TECHNICAL UNIVERSITY OF COTOPAXI

PUJILÍ CAMPUS

EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

RESEARCH REPORT

"METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)"

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

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PUJILÍ - ECUADOR
APRIL 2022

TUTOR'S ENDORSEMENT

In my capacity as a supervisor of the research report entitled "METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)", and researched by Jessica Viviana Chasipanta Vega, ID number 055065319-0 and Mayra Estefania Ortega Guayasamin, ID number 172540236-4, 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.

Pujili, March, 2022

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COMMITTEE APPROVAL

The research report entitled "METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL)", 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.

Pujili, March, 2022

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GRATEFULNESS

First of all, we want to thank God for giving us health and life. For being the strength and wisdom to overcome the difficulties that we faced during our professional training. Also, thanks to our families for being the main promoters of our dreams, for trusting and believing in us, for the advice, values and principles they have instilled in us. Finally, to the Technical University of Cotopaxi and the teaching staff for having shared their knowledge and experiences with us in the different stages of our career. A special thanks to our tutor MSc. Mercedes Abata for the help and time given for the development of this project.

Viviana & Estefanía

DEDICATION

With all my heart, I dedicate this project to the most important people in my life. To my parents, Jorge and Aida, for their prayers, advice, and unconditional support, they have helped me to be a brave person, to face all the difficulties that have arisen throughout my life. To my siblings, Lorena, Tania, Sonia, and Jorge Luis, for being my example of strength, perseverance, and courage. To them for being my best inspiration and for trusting me. This is for you.

Viviana

DEDICATION

This research project is dedicated to:

To my parents Pablo and Elsa who have been my strength and unconditional support during this process. To them for being there for me at all times, with their love, patience and sacrifice they have allowed me to fulfill one more dream in my professional life, thank you for instilling in your daughter an example of effort, dedication and perseverance.

Finally, to my siblings and family for trusting me. For being my main motivators and shapers of what I am now as a person for sharing with me significant moments like this, for always being willing to listen to me and help me at any time.

Estefanía

TECHNICAL UNIVERSITY OF COTOPAXI

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EDUCATIONAL SCIENCES, MAJORING IN ENGLISH

TITLE: " METHODS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) "

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ABSTRACT

Nowadays, English has become the global language that allows communication with different countries. Even though the Ministry of Education has included English as a special subject in the curricula and it is taught from a very early age, Ecuador remains at the top of the list of Latin American countries with the worst level in the development of competencies in this foreign language. Because, in educational institutions, English teachers use inadequate or traditional methods, which only generate superficial learning. Therefore, the purpose of this research work is to identify the type of methodology used by teachers to teach English. Thus, this is a quantitative diagnostic study since the reality of teaching English as a foreign language will be analyzed through the application of an online survey to English teachers of a public educational institution in the urban sector in Latacunga. The results showed that teachers use traditional methodologies such as grammar-translation, Audio-lingual, and direct method. Also, some of the teachers have a dominant and authoritarian role in the teaching process since it is believed that they are the only ones with knowledge, while the students are only passive receivers. In addition, the most common techniques used to teach vocabulary and grammar focus on repetition, memorization, and translation exercises. Finally, teachers rarely involve students in discussion activities, question and answer exercises, theater, and group or pair work, which does not allow students to practice the target language and thus develop their communicative skills. Based on the findings, it is suggested that teachers inform themselves about the existing new teaching methods so that they can apply various new methodologies in order to improve the process of teaching English as a foreign language.

Key words:

Foreign Language, Innovative Methods, Teaching-learning process, Traditional Methods.

UNIVERSIDAD TÉCNICA DE COTOPAXI
EXTENSIÓN PUJILÍ
CIENCIAS DE LA EDUCACIÓN, MENCIÓN INGLÉS

TEMA: "MÉTODOS PARA LA ENSEÑANZA DEL INGLÉS COMO LENGUA EXTRANJERA"

