence in English language teaching and the students' academic performance in the fifth year of the Unified General High School of the 19 de Septiembre Educational Unit of Salcedo Cotopaxi province, the school year 2021-2022?

2. OBJECTIVES

3.1. General:

- To identify the incidence of the use of the traditionalist model in the teaching-learning process of the English language and its impact on the academic performance Unified General High School of the Educational Unit 19 de Septiembre, Salcedo, Cotopaxi province, the school year 2021-2022.

3.2. Specifics:

- To establish the theoretical foundations of the traditionalist model in English language teaching.
- To analyze the use of the traditionalist model in teaching the English language.

- To recommend a pedagogical model to improve the teaching-learning process.

4. ACTIVITIES AND TASK SYSTEM WITH THE OBJECTIVES PROPOSED

Specific objective	Activities	Verification Means
• To establish the theoretical foundations of the traditionalist model in English language teaching.	• Compilation of bibliographic information, books, websites, and scientific articles.	• Bibliographical sources. • Conceptual analysis of information obtained
• To analyze the use of the traditionalist model in teaching the English language.	• Determination of the population. • Study of the population. • Choice of methods, research techniques, and data collection.	• Investigative Instruments • Methodology studies.
• To recommend a pedagogical model to improve the teaching-learning process.	• Search for information on pedagogical models based on innovative activities.	• Final Project.

5. JUSTIFICATION

The purpose of this research was demonstrate by the field research carried out through the techniques of direct observation and survey, in which the use of the traditionalist model of the English language, influence on the teaching of the English language and the academic performance of 20 students of the fifth year in the "19 de Septiembre" Educational Unit "

Academically, this degree work shows its importance because the knowledge previously acquired by the researchers during the formative process was applied, and in turn, these are enriched by the development of the theoretical foundations as well as the practical research that allowed designing the pedagogical strategy based on the constructivist model for the teaching of the English language. In addition, this document is conceived as a source of information for future research on this topic.

The results of the project will provide an essential theoretical framework about the incidence in the traditionalist model into teaching - learning process. It is going to recommend a possible strategies that can help students to improve the English Language. Besides, it highlights the role of professors in teaching English and how to help their help to their learners.

The direct beneficiaries students of the fifth year in the "19 de Septiembre" Educational Unit since the project will help suggest an innovative model for a good performance during the English class and in this way there will be a better interaction between the members of the the class. Likewise, we have as indirect beneficiaries the English teachers of the Educational Unit because they will realize the importance of including a more dynamic model that will help improve academic performance and create students with critical thinking and maintain active participation.

Therefore, this project aims to demonstrate that the traditionalist model must be changed by a constructivist model since this model allows greater clarity on the processes of acquisition and development of reading comprehension skills and strategies to understand texts in English, which that allows the student to adequately interpret the information in English. In this sense, the teacher can provide constructivist strategies and techniques that serve as springboards for students to discover and build knowledge and meanings and exchange ideas and learning experiences.

6. SCIENTIFIC AND TECHNICAL FOUNDATION

6.1. Background

At the cantonal, provincial level, similar research has not been carried out, for this reason the researchers have taken worldwide research which contrasts the traditionalist model with the new models of learning. Recovering the pleasure of learning is a demand of the times, a demand not only of the students but also of the teachers, within the educational system. For this reason our work is aimed to identify the incidence of the use of the traditionalist model in the teaching-learning process of the English language and its impact on the academic performance.

In 2016, a study developd by Alvarez and Perez mention the importance of innovative activities in English language learning. The main purpose of this research is to detect the dynamics surrounding the teaching-learning process of English as a foreign language in basic education for young people and adults. The study was approached through a qualitative approach, framing it as narrative research. A content analysis was applied to the data obtained content analysis was applied to the data obtained. The results show that the pedagogical strategies used in the teaching of English are linked to traditional methodologies that emphasize the development of routine didactic activities, based on the official language, the inclusion of a scarce variety of didactic resources, as well as a reduced use of the school's infrastructure, causing a deficit in the student's learning. For this reason, it is important that the teacher takes into account the use of dynamic activities that allow the student to have a better inclusion, that is, an interaction between teacher and student where both are participants of the class.

Unal & Unal (2017), through their research, set out to investigate how the use of the inverted teaching model affects student performance, perceptions, and teacher satisfaction compared to the traditionalist model. For this, 16 teachers distributed from 4th to 10th grade with a total of 623 students were selected, the latter were divided into two groups per grade to participate as a control group and experimental group, and pretests and post-tests were used to measure and compare the performance of the learners. As a result, the majority of students using the inverted classroom model performed better in learning English as a foreign language, demonstrating a more positive perception on the part of the students and greater satisfaction on the part of the teachers compared to the traditionalist model. Concluding then that the practical evidence contributes to the literature in the sense that by adequately establishing the conditions, the flipped classroom has a high potential for the teaching-learning process of the English language.

Castro (2017) in his study, he shows the importance of the use of authentic materials as a basis for good language learning. The objective of this research was to analyze the pedagogical model in the English language teaching-learning process of the upper basic and high school sub-level of the "Unidad Educativa Casahuala" (Casahuala Educational Unit). The purpose is to contrast the pedagogical model from a traditionalist approach with a constructivist one by means of student performance in the teaching-learning process. The research work was based on the positivist paradigm with a quantitative approach, since the results of the field research were subjected to numerical analysis with the support of statistics. The data collection plan contemplates methodological strategies required by the research objectives and hypotheses, according to the chosen approach, which for the present study is predominantly quantitative, and obtaining statistical data that yield real percentages; this was done through a survey applied in the upper basic and high school sub-levels of the Casahuala Educational Unit. They showed that they opted for the use of authentic material, that is, an innovative model that meets the needs of the students, allowing the teacher to provide a better performance in the classroom. In the teaching-learning process, authentic performances will be innovated so that the students build their own knowledge, for which strategies are proposed to make their fulfillment feasible, with a holistic interdisciplinary work and later with the visit to specialized experts or common people with knowledge of everyday life.

In this way, these work contribute with a valuable work that will help teachers who impart their knowledge in this noble institution to meet the current demands of this globalized and competitive world. Because in the key of learning to learn is the future of humanity.

6.2. Theorical Framework
6.2.1.Tradicionalist model

According to Zubiría (2021) the traditionalist model is a type of teaching focused on authoritarianism, which is centered on the teacher as the owner of knowledge and information so that the student is assigned a passive and receptive role. In other words, the main axis in this pedagogical model is the teacher and the text, which emphasizes the content, the text and the values provided by the teacher.

On the other hand, according to Penalva (2018) In the traditionalist model, the student is only limited to mastering the information given by the teacher, without taking into account his interests and abilities, and even without giving his point of view or his own criticism; implying

that the student has neither voice nor vote in the class, that is, his behavior becomes passive and receptive, affecting to a great extent the student-teacher interaction and the student's participation in the class.

The traditionalist model according to Mata (2019) uses to a great extent the behaviorist theories of learning. It will be remembered that these theories were based on animal behaviors for their development. Thus, the first of them had to do with the Stimulus-Response, which was the name of the behaviorist theory proposed by Skinner and very well known in the 19th century.

The Traditional Approach based on behaviorist theory was based on the empiricist behaviorist epistemological conception of the nature of knowledge and research known at the time. And, in fact, according to Palenzuela (2018) "the forties were hegemonic of this conception and, as a result, other tendencies that were beginning to emerge were eclipsed" (p. 41). Therefore, the magnitude of the pedagogical stagnation that has been maintained over time is understandable.

6.2.3.Characteristics of the traditionalist model

As described at the beginning of the research, the main characteristic of the traditionalist model is that it is based on a basis of transmission and reception of information and knowledge, according to this model, the best method of education is one in which the the teacher transmits his knowledge directly to his students, who constitute a passive element in the learning process. (Arias, 2018)

According (Arias, 2018) "In the traditionalist model, the weight of the transmission of education falls mainly on the figure of the teacher, who must generate his own teaching strategies and expose his knowledge to the student. However, there are other features that distinguish the traditionalist pedagogical model". These include:

- The teacher must not only be an expert in his field, but must also be able to convey information effectively.
- The role of the students is to try to understand and memorize the information.
- The student's main learning tool is memory
- The way in which students consolidate knowledge is through practice and repetition.
- Self-discipline is constituted as the main requirement for students.

- Exams and evaluation tests allow the teacher to know if the students have acquired the knowledge.

6.2.4. Advantages and disadvantages of the traditionalist model.

(Ortiz, 2018)with the passage of time and research within the field of pedagogy, it has been discovered that the traditionalist pedagogical model is not all advantages, but also has some defects that require modifications, as well as the adaptation of this system to the new times.