Authors:
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RESUMEN

Hoy en día, el inglés se ha convertido en el idioma global que permite la comunicación con diferentes países. A pesar que el ministerio de educación ha insertado en las mallas curriculares el idioma inglés como materia especial y se la enseña desde edades muy tempranas. Ecuador se mantiene en las primeras listas de los países Latino Americanos con el peor nivel en el desarrollo de las competencias de este idioma extranjero. Debido, a que en la Instituciones Educativas los docentes del área de inglés utilizan métodos inadecuados o también llamados como tradicionales, los cuales solo generan aprendizajes superficiales. Por ende, el presente trabajo de investigación tiene como objetivo identificar el tipo de metodología que utilizan los docentes para enseñar el idioma inglés. Por lo tanto, este estudio es de tipo cuantitativo diagnóstico ya que se analizará la realidad de enseñanza del idioma inglés como lengua extranjera, mediante la aplicación de una encuesta en línea a los docentes de inglés de una Institución Educativa publica del sector Urbano en Latacunga. Los resultados mostraron que los docentes utilizan metodologías tradicionales como el método de gramatica-traduccion, Audio-lingual y el método directo. Asimismo, algunos de los docentes tienen un rol dominante y autoritario dentro del proceso de enseñanza ya que se cree que es el único instruido del conocimiento, mientras que los alumnos solo son receptores pasivos del conocimiento. Además, las técnicas que más se utilizan para enseñar vocabulario y gramática se enfocan en ejercicios de repetición, memorización y traducción. Finalmente, los docentes muy pocas veces involucran a los alumnos a actividades de discusión, ejercicios de preguntas y respuestas, teatro y trabajos en grupo o en parejas, lo cual no permite que los alumnos practiquen la lengua meta y así desarrollen su habilidad comunicativa. Con base en los hallazgos, se sugiere que los docentes se informen sobre los nuevos métodos de enseñanza existentes, con el fin de que apliquen varias metodologías nuevas de enseñanza, con el fin de mejorar el proceso de enseñanza del idioma extranjero inglés.

Palabras clave:

Lengua Extranjera, Métodos Innovadores, Métodos Tradicionales, Proceso de Enseñanza-Aprendizaje.

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UNDERGRADUATE DEGREE WORK STRUCTURE

1. **GENERAL INFORMATION**
   Theme: " Methods in teaching English as a Foreign Language (EFL) "
   Starting Date:
   > March 2021
   Ending Date:
   > March 2022
   Place of Research:
   > A public Educational Institution in the urban sector in Latacunga.
   Sponsoring Faculty:
   > Technical University of Cotopaxi - Pujili.
   Sponsoring career:
   > Educational Sciences, Majoring in English (9no)
   Macro project of the career:
   Training processes in the teaching and learning of English as a foreign language in educational institutions in the province of Cotopaxi.
   Research Group:
   > Tutor: Mg.C, Fanny Mercedes Abata.Checa
   > Authors: Viviana Chasipanta and Estefania Ortega
   Work Team:
   - Chasipanta Vega Jessica Viviana.
   - Ortega Guayasamin Mayra Estefania.
   Knowledge area:
   > Education
   Research line:
   > Education, communication, and design for human and social development.
   The research line of the career (if applicable):
   > Innovation in the teaching and learning of English as a Foreign Language.

2. PROBLEM STATEMENT

Today, English has become the most used language in the world. Therefore, it is important to master this language as it serves as a means of communication with people around the world (Dildora & Nasiba, 2020). However, teaching this language has been a challenge for English teachers who have the responsibility of choosing appropriate methods that will allow the teaching-learning process to run smoothly.

Flores & Cedeño, (2016) in a report of the EF Institute, reported that "the students of the Educational Units in Ecuador are located in the thirty-eighth position, which corresponds to the low level of linguistic competencies of the English language"(p. 7). It is because the English teachers do not have knowledge about innovative methods. Therefore, they apply traditional teaching methods such as grammatical translation, Silent way and Audio-lingual, which generate superficial learning of the language (Pratiwi, 2015). Likewise, Rodriguez, (2012) states that ¨the use of obsolete methods demotivates students for several reasons: teachers do not use new techniques to dynamize the class. In addition, the frequent use of English textbooks produces a boring teaching and learning environment¨ (p. 383).

Ledesma & Caicedo, (2019) conducted a study in Cotopaxi province, which showed that "teachers use inadequate methods that are based only on teaching grammatical rules and memorization of independent words, which does not produce effective and deep learning of the foreign language" (p.17). "These methods have caused great frustration and demotivation since students are not able to transfer everything, they have learned in the classroom context to oral communication" (Madani, 2021, p.35). This is because these methods focus on rote learning, which is not favorable since not all students have the same ability to memorize and retain words (Navarro & Piñeiro, 2012).

However, there is no research on the reality of English language teaching and the use of methods in a public educational institution in the urban sector in Latacunga. Therefore, it is necessary to conduct research with the objective of determining what methodology the teachers use to teach English to children in the fourth grade of General Basic Education. That is why this study aims to analyze the type of methodologies used by English teachers. In order to give possible solutions to the educational reality, showing contemporary methodologies that help to improve the

communicative ability of students and thus significantly improve the teaching-learning process of the English language.

3. OBJECTIVES

3.1. General Objective

● To determine the most common methods used by teachers for EFL teaching in a public Educational Institution in the urban sector in Latacunga

3.2. Specific Objectives

● To describe traditional and contemporary methods in teaching English as a Foreign Language.
● To analyze the educational reality of the use of methods for teaching English in a public Educational Institution in the urban sector in Latacunga.

4. ACTIVITIES AND TASK SYSTEM ABOUT THE OBJECTIVES PROPOSED.

Specific objective	Activities	Verification Means
To describe traditional and contemporary methods in teaching English as a foreign language.	- Find out bibliographic resources. - Select relevant information. - Review the literature about teaching methods.	Theoretical Framework

To analyze the educational reality of the use of methods for teaching English in a public Educational Institution in the urban sector in Latacunga.	- Create a teacher survey. - Apply the survey to English teachers. - Analyze the data.	Questionnaire Tables Graphics

5. JUSTIFICATION

The purpose of this quantitative research is to analyze the reality of teaching in terms of the use of methods for teaching English in a public Educational Institution in the urban sector in Latacunga.

This research project will provide an interesting theoretical framework in which the most commonly used methods of English language teaching will be described in detail. Also, it will show modern methods that can help to improve the communicative competences of the students and thus improve the educational quality of the English language. In this sense, Rayhona, (2021) mentions that "the use of innovative methods helps to create dynamic environments where students can participate, talk, and interact, as modern methodologies are more learner-centered" (p. 478).

The indirect beneficiaries are the authorities of the Educative Unit, since this project focuses on knowing the reality of teaching, in terms of the use of methods to teach the English language and in this way help to reduce student dissertation. Also, the direct beneficiaries are the teachers and students of this Educational Unit since the teachers will be aware of the importance of using modern methods in EFL classes in order to create dynamic environments where students become more autonomous and have active participation.

To guide the study, we decided to address two research questions:

- What are the most common methods for EFL teaching?
- What is the educational reality about the use of methods for EFL teaching in a public Educational Institution in the urban sector in Latacunga?

6. BACKGROUND

Several studies have been found, at the international and national levels, related to our research topic. These studies will help us to support our research project by demonstrating that the use of modern methods help to improve the teaching-learning process of the English language.

At the international level, several studies have been found, which are detailed below:

Khalil & Semono, (2020) conducted a study on appropriate teaching methods for general English and English for specific purposes from the teachers' perspective. This study aims to analyze the most appropriate and useful teaching methods for teaching English in a Saudi context. This study was quantitative-descriptive in that 63 native and non-native English teachers with experience in teaching English were surveyed. The results of the study showed that 73% of the English teachers prefer to use the communicative approach along with other effective teaching methods that can achieve success in developing communicative ability. Therefore, this study concludes that English teachers should not rely on a single teaching method, but should update and train themselves to be flexible in adopting a combination of appropriate methodologies to suit the needs of their students.

Forero, (2018) conducted a study on methodologies for teaching English language. This study aims to analyze the appropriate pedagogical methods for teaching the English language, focusing on methodologies that develop communicative ability. It is a quantitative study since a survey was made to the teachers of the English area of the educational unit Cristobal Colon of the city of Bogota, taking a sample of 6 teachers. The results showed that modern methods are the most adequate to develop the communicative competences in the learning process. This study concludes that the teacher must use modern methodologies that motivate students to want to learn the language and at the same time help develop language skills.

At the national level, several studies have been found, which are detailed below:

Castillo & Mendoza, (2019) conducted a study on the different methods and approaches in teaching English as a foreign language in the "Eugenio Espejo Educational Unit" and "Wall Street English-

Loja International Franchise". This study aims to describe the most used methodologies for the acquisition of a second language, compares and synthesizes how they have been used in both places. This study was descriptive since it allowed us to summarize the different existing methodologies, which base their precepts on contributions to the teaching of a second language. In addition, it allowed investigating the type of methods and techniques used by these institutions for teaching English. The results showed that the blender method and the stories, games and songs have been effective for the teacher to promote the learning of linguistic structures and vocabulary in these two educational institutions.