Among the advantages and disadvantages of this educational model we find:

6.2.4.1. Advantages

- It enables the transmission of knowledge to a large number of people at the same time, without the need to have many educational resources.
- It generates self-discipline and favors the development of personal effort.
- It is the most effective way to transmit raw data such as dates and numeric data.
- A process of adaptation to teaching by neither the student nor the teacher is required.
- It favors memory processes.

6.2.4.2. Disadvantages

- It focuses only on memorizing information and not so much on understanding it.
- Assessment methods generate frustration and stress in students.
- The memorization of data is not usually advantageous for the development of skills necessary to face the real world.
- The curiosity and creativity of the students is not stimulated.
- It encourages comparison and competition between students, instead of collaboration and cooperation, which has a negative effect on self-esteem.
- It has been shown that most of the knowledge acquired through this method ends up being forgotten over time.

6.3.4. Student and Teacher roles

6.3.4.1.Teacher roles in traditionalist model

In the traditionalist model of education, the roles of students and teachers are far from the roles assumed in the new pedagogical trends. Under traditional pedagogical approaches, it was the teacher who was in charge of all the activities related to the learning process.. (Asadi, Khodabandeh, & Yekta, 2019). The following are listed among the roles of the teacher in the traditionalist model:

- Choose study material
- Decide the learning process
- Present a model of the topic under study
- Be a source of information and knowledge
- Make the final decisions in disputes about right or wrong
- Assess and provide feedback on student performance
- Monitor and collect information on student performance
- Fix errors
- Reward student performance
- Maintain discipline in the classroom
- Develop rules of conduct in the class
- Deliver material, collect homework, etc.

6.3.5. Student roles in traditionalist model

The role of the student in this learning theory constructs patterns and structures of activity, is ultimately responsible for his learning process, is an active processor of information, constructs knowledge by himself and no one can replace him in this effort, where you must connect new information with previous knowledge, establish relationships between elements based on building knowledge, and only then you can give real meaning to the information you receive. However the traditionalist model requires you to follow a series of rules.

- You only receive directions
- Does not have its own initiative
- It is not participatory
- Don't use your imagination
- Does not have reflective thinking.

6.4.Constructivist Model

Ausubel, like other cognitive theorists, argues that learning involves active restructuring. The perceptions, ideas, concepts, and patterns that learners have in their cognitive structures. One can categorize his view as constructivist (learning is not simple passive assimilation of literal information, the subject transforms and structures it) and global (research literature and external information are interconnected and interact with prior knowledge schemas and individual characteristics of learners) (Díaz, 2019).

Ausubel also sees the learner as an active processor of information and states that learning is systematic and structured since it is a complex phenomenon that cannot be reduced to simple memory associations. Although this concept indicates the importance of learning by the discovery (since students constantly discover new facts, form concepts, infer relationships, create original products, reason, etc.), bearing in mind that not all learning the meaning occurs in the appropriate classroom by discovery. In turn, this author advocates propositional verbal learning, which allows mastering curricular contents in schools, especially at the middle and higher levels.

The fact that there are 3 different zones implies that the teacher recognizes the student's abilities and difficulties, so the teacher is a promoter of student development and autonomy. This means that the teacher is now not the one who distributes information but rather guides the student to discover his or her capabilities and learn concerning his or her real environment (Olmedo, 2018).

According to Peña (2018) constructivism in education is based on exposing the student to practice, but above all it tries to give the student the necessary tools to better understand that practice, trying to make the student himself be the one who learns but having the teacher as a guide. Therefore, it is important that the teacher provides all the tools and knowledge for the student to be able to face and solve situations and problems and also allows the student to be the "key piece" and thus, to be able to build his knowledge environment.

6.4.2.Characteristics of constructivist model

One of the main characteristics of the constructivist model according to Chavarro (2021), is that it is the constructive mental activity of the student, who must construct his learning, therefore,

it is of utmost importance to first discover what they bring with them to promote new learning. Constructivism aims to be a teacher-guided approach where the student can find meaning in certain situations. The teacher remains in a situation of a preparer or a guide that is placed before the situation to learn, but it will be the student who will have to focus his effort and dedication in learning that his teacher has given him.

According to Aranda (2019), "children who learn a second language have already had experience learning a language, as they have already learned their own. Therefore, for many of them, it becomes easier for them and they do it naturally" (p. 85). She also suggests that children who have difficulty learning a language are not interested in the class and are not eager to learn. In addition, it is stated that when children have fun, they have a greater capacity to learn even though they are not aware that they are learning a new language, is because the teacher applies playful strategies that allow the child to learn without realizing it, either with images or interactive games. Something else that is mentioned, is that children transmit a positive attitude towards learning English because they relate it to something they like and make it seem fun.

Contreras (2020) expounds that "the functionality of learning depends on the richness of developing and learning to use exploration and discovery strategies" (p. 76). These strategies cannot be acquired alone, but go in connection with the learning of other content, and already learned these strategies are embedded in the knowledge.

Constructivism according to Wittrock (2019) is characterized by:

- It allows the student to direct their learning, change strategies, and question the content.
- The teacher encourages dialogue and collaboration among students.
- The teacher proposes interaction environments to solve questions rather than serial instruction.
- Constructivist environments stimulate reflection and analysis based on experience, as well as stimulate and accept the learner's initiative.
- The teacher nurtures students' curiosity through frequent use of the learning model.
- The teacher stimulates the construction of the student's knowledge based on collaboration and negotiation and not on the competition for individual recognition.

6.4.3. Advantages and disadvantages of the constructivist model

6.4.3.1. Advantages

The constructivist theory presents certain advantages, this teaching technique is invigorating for the participants who assimilate better in a practical context, in addition it supports the students to better interpret the information equated in the classroom for their lives. The constructivist curriculum builds on students' prior knowledge, encourages teachers to spend more time on students' preferred topics. Constructivism allows participants to work together most of the time. It makes learners assimilate and have social skills, promotes students' thinking, and provides learners with activities to become aware of their own mental processes and activities. (Guillen, 2015), among the most common advantages are:

- Promote the development of thinking.
- Facilitate activities for learners to become aware of their own mental processes and strategies.
- Incorporate learning objectives related to cognitive skills into the school curriculum,
- Do not teach the most important knowledge, but teach the student to decide that it is important.

According to Guillen, Constructivism today has generated excellent results in education, especially in English language learning, since it promotes students' critical thinking, allowing them to develop their own knowledge.

6.4.3.2. Disadvantages

On the other hand, in the disadvantages of the constructivist model, the teacher loses his protagonist value, the learner does not appreciate his knowledge, the structuring of a massive education plan is hindered. It should be emphasized that the lack of motivation on the part of the tutor causes a harmful aspect in the participant's learning. However, within the English language teaching-learning process, the constructivist model has given good results. For this reason, two disadvantages are mentioned, which are the most common.

- Lack of motivation on the part of the tutor causes a negative aspect in the student's learning.
-

- The teacher loses his central role, since the student does not value the knowledge so much.

The constructivist model is a model with great benefits in education, however it is mentioned that it also has certain disadvantages where the teacher can lose authority in the classroom, making the student the absolute owner of the knowledge.

6.4.4. Student and Teachers roles

6.4.4.1. Student role in the constructivist model

The role of the learner in this learning theory is a constructive role of both schemas and operative structures, being ultimately responsible for his or her own learning process, structures, being ultimately responsible for his own learning process and the active processor of information. the active processor of information, he builds knowledge by himself and no one can substitute him in this task, since he must relate no one can substitute him/her in this task, since he/she must relate new information with previous knowledge, to to establish relationships between elements based on the construction of knowledge, and it is in this way that he truly knowledge, and it is in this way that he truly gives meaning to the information he receives. (SENA, 2020)

This obliges him/her to comply with a series of rules:

- Actively participate in the proposed activities, by putting ideas on the table and then defending them their subsequent defense.
- To link their ideas and those of others.
- Ask questions to others in order to understand and clarify.
- Propose solutions.
- Listen to their peers as well as to the coordinator or facilitator.

The student plays an important role in education, in which Students can play and participate actively in the proposed activities and in this way create a better interaction between teacher and student.

6.4.4.2.Teacher role in the constructivist model

The role of the teacher should be that of moderator, coordinator, facilitator, mediator and at the same time participatory at the same time, students should contextualize the different activities of the learning process. Students are directly responsible for creating an affective, harmonious climate of mutual trust between teacher and student between teacher and student, always starting from the situation in which the student finds himself/herself, valuing their interests and their individual differences. In addition, he/she must be aware of their needs, and of the simulation received from the contexts where he/she relates: family, educational, social. Thus, this teacher must stimulate and at the same time accept the initiative and autonomy of the learner initiative and autonomy of the learner. (SENA, 2017)

The teacher is a support for the student, but the student is in charge of constructing his own knowledge, in this way the teacher teaches, coordinates and helps the student during the class, allowing the student to be in charge of creating his own learning style.