Pazmiño & Valencia, (2018) conducted a study about the teaching methods that enrich speaking skills at the Ambato Educative Unit. This research aims to analyze how teaching methods influence the enrichment of oral skills in the English language. Therefore, this study is descriptive in that a survey of 10 questions was applied to the teachers and students of this educational institution. The results showed that teaching methods play an important role in the enrichment of speaking ability in high school students. Because if teachers do not apply adequate teaching methods, they do not promote communication in the classroom. For this reason, to conclude the teachers of this Educational Unit do not apply modern methods that allow the students to have enough opportunities to interact and practice the use of the English language in a fun and authentic way.

7. THEORETICAL FRAMEWORK

7.1. Importance of Teaching English

Today, the English language is considered a global language because it is a language that has spread to several countries where it has been accepted as an official language and is used as a means of communication (Tang, 2021). In this sense, the importance of teaching and learning English lies in the fact that English now plays a dominant position in all human activities. Therefore, Nishanthi, (2018, p.872-873) presents some of the reasons why it is important to teach and learn English:

- **Education:** English language is important for the educational field. This is because most of the research, studies, books, and websites with relevant information are written in English.
- **Jobs and Business:** Having a good mastery of the English language will help any company or governmental organization to employ you. Because companies want personnel trained in this language to function at an international level. Also, English is the dominant business language and it has become almost a necessity for people to speak English if they want to join a global workforce.
- **Entertainment:** Mastering the English language allows you to have access to a variety of movies, books and music from around the world that are published and produced in English. Likewise, if we speak English, we will not need to use translations and subtitles to enjoy our favorite books, songs, movies and TV shows.

7.2. EFL Teaching

English as a foreign language, or EFL, refers to the teaching and learning of the English language in a non-English speaking country. That is to say, it is a language that does not serve as a means of communication in the environment in which the student develops. For this reason, educational institutions are obliged to include English as a special subject in the curriculum and it is taught from an early age (Dakowska, 2005). However, English teachers do not use innovative methods to achieve the learning objectives in this language.

According to Heng, (2014) mentions that "EFL teaching is based on the application of effective methods and techniques that allow the language to be used fluently and accurately because the constant use of the language is very important" (p.27). In this sense, the teacher in charge has the function of applying a method that ensures maximum exposure to the language of learning. Because the use of traditional methods produces boring learning environments since it is only based on the memorization of grammatical rules and vocabulary, limiting in certain occasions that the student can learn.

In the teaching and learning process of EFL, there are two main actors: the teacher and the student play an important role because one depends on the other, in this case, if one of them does not perform its role well the teaching-learning process does not achieve the expected results (Beltran, 2017). Therefore, teachers must have great knowledge about the appropriate methodologies for the acquisition of a second language. In order to apply them according to the needs and learning styles of their students.

7.3. Factors that influence in EFL teaching

English is the language that allows communication with people from different countries. That is why educational institutions have included this language as a subject. However, there are several factors that impede the students to achieve a good mastery of the English language.

- **Traditional methods:** This is a factor that influences negatively in the teaching and learning process of the English language. Because the use of these methods does not allow the students to have an active participation in the class. In addition, the use of these methods creates a boring and unmotivated environment since it is based only on the repetition and memorization of words (German, 2016).
- **Teacher management:** The way a teacher develops a class influences the teaching-learning process of the English language. Because, if a teacher uses traditional pedagogical approaches, where the student is only a receiver of knowledge and the teacher is the main author (Hurtado, 2016). That is, the expert of knowledge. This influences negatively since students would not have the opportunity to build their own learning and would be very dependent on the teacher.

- **Motivation:** Lack of motivation is another factor that influences the teaching-learning process of the English language. Teachers have the task of applying effective methods that allow them to use activities that motivate students to participate and learn. However, the student's internal motivation is also important because there are many students who do not like to participate because they have a fear of making mistakes (Kaluf, 2005).

- **Interest:** Lack of interest is another factor that intervenes in the English teaching-learning process. Therefore, teachers have the responsibility to create dynamic learning environments that allow interaction between teachers and students. In order to avoid boredom and make learning a new language more effective and productive (Medina, 2020).

7.4. Teaching method

The term teaching method refers to a set of actions that teachers use to organize the development of the whole class to achieve the objectives set for each lesson. Hoque, (2016) defines teaching methods as "the general principles, pedagogy and management strategies used for classroom teaching" (p.1). Therefore, the choice of a teaching method should depend on the educational philosophy, the perception held by the teacher, the demographics of the classroom, the subject matter, and the educational institution to which the teacher belongs.

Likewise, the teaching method is "the way in which the teacher directs and organizes the training of students" (Landoy, Popa & Repanovici, 2020, p. 140). Therefore, in order to achieve a good teaching-learning process, adequate and effective methods are required to facilitate learning in the students while allowing them to assimilate the content in a natural and dynamic way in a given period of time and at the same time to achieve the objectives proposed in each class. In language teaching there are several teaching methods, so the teacher plays a fundamental role as it is he who determines the method to be used. The teacher must keep in mind that teaching methods are constantly advancing. Therefore, the teacher is also expected to update himself/herself in order to use an appropriate teaching method.

The use of traditional methods is therefore delaying the learning process of the students since the use of any ambiguous method does not allow them to develop the language skills in their entirety. In this sense Perez, (2016) mentions that "it is evident the great lack of interest on the part of

teachers to seek and apply different methodologies, breaking the traditional methods that limit teaching in a way that is not in accordance with the current needs of students" (p.7)

7.5. Types of teaching methods

7.5.1. Grammar Translation method

According to Rahman, (2016) mentions that, "The grammatical translation method is a language teaching method that enables students to translate texts in order to comprehend their literature and thus understand grammatical rules and vocabulary"(p. 13). In this regard, this traditional method mainly focuses on developing students' memorization of grammatical rules and vocabulary lists through translation, so the deficiency of its methodology is responsible for preventing the development of all language skills in students' learning.

This classical method is undoubtedly preferred by language teachers as it is considered an easy method for teachers with a low proficiency in English (Cagri, 2015). That is why it is suggested to teachers to challenge themselves and get out of their comfort zone. Because English language teaching should be dynamic, playful, and motivating, they should look for current and appropriate methods that aim to improve the students' level and skills.

Characteristics of the Grammar Translation Method:

The following are some characteristics of the use of the grammar translation method (Freeman,2020).

- Its objective is to translate the target language into the mother tongue.
- Importance is given to reading and writing, while speaking and listening are neglected.
- The teacher's role is an authoritarian one.
- Students are passive in the classroom.
- The target language is rarely used and lessons are taught in the mother tongue.
- The context of texts is almost completely neglected.
- Pronunciation is not given importance.
- Exercises consist of translating sentences from the target language into the mother tongue.

- Long and difficult explanations of grammatical rules are given.

In the Principles of Language Learning and Teaching this method does not focus on improving the communicative skills of students is for them the great disadvantage of using this method because only emphasizes the translation of texts therefore this does not pay attention to the content causing students to get bored and do not pay attention and in turn, students do not have active participation within the classroom (Richards & Rodgers, 2016).

Techniques

- Translation of sentences and texts
- Word repetition
- Word memorization
- Reading comprehension test
- Formation of sentences with learned vocabulary.

Teacher's Role

In the translation grammar method, the role of the teacher is the controller of the class, he/she is the one who takes charge of the whole class and the students only take in the information and process it at their own pace (Harmer, 2016). In addition, the teacher is in charge of immediately correcting errors even when the student does not ask for it, this does not help the student to have the ability to recognize errors during the learning process.

7.5.2. Direct Method

Prioritizing the development of communicative skills has caused a major change in the creation of new language teaching methods. Therefore, the Natural approach, the communicative approach, and the task-based teaching method are some of the current teaching methods that are considered to be the most effective because they are focused on developing the ability to communicate using the target language (Mani, 2016).

In addition, this method is created based on the need to make the teaching of the second language more similar to the teaching of the first language. That is why, the natural method teaches the foreign language, without the need to use translation or use the learner's native language (Mart, 2013). The teacher should encourage the direct and spontaneous use of the foreign language in the classroom. In addition, for a better understanding of the content, the use of mimicry, demonstration, and images is used. Likewise, in order to create a dynamic environment, activities should be created that encourage communication and active participation of the students, without the need to use translation.