6.5.1. Teaching-learning process

The teaching and learning process is the transformation of knowledge from teachers to students. It is the combination of several elements within the process where an educator identifies and sets the learning objectives develops didactic resources and applies the combination of various elements within the process where an educator identifies and establishes the learning objectives develops didactic resources and applies the teaching and learning strategy. For its correct development and greater understanding, it is necessary to clearly define teaching and learning.

Teaching: " Process of transmission of a series of knowledge, techniques or norms based on diverse methods and carried out through a series of institutions" (Contreras J. G., 2018).

Learning: Process by which a certain skill is acquired, information is assimilated or a new strategy of knowledge and action is adopted (Contreras J. G., 2018).

Concerning these definitions, Students can highlight that teaching is the transfer of knowledge and learning is a process through which a person acquires knowledge, about definitions some different approaches and theories define and describe these processes according to the vision

on which they are built. About these definitions, some give more importance to certain characteristics or reduce others, so ,many prople will describe these processes from the social and historical theories of Vygotsky and the social learning of Albert Bandura.

6.5.2. Teaching process

According to Vygotsky, teaching occurs through social intervention and environmental tools such as language, religion, and culture. Teaching can be provided by people who are capable of performing any activity without the help of others, i.e., independently.

Vygotsky sees the student as a pedagogical resource seen from the intermediate view of learning, i.e., we should look for a student who understands knowledge faster and more efficiently, then this student becomes Vygotsky's matching resource, which makes this procedure profitable. Even students do not know themselves and do not know themselves. For the anonymous learner, the mediator becomes a facilitator for the acquisition of new knowledge, and for the knowledge-mediated learner, this action is seen as "...the reconstruction of organization." The work of what he/she knows he/she can overcome (Falieres & Antolin, 2003, pág. 52).

Regarding and learning (Vigotsky in Training and Professional Updating Course for Preschool Education Teaching Staff 2005) the social context influences learning thanks to three important levels: the immediate interactive level constituted by the individual(s) with whom the student interacts, the structural level constituted by the family and the school, and finally, the cultural or social level constituted by society in general, language, the numerical system, and technology.

Through these levels the student can learn as much as possible, moreover, in this way he restructures his mental functions and generates new knowledge that will help his development as a student and as person, therefore, we will quote what Lev Vigotsky said: "Learning is more than the acquisition of the ability to think; it is the acquisition of numerous specific aptitudes to think about several different things" (Falieres & Antolin, 2003, pág. 51).

As mentioned, it can be said that learning occurs through the assimilation or gradual assimilation of tools and means, and this leads us to affirm that learning must occur or begin outside the student, then the student learns by seeing, manipulating, and hearing those activities are performed to learn something about the environment in which they are or something they

need. essential for their intellectual development. Therefore, for Vygotsky learning is social, it is progressive because everything is learned with the help of others and mediums at a given time.

6.5.3. Learning process.

On the other hand, learning for Albert Bandura is the acquisition of new knowledge through observation and imitation of behaviors, which will be reflected in the modification of the person's behavior, but this acquisition of new knowledge occurs through a process in which three elements are of great importance: behavior, the cognitive person and the environment (Bandura & Walters, 1974).

Teaching according to Albert Bandura's theory is seen as a process in which models have great importance, so teaching is focused on presenting models, in which students can observe behaviors and draw lessons, but since teaching is not limited to the transmission of behaviors, this theory becomes invalid when it comes to the mandate of imparting abstract knowledge such as mathematics, conceptual knowledge, spiritual knowledge, etc. For example, let's put ourselves in a classroom where students are expected to learn more, we will use five apples, three to the right of the teacher's desk and two to the left, the teacher will stand, and then to the side. Count the number of apples at each end of his desk, with his hands he will combine them and say that three plus two is five, here it could be seen observe the behavior that is intended to teach addition, but this behavior is that the only thing this will achieve is to reproduce that two plus three is five and not the concept to which the addition refers.

Another important characteristic of learning by observation is vicarious conditioning, which occurs when the model (classmate) is observed to be punished or rewarded for certain behavior, which may affect the reproduction of the behavior, but not always it's learning (Cervone, 2008).

In short, for Vygotsky, teaching and learning occur in a strict social environment and a reciprocal manner, since students and teachers, being connected, construct new knowledge. While, for Albert Bandura, students imitate behaviors, and performing this act is necessarily related to the social being of others, so authors can say that teaching and learning occur for both authors in a social space of interpersonal relationships.

6.4.4.The teacher's role in English language teaching

Everyone has different roles and games in society, these roles are very different, so it can take as an example the role of the librarian, which includes organizing, classifying, maintaining, serving the public, and containing " books, magazines, and encyclopedias, historical documents, etc.". Contained in an enclosed space called a piracy-free library; It is completely different from the role of the child, which includes playing, taking lessons, doing homework, etc. Thus for Horton (1980), this set of actions is called a role, therefore, a role holds a set of norms that determine the parameters under which one role is differentiated from another, in addition to a set of expectations that other people have towards the fulfillment of that role.

Horton (1980), affirm that "The role refers to the behavior expected from the one who occupies a certain status." (p. 80). Thus, when speaking of the role we focus on and refer to the set of behaviors that are appropriate for one role and inappropriate for another, therefore, each person must learn the behaviors of the role in which he/she will develop; behaviors that have been culturally established over time.

For Horton (1980), "The concept of role implies a series of expectations both of one's behavior and the reciprocal behavior of other individuals" (p. 81). For example, when speaking of the physician's role, society expects the physician to provide timely, effective, and objective medical care using all the resources available to medical science to achieve his or her end, in exchange for receiving professional prestige and receiving fair financial remuneration for services rendered.

At the same time, roles can change and depend on culture; people can assume many roles at the same time, so that one can develop the role of a parent, at the same time as that of a son, teacher, husband, neighbor, citizen, etc. Authors can also affirm that there are roles that are given to us at birth and others that was acquire by our effort, and these are called roles and assigned roles that can be performed.

The teacher performs various tasks in his educational work, these are for the benefit of the students, the tasks to be performed by the teacher, for example, initiation, teaching, observation, mediation, etc. The work that teachers perform in the classroom considers the behavior of the teacher towards students, these behaviors are useful to build knowledge, expand skills, discover talents, abilities, and behaviors of students.

In this way, the teacher plays a leading role that includes the use of certain resources such as blackboard, computer, projector, video, audio, etc. in teaching to build knowledge.

Thus, "For (Vigotsky, 2001), cognitive construction is socially mediated, it is always influenced by present and past social interaction; what the teacher points out to the student influences what the student constructs" (Moreno, 2005, pág. 47). That is, the teacher is the center of attention, is the person who proposes the activities for the students to later reproduce them in an assisted or independent way, then -The teacher's ideas mediate or influence what the child learns and how he/she does it (Moreno, 2005).

In this sense, Lev Vygotsky's theory gives the teacher a fundamental role in his vision as a catalyst for the development of the student's mental structure, so that the student can construct more complicated learning.

Thus, the role of the teacher is to be the facilitator and mediator of knowledge, who helps the student to become the master of his or her learning process through the use of technology or other types of educational resources available in the school.

Thus, the teacher provides only the means and documentation (resources) and indicates the path that must be followed to achieve true intellectual formation in his students.

6.4.5. The Learner's Role in the English language learning

According to Hernández (2002), the student should be understood as a human being who can socialize easily, being the protagonist of the social interactions in which he/she is involved in his/her school life and as a citizen. The higher psychological functions are the product of these social interactions, with which they maintain organizational priorities in common. Thanks to the practice of different cultural and social activities, the child becomes socially cultured through his individualization and the development of his personality.

Vigotsky (2001) the learner is an active constructor of his knowledge. He is a learner who possesses a certain level of knowledge that determines his actions and attitudes, the benefits of the construction of knowledge are multiple: truly meaningful learning is achieved if students' learning is constructed by themselves.

From Vygotsky's point of view, the processes of interaction that occur among children are also very important. Vygotsky's statement that he quotes from Hernández (2002), which argues that

not only adults can motivate, but also students can enhance motivation and learning, is emphasized.