Additionally, the direct method focuses on developing communicative and auditive skills as it pays special attention to correct pronunciation, allowing the student to have active participation in the process since the student must communicate and exchange information with the rest of his/her classmates and teacher (Batool, Anosh & Iqbal, 2017).

Characteristics

The following are some characteristics that provide evidence that the direct method is effective for English language teaching (Batool & Anosh, 2017).

- It refuses the use of the mother tongue and translation within the classroom.
- Grammar is taught inductively (i.e., making learners discover the rules by presenting appropriate linguistic forms in the target language).
- Vocabulary is taught through pictures and objects (i.e., visual material or objects from the natural context are used).
- Pronunciation is taught according to the principles of phonetics and phonology of the target language.
- The learner is constantly involved with the use of the foreign language in everyday situations.
- Speaking is taught first before reading or writing.

Techniques

- Read aloud so everyone in the class can hear you.

- Question and answer activity.
- Dictation and paragraph writing.
- Fill in the blanks exercise.
- Student self-correction
- Oral communication practice.

Teacher's Role

In the direct method, teachers are responsible for directing all classroom activities. The teacher must introduce words or phrases in the foreign language. Therefore, the teacher will use real objects or images, in order to achieve an understanding of the content. The teacher is the one who encourages the students to use the target language constantly. The teacher is also the one who provides information about the foreign language, such as culture and history. The teacher plays a very important role since he/she is the learners' partner. Therefore, "the teacher, through various techniques, tries to make the students self-correct whenever possible¨ (Mayida, 2017, p.15).

In addition, the teacher must monitor students in all classroom activities. Therefore, he/she should look for different techniques so that students can self-correct. In addition, to develop writing skills, the teacher can use paragraph writing. Students should make a paragraph with their own words from the lesson studied (Muna, 2016). For this, students can use their memory or use a passage as a model.

7.5.3. Audio-Lingual Method

The audio-lingual method is based on the natural development of the four skills in this order: listening, speaking, reading, and writing (Alemi & Tavakoli, 2016). This method gives priority first to the mastery of listening and speaking skills and then follows with reading and writing the new language. Therefore, this method prioritizes oral acquisition, through habit and repetition. According to this method, learning the language consists of knowing its grammar and practicing it through different types of repetition exercises until new habits are created and speech becomes spontaneous. Therefore, this method supports a mechanical way of carrying out the process of learning a new language, through imitation, repetition, and memorization of basic structures that in an ascending and systematic way are expanding and becoming more complex (Abdul, 2016).

However, there are disadvantages in language teaching when using this traditional method since it is evident that students do not transfer the acquired skills because it is considered boring, unsatisfactory, tedious and causes fatigue in students. (Condori, 2020). This method does not promote creativity in students, since they only repeat what the teacher points out without fully understanding it. Other disadvantages are that this method does not focus on reading and writing skills and in turn by using this method students have little control over their learning and that it is the teacher who dominates the class.

Characteristics

The audio-lingual method considers language as a habit formation. That is, language learning is a mechanical skill and there is no intellectual process involved. Therefore, language teaching depends on imitation, substitution, and memorization (Alemi & Tavakoli, 2016).

- **Imitation:** Students must repeat the accent of the words in order to learn the correct pronunciation.
- **Substitution:** Students should substitute one word for another. This will help students see how the structure is used with different words. The elements that can be substituted are; nouns for nouns, pronouns for pronouns, verbs for verbs, adverbs or adjectives.
- **Memorization:** Students should memorize grammatical structures and rules.

Techniques

- Memorization of dialogues using mime and applied role-play.
- Chain exercise. Questions are to be asked and answered in a circular chain around the classroom.
- One-line substitution exercise. The teacher will say dialogue and a keyword, which the students must repeat the dialogue substituting with the keyword in the correct place.
- Transformation exercise. The teacher provides a sentence that must be transformed into something else. For example, affirmative sentences must be transformed into negative sentences.
- Question and answer exercise is performed.
- Fill-in-the-blank exercises in a dialogue.

- Various games are designed to practice grammatical aspects.

Teacher's Role

In the audio-lingual method, the teacher plays a very important role. The teacher is the person who directs and monitors the teaching-learning process of the students. He/she is also the person who supervises and corrects the students' progress. Moreover, the teacher should strive to keep the learners engaged by varying the exercises, tasks and choosing relevant situations to practice the foreign language structures (Uddin, 2015). Additionally, the teachers' job in the audio-lingual method is to model the target language. Therefore, learners must repeat the teacher's model exactly.

7.5.4. The silent way

This approach is based on the teacher's need to remain silent for as long as possible during class hours. Therefore, the student is the protagonist since he/she should be encouraged to produce as much speech as possible. This teaching approach converts students into independent learners, that is, "learners are more actively responsible for their own learning and for formulating hypotheses to discover the rules of the target language" (Karunakaran, 2013, p.523). Making mistakes is natural in this process and is key to learning because it is a sign that learners are acquiring knowledge, based on trial-and-error style. In this method, the teacher facilitates activities in which students discover the rules from the examples and then practice them.

However, this traditional method has its disadvantages as it prevents learners from having active participation within the classroom. On the other hand, being a method that focuses only on some language skills prevents students from increasing their fluency and communication skills (Raudhatul, 2018). Being a method where the protagonist is the student and the teacher is only a guide which does not provide an answer to the needs of the students causes that students do not fully understand the content since the teacher is less explanatory, dictates the content quickly, and superficially. In addition, this method does not help to evaluate the level of progress of the students in their learning process.

Characteristics

"The Silent Way is characterized by a focus on discovery, creativity, problem-solving, and the use of supplementary materials" (Jroush, 2016, p.3). Thus, the Silent Way method is summarized in three main characteristics (Richards & Rodgers, 1986, as cited in Alkhateeb, 2016):

- Student learning is facilitated when the student creates his or her learning. Therefore, the teacher and student must work together to achieve the desired objectives.
- The teaching-learning process is facilitated by the use of didactic materials that serve to introduce content (i.e., colors, numbers, adjectives, verbs) more easily.
- Learning is facilitated by problem-solving. For this reason, teachers should remain silent most of the time. So that the students are the ones who make the effort to solve the problems and thus build their learning.

Techniques

- Silence is the main tool for teachers. So that the students are the ones who build their knowledge. In addition, it encourages cooperation among them.
- Teachers repeat words only once so that students are more attentive.
- In this method, the teacher corrects errors very few times. The classmates are the ones who correct the errors most of the time.
- The teacher first develops the sounds that are present in the native language and then develops the sounds that are new to the students.

Teacher's Role

In the Silent Way method, the silence of the teacher is the key to the teaching-learning process. "This method requires teachers to resist their former role of modeling, assisting, and directing classes. However, this does not mean that teachers do not have an arduous role in the process of teaching students as they must be demanding and critical" (Jroush, 2016, p.3). In addition, teachers have the function to provide new material clearly so that students can understand and thus develop competencies adequately. They should also present activities that allow students to practice the skills obtained. The teacher is in charge of silently supervising the students' interactions. In

addition, the teacher is in charge of supervising the teaching sequence and encouraging risk-taking by the students. In this sense, the teacher has a neutral observer role, serving as a support for the learners without becoming deeply involved.

7.5.5. Total Physical Response

"The Total Physical Response method is considered a traditional method because it is based on the idea that teaching should be done through the coordination of speech and action" (Karunakaran, 2013, p.526). In this sense, Total Physical Response is a method that is based on commands that are given by the teacher and the students must give a physical response. That is why this method should only be used with beginners, and not with advanced students, since this method does not allow them to give their own criteria or opinions in class using the foreign language, and they are very dependent too much on the teacher.

Characteristics

- Coordination of speech and action.
- Students play the role of listeners and interpreters.
- Reading and writing are taught after grammar and vocabulary.
- Grammar is taught by induction.
- Students learn language through gestures and physical activities.

Techniques

According to Zaharatul (2020), the techniques that are used in the Total Physical Response method are the following:

- **Use of commands:** TPR is a method that uses commands and fun instructions to make the learning process more enjoyable. To do this, the teacher must prepare a series of sequences of commands to maintain the rhythm of the class. For example, move the whole body or a part of the body.
- **Role-play:** Once students develop their speaking skills, they can be the actors in teaching situations.

- **Conversational dialogues and role-playing:** This activity is done using everyday life situations such as the restaurant, the store, or the police station.
- **Compilation of stories:** Students write a group story about an experience. Afterward, students read their story and the teacher writes it on the board. Finally, the story is read again and mistakes are corrected.
- **Reading and writing:** The teacher writes the new vocabulary on the board. Then, the teacher pronounces each item. Finally, the vocabulary is copied into the notebook.