The role of the student in this learning theory constructs patterns and structures of activity, is ultimately responsible for his learning process, is an active processor of information, constructs knowledge by himself and no one can replace him in this effort, where you must connect new information with previous knowledge, establish relationships between elements based on building knowledge, and only then you can give real meaning to the information you receive. It requires you to follow a series of rules:

- Actively participate in the proposed activities.
- Propose and defend ideas.
- Accept and integrate the ideas of others.
- Ask others to understand and clarify.
- Propose solutions.

Constructivism posits that each learner structures his or her knowledge of the world through a unique pattern, connecting each new fact, experience or understanding in a subjectively growing structure that leads the learner to establish rational and meaningful relationships with the world.

6.4.6. Communicative Skills

The communicative skills of a person refer to his ability to express his ideas correctly to others, to his ability to make himself understood and understood. A good communication skill is essential for almost any situation in which we can find ourselves. They constitute how the subject interacts with the thing or subjects, inactivity, and communication; It comprises the actions performed by the subject, integrated through a set of operations performed for a specific purpose, absorbed in the training process itself, it becomes a working method that provides a solution to theoretical and practical tasks. It is knowledge in action, know-how (Zayas, 1997).

Skills are formed, developed, and strengthened through mental activity, so the following requirements must be met:

- Repeat the movements and actions frequently so that the work is reinforced, strengthened, and developed into a skill.
- Pick the skill from time to time so that you don't forget it.

- Perform movements and maneuvers in different tasks, with different knowledge, and under different conditions.
- Gradually increasing the complexity of the tasks.

The process of teaching and learning languages involves the formation and development of communicative skills that consist of skill levels and competencies acquired through the organization of actions and activities. So that through experience and education in their life path, they can practice and organize communication (Byrne, 2000).

Listening, also known as aural comprehension or listening comprehension, refers to the process of understanding spoken texts, both in face-to-face communication and through various electronic media, and includes not only hearing the message but also participating. Consider tone and frequency, incomplete sentences, repetition, and when viewing the interviewer, facial and body expressions contribute to understanding the message.

This skill constitutes an active and complex interpretation process in which the listener establishes a relationship between what he/she hears and what he/she already knows, and involves receiving what the sender expresses (the receptive orientation); constructing and representing meaning (the constructive orientation); negotiating meaning with the sender and responding (the collaborative orientation); and creating meaning through participation, imagination and empathy (the transformative orientation) (Byrne, 2000).

In English language teaching, from its beginnings, it can be seen that most listening activities are carried out to evaluate and not teaching listening, however, evaluating a skill without having previously taught it is not acceptable; it is not acceptable for the skill of reading, writing or speaking and therefore it should not be acceptable in the case of listening either (Brown, 2011)

Speaking of English is defined as how a message is transmitted from a sender to a receiver, thus giving to a receiver, thus giving rise to communication. According to Cubillo (2005):

The ability to communicate by analyzing and processing the information heard is oral communication. This process involves several basic elements such as the person who sends the message, the person who receives it, the content of the message, the medium used, and the effect of the message. content, the medium used and the effect achieved by the sender (p. 23).

Likewise, the University of Cambridge in its "TKT Book" Schmidt (2016) to oral production as follows: it is a production skill that relies on the word to communicate meaning, that is, to produce language.

Speaking history as required by the research (produced in English), Communication skills are essential for fluency in a second language, a guide, the acquisition is reliable, so identifying this skill as relevant to second language learning completes the appropriate assessment. Some students outperform others in this communication skill, but the goal is to learn to master a particular skill or technique; it is important to emphasize that subjectivity should be limited to objectivity.

7. METHODOLOGY

7.1. Type of research

For the development of this Degree Project, a descriptive type of research was used because an illustration was made about the characteristics of the pedagogical models, traditionalist and constructivist, and based on this, a diagnosis was made about the reality and qualities of the students of the fifth year of General Unified High School of the Educational Unit 19 of September of the Salcedo canton, regarding the incidence that the use of the traditionalist model has on their academic performance in the learning of the English language.

7.2. Research design

According to the degree of manipulation of the variables, this research is configured as non-experimental, since no reagent was applied to modify the main variables that make up the subject under study.

7.3. Research methods

Inductive-deductive: Through the use of this method it was possible to gather general information about the traditionalist and constructivist pedagogical models by applying observation and from that to give explanations in a concrete and logical way, to develop the respective specific conclusions on the topics of study, at the same time that the field study was carried out with the fifths. second-year students of the Unified General High School of the Educational Unit September 19 of the Salcedo canton allowed to build general premises about the use of the mentioned models and their incidence in the academic performance in the learning of the English language in the academic performance on the learning of the English language.

Analytical-synthetic: This method was used to decompose the subject in each of its parts and carry out a detailed analysis of them, to later make a relationship between them, that is to say, to identify the incidence of the use of the traditionalist pedagogical model for the teaching of the English language in the academic performance of the students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton.

Research approach: This research will employ the qualitative approach because it will help to know in depth the resources, techniques, and methodologies present in the Traditionalist Pedagogical Model, and the effects it has on student participation. To reflect on the necessary changes that should be carried out for the improvement in the development of the linguistic and cognitive skills of the English language

7.4. Population and sample

The present study will be carried out in the fifth year of the General Unified High School of the Educational Unit 19 de Septiembre de Salcedo, whose total population, according to the records of the institution, is made up of 170 students between 16 and 19 years of age. Therefore, applying a type of non-random intentional sampling by convenience, that is to say, the environment, the performance of the teacher and students were analyzed, for this purpose a sample of "20" students was taken, representing 12% of the population, which showed a low participation during the class that was evidenced by the teacher-practitioner during the pre-professional practices, which is representative for the purposes of the research, to whom the survey technique will be applied.

As for direct observation, this will be carried out during the classes given to all the parallel students.

7.5. Techniques

Survey: A series of structured questions of a closed type were elaborated, which were directed to the students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo cantòn, to identify the incidence of the use of the traditionalist model in the teaching-learning process of the English language and its impact on the academic performance.

8. ANALYSIS AND DISCUSSION OF RESULTS

Once the data collection instruments were applied, It was carried out the corresponding treatment for the analysis of the data, since the information that will be obtained will indicate the conclusions reached by the research.

Table 1. During the class, the teacher is the sole owner of the teaching and learning process.

Item	Question	Nº of students surveyed	ANSWERS					
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	TOTAL
1	Is the teacher the sole and undisputed master of the teaching and learning process in the English language?	20	18	2	0	0	0	**20**
			%	%	%	%	%	
			90,00	10,00	0,00	0,00	0,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 1. During the class, the teacher is the sole owner of the teaching and learning process.
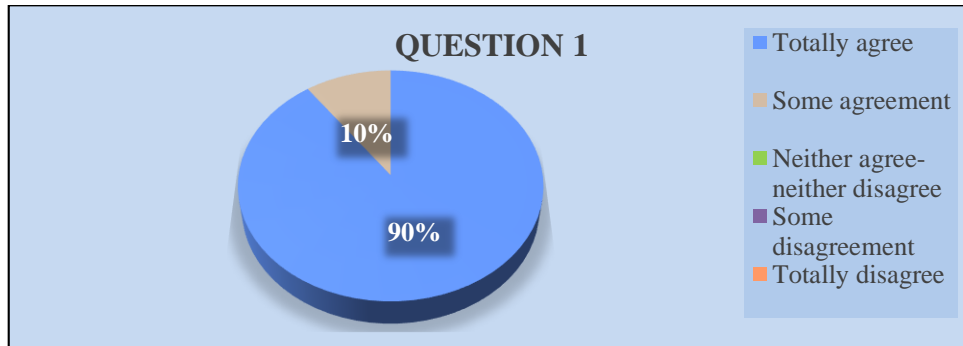
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

According to the graph 1, it is established those 18 students represented by 90% agree that the teacher is positioned as the sole and undisputed owner of knowledge, thus showing how the teacher applies significantly the traditionalist pedagogical model on the other hand 2 students represented by 10% say they agree somewhat, for this reason, the students are undoubtedly working in traditionalist model without much progress for their teaching and learning process.

Agreement with (Aguilera, 2007), She mention in her study that the teacher must analyze the student's performance, since the academic results depend on the climate or environment that is conducive to the classroom, which is, to a certain extent, conditioned by the teacher. Motivation

is important in teaching work. In order for his students to acquire or increase it, the teacher must carry out a good preparation of the classes and generate various strategies to arouse interest, as well as how to maintain a constant interaction with the group.

According to the results obtained, it can be affirmed that the teacher does not allow the student to develop his own criteria, since he is the absolute owner of the knowledge.

Table 2. The teacher allows students to actively participate during class.

Item	Question	Nº of students surveyed	ANSWERS					
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	TOTAL
2	Does the teacher allow students to actively participate during class?	20	0	0	0	1	19	**20**
			%	%	%	%	%	
			0,00	0,00	0,00	5,00	95,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 2. The teacher allows students to actively participate during class.
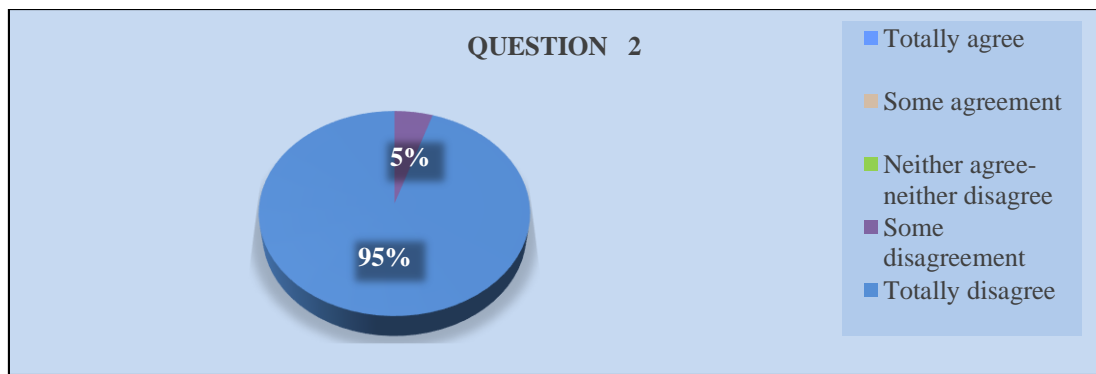
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

According to the graph 2, it is established that 19 students represented by 95% disagree that the teacher allows class participation, in this way it can be stated that students are not allowed to participate in class since, as mentioned above the teacher is the owner of the class, and the student has no autonomy to participate unless the teacher allows it, on the other hand, 1 student represented by 5% states to be somewhat in agreement, for that reason the students are forced to not have active participation.

These results coincide with Garrote and Jiménez (2016) They say in their study that participation democratizes the educational process, participatory methodologies should be used where the protagonist is not the teacher, but the student is not the teacher, but the student. Yes, it is convenient that the student is more protagonist, but the teacher has to remain the main actor allowing the student to meet their academic goals and objectives by developing a more active participation.

Based on the information obtained from the students, it is established that there is little participation in class, the student focuses only on listening and is not allowed to participate actively, and in the case of doing so, he must follow certain specific rules and instructions that limit the ability of students to construct knowledge.

Table 3. Receiver of knowledge during the class

Item	Question	Nº of students surveyed	ANSWERS					TOTAL
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	
3	Do you consider yourself a receiver of knowledge during the class?	20	20	0	0	0	0	**20**
			%	%	%	%	%	
			100,00	0,00	0,00	0,00	0,00	**100,00**

 Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 3. He considers himself a recipient of knowledge during the class
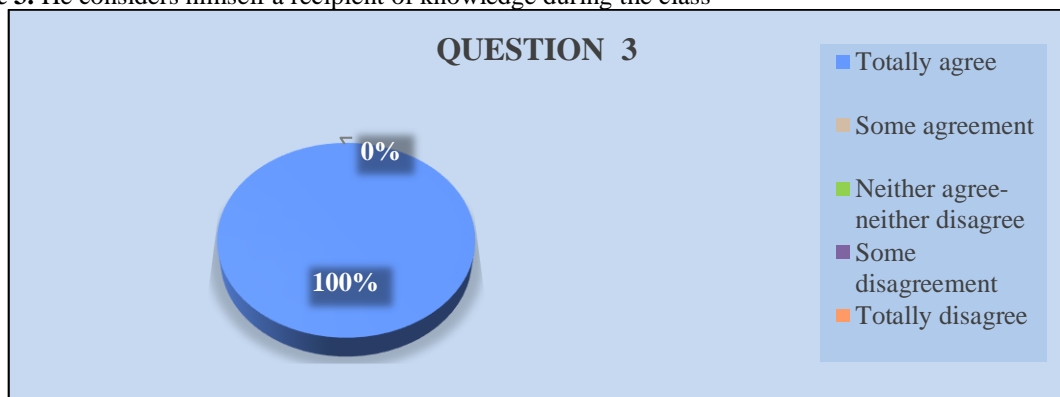
Source: Students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

According to graph 3, it is established that the total number of students represented by 100% agrees that they are considered receivers of knowledge, thus mentioning the little participation

by the students during the class, which is totally and partially dominated. by a traditionalist. That is, the student only repeats and memorizes without giving his own opinion of it. The teacher is the owner of the class regardless of ideas or opinions on the part of the student, turning the class into something boring and traditional.

Table 4. The teacher values the opinion of the students.

| Item | Question | Nº of students surveyed | ANSWERS | | | | | TOTAL |
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	
4	Does the teacher value the students' opinion during the development of the class?	20	0	0	0	0	20	**20**
			%	%	%	%	%	
			0,00	0,00	0,00	0,00	100,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 4. The teacher values the opinion of the students.
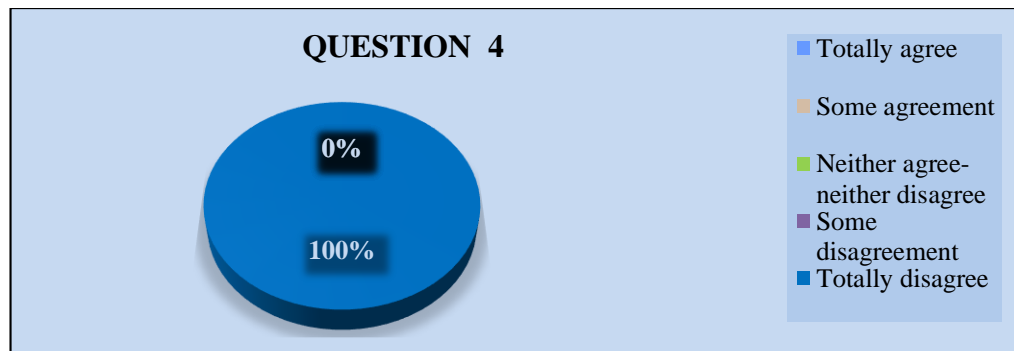
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

According to graph 4, it is established that the total of students represented by 100 % agree, that their opinion as students is not taken into account by the teacher, thus resulting in the full participation of the student and consequently the demotivation caused in these and the little importance to the explanations given by the teacher in the class, taking into account that the null participation does not allow the student to grow in their teaching-learning process.

This results indicates that the class is centered on the teacher, who is the transmitter of knowledge and the student is a passive receiver. This study coincides with Ventosa (2004) who in her study mentions that communication in the traditional educational model is unidirectional,

while in the new educational model it is bidirectional and with networking. The traditional teaching model is characterized by being the owner, transmitter and judge that completely discourages the student from wanting to learn.

Table 5. The teacher applies memorization and repetition.

Item	Question	Nº of students surveyed	ANSWERS					TOTAL
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	
5	Do you consider that your teacher applies memorization and repetition in the English language teaching-learning process?	20	20	0	0	0	0	**20**
			%	%	%	%	%	
			100,00	0,00	0,00	0,00	0,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 5. The teacher applies memorization and repetition.
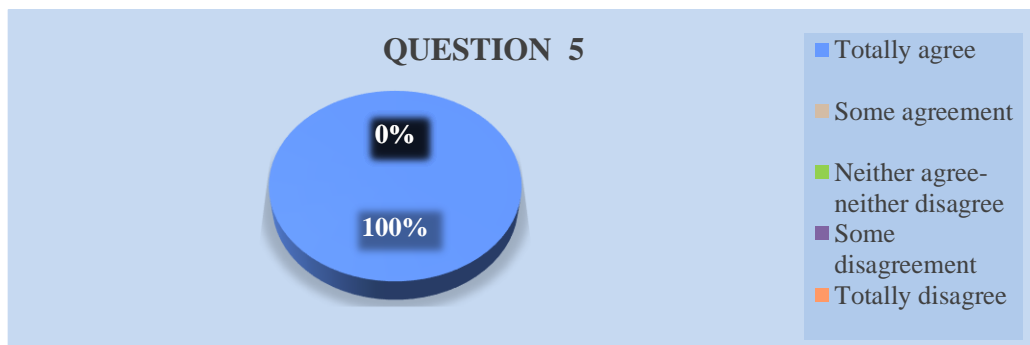
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graph 5 shows that the total of students represented by 100 % agree that the teacher applies a traditionalist model in the teaching-learning process, taking into account all the factors such as little participation, not valuing the student's opinion, addition, it is evidenced how the student must follow the pattern of memorizing and repeating, which does not allow the student to have critical thinking or build his learning, which directly affects his educational process.

Agreement with(Fernandez, 2019)in his study mentions that repeating, memorizing and knowing concepts does not necessarily serve to learn a new language, since the reproduction of

content without the thematic understanding of what was studied did not allow students to develop new arguments, did not empower them to debate and did not prepare them to interpret and give a critical point of view to develop new arguments, did not enable them to debate and did not prepare them to interpret and give a critical point of view.

Table 6. Perception on the construction of the teaching-learning process through memorization and repetition.

| Item | Question | Nº of students surveyed | ANSWERS | | | | | |
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	TOTAL
6	Do you consider that memorization and repetition allow you to build your teaching-learning process?	20	0	0	0	0	20	**20**
			%	%	%	%	%	
			0,00	0,00	0,00	0,00	100,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 6. Perception on the construction of the teaching-learning process through memorization and repetition.
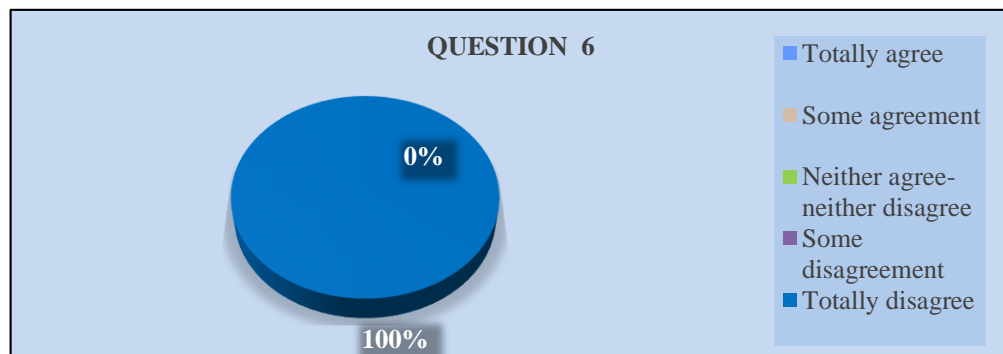
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton.

Graph 6 shows that the total of students represented by 100% disagree, that memorizing and repeating, which is the main characteristic of the traditionalist pedagogical model, has the purpose of obtaining a null educational process, It does not allow them to adequately put into practice their knowledge and much less their critical thinking, so it can be stated that students are not directly creators of their learning or their knowledge, taking into account the Vygotskian theory which mentions that a good learning process is formed autonomously while maintaining a guide, it also mentions that memorizing and repeating demotivates students and affects their educational process.

This result coincides with (Diaz Barriga, 2005) He mentions that significant learning is not achieved, the rote repetition of unconnected content is transcended and it is not possible to build one's own knowledge, one cannot make sense of what has been learned and understand its scope application and relevance in academic and everyday situations. I definitely believe that memorization is an exercise that we have all practiced and have found useful in some way and for certain specific purposes.

Table 7. Perception of teacher guidance and incentive to create one's teaching-learning process.

| Item | Question | Nº of students surveyed | ANSWERS | | | | | TOTAL |
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	
7	Is the teacher a guide and does he/she encourage the student to create his/her own teaching-learning process?	20	0	0	0	0	20	**20**
			%	%	%	%	%	
			0,00	0,00	0,00	0,00	100,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 7. Perception of teacher guidance and incentive to create one's own teaching-learning process.
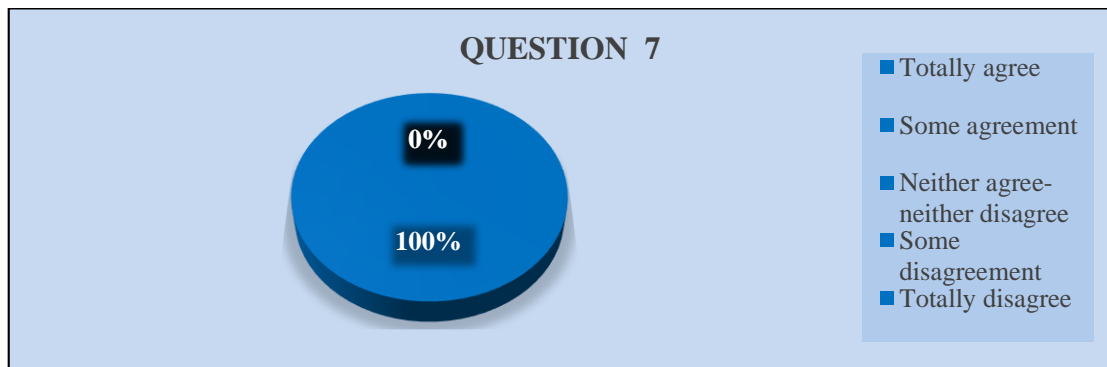
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graph 7 represents that the total of the students 100% disagree, that the teacher encourages and becomes a guide for their educational process, so it can be shown that the students cannot maintain an autonomous education, they lack a guide for which they have a deficit in participation during the class, it is also mentioned that the student must maintain an autonomous, social or cultural education that facilitates a better educational process, however,

the teacher must be the guide that allows him to maintain certain type of instructions for a better educational process which has not been evidenced during the teaching process.

Agreement with (Albert, 1986)argues that the representation that students make of their teachers does not follow a predetermined system, does not take into account the needs or interests of students, with the performance of teachers in the transmission of knowledge, and in some cases it is rejected by the students. That is, both teachers and students do not have a direct interaction, so the student does not generate a good performance. However, the student can maintain an autonomous job but a guide is necessary to better develop the activities since English is a special language and needs help from an expert in the subject.

Table 8. Techniques used by the teacher.

| Item | Question | Nº of students surveyed | ANSWERS | | | | | | | |
			Written tests	Mixed tests	Exp of Criteria.	Oral lessons	Memory Exp.	Dialogues e Improvisation	Other	TOTAL
8	What teaching techniques does the teacher use to teach English?	20	3	0	0	2	15	0	0	20
			%	%	%	%	%	%	%	
			15,00	0,00	0,00	10,00	75,00	0,00	0,00	100,00

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 8. Techniques used by the teacher.
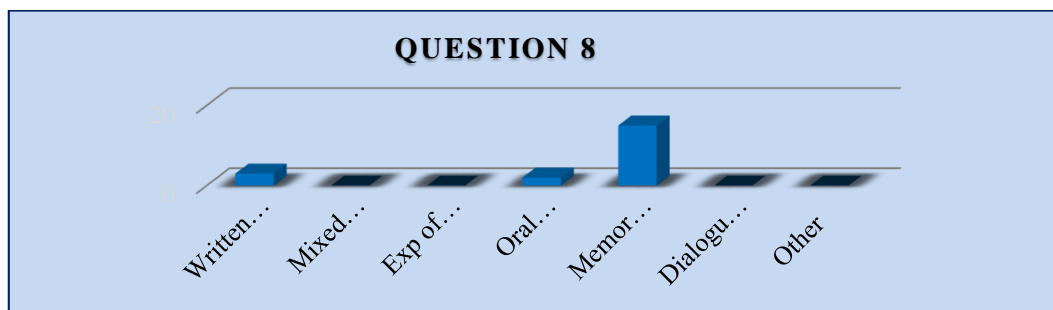
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

In graph 8, it can be observed that 15 students represented by 75 % mention that the most common way of an evaluation in class is with memory expositions, which is applied by the teacher, it is worth mentioning that this evaluation technique is obsolete since the student cannot

build his concepts and motivates the student to memorize and repeat, on the other hand, 3 students represented by 15 % mention that another way of evaluation is written tests, For this reason, it can be deduced that the teacher notices the lack in the application of memorizing and repeating and looks for a different evaluation technique, two students represented by 2 % mention a third evaluation technique which is oral lessons, here without a doubt the teacher allows the student a different way of evaluation maintaining its essence and its concepts.

Table 9. Importance of applying playful methods in English language teaching.

Item	Question	Nº of students surveyed	ANSWERS					
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	TOTAL
9	Do you think that it is important to apply methods (playful activities in productive skills, listening and speaking) in English language teaching?	20	18	2	0	0	0	**20**
			%	%	%	%	%	
			90,00	10,00	0,00	0,00	0,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 9. Importance of applying playful methods in English language teaching.
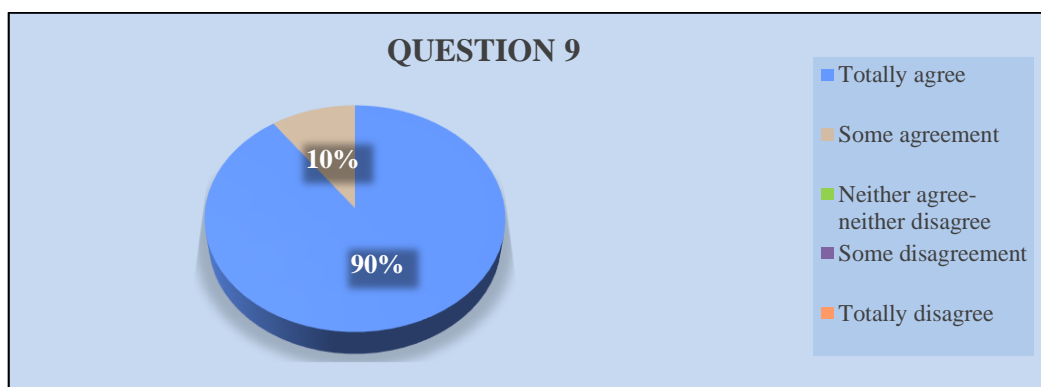
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graph 9 shows that 18 students (90%) agree with the application of playful activities in their teaching and learning process, specifically in productive skills such as listening and speaking, considering these two communicative productive skills as the most important in their teaching. and learning. learning. process. On the other hand, 2 students, representing 10% of the students, expressed some agreement. Here it can be seen how part of the analyzed population agrees to implement more dynamic or playful activities to make a class more interesting

These results coincide with (Florencia, 2010), She mentions in her research that ludic activities as a resource for teaching English, she mentions that the use of ludic-didactic activities for learning English develops creativity and motivates the student to actively develop their homework during class.

Table 10. Acceptance for the teacher to be a guide in the construction of the teaching-learning process.

| Item | Question | Nº of students surveyed | ANSWERS | | | | | TOTAL |
			Totally agree	Some agreement	Neither agree-neither disagree	Some disagreement	Totally disagree	
10	Would you agree that the teacher should be a guide so that the student can be the creator of his or her own learning?	20	19	1	0	0	0	**20**
			%	%	%	%	%	
			95,00	5,00	0,00	0,00	0,00	**100,00**

Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graphic 10. Acceptance for the teacher to be a guide in the construction of the teaching-learning process
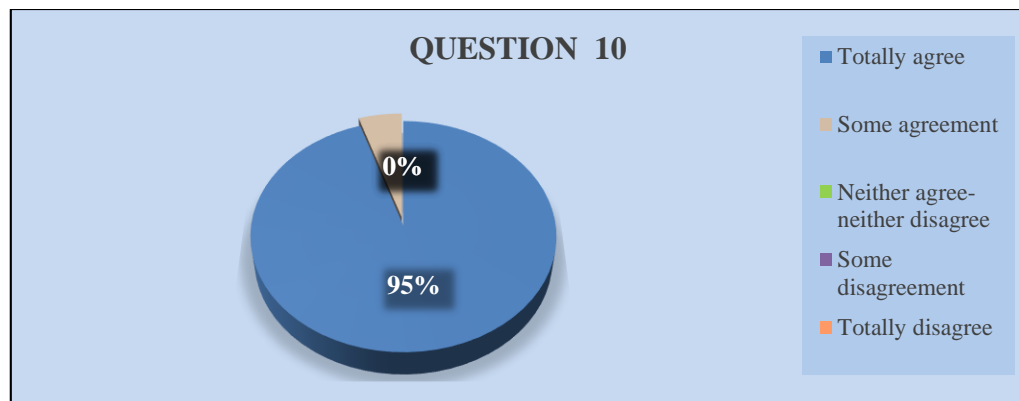
Source: students of the fifth year of the Unified General High School of the Educational Unit 19 de Septiembre of the Salcedo canton

Graph 10 shows that 19 students (95% of the subject of analysis) agree that the teacher becomes a guide for the teaching-learning process, putting into practice the constructivist model, also known as learning by construction or scaffolding, which allows the student to freely construct his learning without the need to memorize or repeat, This allows the student to have free will at the moment of realizing or reducing concepts while maintaining coherence, in this way the student will participate actively in their classes, on the other hand, 1 student represented by 1% still seems to want to maintain their traditionalist model which currently does not maintain positive results in their process.

Agreement with (Reboul, 2000) He defend that the true educational action is based on a teacher guide, that is, to be the scaffolding that the student needs to achieve their goals. The purpose is to guide the student towards responsibility, decision-making and freedom. It implies giving priority to the development of the learning capacity of the students, relating it to the environment.

9. RESEARCH IMPACTS

The realization of this research project has an educational impact because it helped to determine the influence of the use of the traditionalist model, disadvantages, advantages, methods and its impact on student development in order to recommend an educational change based on an innovative model, on the other hand it had a social impact because it was possible to contribute to the change in the performance of the teacher and student to create a society with critical thinking and owners of their knowledge.

10. CONCLUSIONS AND RECOMMENDATIONS

10.1.CONCLUSIONS

- The traditionalist model is based on very rigid teaching strategies determined by the text or study guide or by the expert teacher in his discipline, creating lectures, repetitive and boring classes that harm the participation of the students, that affects the learning and performance of the student since in they process he does not develop a good performance during the class.

- Based on the analysis carried out, it can be affirmed that the traditionalist model has a great influence on the learning of the students, who are immersed in a monotonous and little participatory learning, which affects the academic development in the learning of a new language, causing a low level of knowledge in the English language.

- Teachers should be aware of the importance of using innovative models, the constructivist model is a good option that will help improve the teaching-learning of the English language, creating critical and participatory students.

10.2. RECOMMENDATIONS

- The Constructivist Pedagogical Model must first recognize the limitations and capabilities of all students to design pedagogical strategies that fit the environment in which the student develops. That is, their social, political, and geographic reality and context. Teachers must apply expository techniques according to the needs of the environment and the curriculum.

- In addition, teachers must actively motivate students to develop creative activities, participate actively, complete assignments, turn them in on time, and present as the teacher requires them.

- Teachers should have training based on the constructivist model, where the correct use and application is learned based on playful and fun activities for a better learning of the English language.

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13. ANNEXES

Annex 1. Modelo de encuesta

Pregunta 1.- ¿Es el docente el único e indiscutible dueño del proceso de enseñanza y aprendizaje del idioma inglés?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( )Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	( ) Totalmente en desacuerdo

Pregunta 2¿El docente permite a sus estudiantes la participación activa durante su clase?

( )Totalmente de acuerdo	( )Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	() Algo en desacuerdo	( ) Totalmente en desacuerdo

Pregunta 3.- ¿Durante la clase de inglés, usted se considera un receptor del conocimiento?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	() Totalmente en desacuerdo

Pregunta 4 ¿El docente valora la opinión de los estudiantes durante el desarrollo de la clase?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( )Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	() Totalmente en desacuerdo

Pregunta 5.- Considera usted que su profesor aplica la memorización y repetición en el proceso de enseñanza-aprendizaje del idioma inglés?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	( ) Totalmente en desacuerdo

Pregunta 6.- ¿Considera usted que la memorización y repetición le permite construir su propio proceso de enseñanza- aprendizaje?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	() Totalmente en desacuerdo

Pregunta 7.- ¿El docente es una guía e incentiva al estudiante a crear su propio proceso de enseñanza – aprendizaje?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	( ) Totalmente en desacuerdo

Pregunta 8.- ¿Qué técnicas de enseñanza emplea el docente para la enseñanza del idioma inglés?

Pruebas escritas	Pruebas mixtas	Exp. De criterio	Lecciones orales	Exp. De memoria	Diálogos e improvisación	Otros

Pregunta 9.- ¿Considera usted que es importante aplicar métodos (actividades lúdicas en las habilidades productivas, listening y speaking) en la enseñanza del idioma inglés?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	() Totalmente en desacuerdo

Pregunta 10.- ¿Estaría de acuerdo en que el docente debe ser un guía para que el estudiante sea el artífice de su aprendizaje?

( ) Totalmente de acuerdo	( ) Algo de acuerdo	( ) Ni de acuerdo ni desacuerdo	( ) Algo en desacuerdo	( ) Totalmente en desacuerdo

Annex 1. Survey model

Question 1.- Is the teacher the sole and undisputed master of the teaching and learning process in the English language?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 2.- Does the teacher allow students to actively participate during class?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 3 .- Do you consider yourself a receiver of knowledge during the class?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 4.- Does the teacher value the students' opinion during the development of the class?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 5.- Do you consider that your teacher applies memorization and repetition in the English language teaching-learning process?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 6.- Do you consider that memorization and repetition allow you to build your teaching-learning process?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 7.- Is the teacher a guide and does he/she encourage the student to create his/her own teaching-learning process?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 8.- What teaching techniques does the teacher use to teach English?

Written tests	Mixed tests	Exp of Criteria.	Oral lessons	Memory Exp.	Dialogues e Improvisation	Other

Question 9.- Do you think it is important to apply methods (playful activities in productive skills, listening and speaking) in English language teaching?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Question 10.- Would you agree that the teacher should be a guide so that the student can be the creator of his or her own learning?

( ) Totally agree	( ) Some agreement	( ) Neither agree-neither disagree	( ) Some disagreement	( ) Totally disagree

Annex 2. Tutor's Curriculum Vitae

1. DATOS PERSONALES

NOMBRES:	*SONIA JIMENA*
APELLIDOS:	*CASTRO BUNGANCHO*
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2. FORMACIÓN ACADÉMICA

NIVEL PRIMARIO: *ESCUELA FISCAL "ELVIRIA ORTEGA"*

NIVEL SECUNDARIO: *UNIDAD EDUCATIVA "LUIS FERNANDO RUIZ"*

NIVEL SUPERIOR: *UNIVERSIDAD CENTRAL DEL ECUADOR*

- *PREGRADO:*   *Profesora de segunda enseñanza- Licenciada en ciencias de la educaciòn menciòn Inglès*

.

- *POSGRADO:*   *Magister en Administración Educativa y Docencia Universitaria.*

2.EXPERIENCIA ACADÉMICA

- *Profesora de Inglés en la Universidad Técnica de Cotopaxi, desde septiembre del 2003 hasta la actualidad.*
- *Profesora de Inglés en la Unidad Educativa "Liceo Naval" 1 año.*
- *Profesora de inglés en la Unidad Educativa "Pequeñitos del Presente".*
- *Coordinadora de Extensión Universitaria.*
- *Directora de Tesis.*
- *Miembro del Honorable Consejo Universitario.*
- *Coordinadora de Comisión Académica*

3. CURSOS REALIZDOS

- *I Taller Internacional "Fortalecimiento de la Vinculación en la Educación Superior" 16 horas de duración Seminario Internacional*
- *"El desafío de las Tecnologías de la Información y de la Comunicación en la Docencia y en la Investigación" 40 horas de duración Seminario*
- *"Herramienta Tecnológica Integrada para la Creación y Distribución de Aulas Virtuales: Moodle" 40 horas de duración*
- *I Jornadas Científicas de la UTC 2014 "Ciencia, Tecnología y Propiedad Intelectual, en la Sociedad del Conocimiento" 40 horas de duración*
- *Curso de Preparación TOEFL 40 horas presenciales, 80 horas on line Seminario Taller "Técnicas e Instrumentos de Evaluación de los Aprendizajes" 40 horas de duración*
- *I Seminario Regional "Perspectivas de la Universidad Ecuatoriana" 16 horas de duración Seminario "Diseño y Elaboración de Proyectos de Investigación" 20 horas de duración*
- *Certificado de las Jornadas de Capacitación "Hacia la Aplicación del Modelo Educativo Liberador de la UTC" 32 horas de duración 20 horas de duración*
- *Certificado de las jornadas de capacitación "La Calidad en las Instituciones de Educación Superior" 30 horas de duración*
- *Seminario Internacional "El Socialismo" 20 horas de duración Seminario*
- *"New Strategies and Teaching Tips'' 30 horas de duración Seminario – Taller de ¨Excellence in Teaching¨ 15 horas de duración*
- *Seminario de ¨Developing Learning Strategies¨ 15 horas de duración Seminario de ¨A Latin American Way of Pronouncing English a Fallacy¨ 24 horas de duración*
- *Certificado de las jornadas académicas ¨Liderazgo en Educación Superior¨ 30 horas de duración*
- *Curso de ¨Linguistics Competences and the comunication in the English Language¨ 15 horas de duración Certificado de Asistencia ¨Teaching Techniques¨ 01 de Enero del 2006*
- *Certificado de las jornadas académicas ¨Las tendencias pedagógicas alternativas en la educación superior¨ 30 horas de duración*
- *Seminario de "Talking English", realizado por la Universidad Técnica de Cotopaxi y World Teach Agreement. 30 horas de duración*
- *Certificado de Jornadas Académicas, realizadas por la Universidad Técnica de Cotopaxi. 21 horas de duración Seminario de "Listening". 30 horas de duración*
- *Seminario de "Class Readers". 30 horas de duración Seminario de "English Languaje Improvement". 30 horas de duración*
- *II Jornadas Científicas de la UTC 2015 "Cultura Científica Colaborativa en los I Congreso Internacional de Investigacion Científica (Expositora)*

4. CAPÍTULOS DE LIBROS/LIBRO

- *"La Enseñanza Aprendizaje del Idioma Inglés". InnoEd 2013 Las Tunas Cuba ISBN 978-9590-16-2107-8*

- *"La Enseñanza Aprendizaje del Idioma Inglés, Métodos y Estrategias" InnoEd 2013 Las Tunas Cuba ISBN 978-9590-16-2107-8*

- *"La Calidad de la Educación en las Instituciones de Educación Superior Bajo una Nueva Reforma Curricular", REDIPE tomo 6 "cultura, innovación y política educativa" ISBN: 978-1-945570-24-7 Primera Edición Estados Unidos, abril 2017*

Annex 3. First Author's Curriculum Vitae

1. DATOS PERSONALES

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2.-ESTUDIOS REALIZADOS

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NIVEL SUPERIOR: *UNIVERSIDAD TÈCNICA DE COTOPAXI*

3. TITULOS OBTENIDOS:

- *Bachiller en contabilidad y auditoria*
- *Egresada en ciencias de la educaciòn menciòn inglès*

4. EXPERIENCIA LABORAL

- *Junta de aguas patate*

5. EXPERIENCIA ACADÈMICA

- *Secretaria encargada*
- *Unidad educativa " 12 de noviembre"*
- *Universidad tècnica de cotopaxi*
- *Unidad educativa intercultural bilingüe "jatari unancha "*

6. CARGOS DESEMPEÑADOS

- *Pràcticas de observaciòn*
- *Pràcticas de ayudantìa*

- *Pràcticas pre-profesionales*
- *Ayudante de càtedra*

6. CURSOS REALIZADOS

- *1st international english teaching congress, latacunga, 2017*
- *Ii seminario internacional las mujeres en la ciencia : gènero y conocimiento, quito 2019*
- *Programa y suficiencia del idioma francès, latacunga, 2021*

Annex 4. First Author's Curriculum Vitae

1. DATOS PERSONALES

      NOMBRES: *KLEVER GUSTAVO*

      APELLIDOS: *TIPANLUISA MASABANDA*

      FECHA DE NACIMIENTO: *24-AGOSTO-1998*

      CÉDULA DE CIUDADANÍA: *18503017-9*

      ESTADO CIVIL: *SOLTERA*

      DIRECCIÓN: *LATACUNGA, MAYORISTA*

      NÚMEROS TELEFÓNICOS: 0998371070

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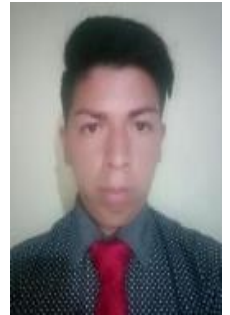
2.-ESTUDIOS REALIZADOS

NIVEL PRIMARIO: *UNIDAD EDUCATIVA LATACUNGA*

NIVEL SECUNDARIO: *UNIDAD EDUCATIVA "VICENTE LEON "*

NIVEL SUPERIOR: *UNIVERSIDAD TÈCNICA DE COTOPAXI*

3. TITULOS OBTENIDOS:

- *Bachiller tecnico en sistemas informaticos*
- *Egresado en ciencias de la educaciòn menciòn inglès*

4. EXPERIENCIA LABORAL

- *Administrador avena polaca*
- *Cajero en el carbonero*
- *Cajero francel y vianca*
- *Cajero rey paletas*

5. EXPERIENCIA ACADÈMICA

- *Unidad educativa "ana paez"*
- *Universidad tècnica de cotopaxi*
- *Unidad educativa intercultural bilingüe "jatari unancha "*

6. CARGOS DESEMPEÑADOS

- *Pràcticas de observaciòn*
- *Pràcticas de ayudantìa*
- *Pràcticas pre-profesionales*
- *Ayudante de càtedra*

7. CURSOS REALIZADOS

- *1st international english teaching congress, latacunga, 2017*
- *Ii seminario internacional las mujeres en la ciencia : gènero y conocimiento, quito 2019*
- *Programa y suficiencia del idioma ingles, latacunga, 2021*