Teacher's Role

Teachers must be conscious of the fact that students have different learning styles. Therefore, in Total Physical Response, the teacher plays an active role. The teacher decides what to teach. In addition, he/she is the one who creates and presents new support materials to use within the teaching process (Rodas, 2011). Therefore, the teacher must prepare his classes in advance since the actions are developed very quickly during class time. Likewise, the teacher must be prepared so that the class flows in an orderly manner according to plan. Finally, the teacher should write down the exact expressions to be used during the class so that the students can better understand all the content.

7.5.6. Natural Approach

The natural approach is a reproduction of the way human beings naturally acquire their L1. In other words, this method is inspired by the naturalistic principles of language learning. Students learn spontaneously, following a natural order of learning (Toprak, 2019). In this sense, this method provides learners with a period of silence until they feel ready for oral productions. Also, this method is based on the need for students to be as relaxed as possible during the teaching-learning process (Prado, 2014).

Characteristics

- Questioning exercises are done between the teacher and the students.
- Everything is done in the foreign language, with the help of objects, gestures, and drawings.
- Grammar is taught inductively.

- Oral skills are developed first. Afterward, written skills are developed.

Techniques

The Natural Approach often borrows techniques from other methods. Thus, according to Elif, (2019) the most commonly used techniques are as follows:

- Question and short answer exercises are conducted.
- Interviews are conducted to learn about the daily routine.
- Body movements such as mimics are used to achieve an understanding of the content.
- Group work activities such as role-playing are carried out.

Teacher's Role

In the natural approach, the teacher has three main functions. First, the teacher is the person who must provide understandable information to the students. The teacher must present information that keeps the students' attention during class time. Second, the teacher should create a quiet and pleasant environment for the students. Therefore, the teacher should not force the students to talk and should not correct mistakes so that the students feel at ease in their learning environment. Finally, the teacher should create a wide variety of interesting activities that are according to the needs of their students (Lascano, 2010).

7.6 Contemporary methods

These are considered modern or innovative methods because they are student-centered. That is, these methods allow students to be involved in activities that help them develop the four English language skills, especially speaking skills. Since the main objective of teaching English is that students develop their communicative competence so that they can express their ideas and thoughts using the English language in their social environment. Then, the contemporary methods will be described:

7.6.1 Communicative Approach or Communicative Language Teaching

The communicative approach is currently the most popular and effective method that has been taken into account by many language teachers around the world because this method helps learners

to develop their communication skills and to be prepared for various real-world situations. That is why it is suggested to teachers to apply this method in their foreign language teaching.

In addition, the communicative approach emerged in the late 1960s and 1970s. This approach was created by linguists and educators who were dissatisfied with the audio-linguistic method and the translation grammar method, used for language teaching (Azimova, 2019). Therefore, the communicative approach gives learners the opportunity to communicate in a foreign language. For this reason, teachers are responsible for preparing communicative activities, such as theater, discussions or role-playing games that allow learners to interact with the use of English and thus make learning more enjoyable.

Characteristics

According to Desai, (2015) these are the main characteristics of communicative language teaching:

- The communicative language teaching approach aims to have learners develop oral proficiency so that they can use the foreign language accurately.
- The CLT approach is learner-based as teachers are only facilitators of information and motivate learners to be autonomous.
- The CLT approach uses authentic material in order to expose students to real-life situations.
- Communicative activities allow learners to develop their communicative skills.

Techniques

Silva, (2018) mentions some techniques that the teacher can use to achieve adequate interaction in the classroom:

- **Roleplay:** is an activity where students must use the foreign language and thus practice it in real-life situations. For example, perform a simulation of a medical appointment.
- **Simulations:** This is a technique used to develop communicative competence. This is similar to role-playing. However, learners do not pretend to be someone else. They must solve simulated situations by being themselves. To do this, students must use their creativity and imagination to confront the intended problem.

- **Jigsaw tasks:** This technique refers to the fact that one learner has information that the other learner must collect using the foreign language. For this activity, the learners are divided into two groups, each receiving information needed to complete the task. In addition, all four skills are required to complete the puzzle task: writing, listening, reading, and, above all, speaking.

- **Discussions:** Classroom discussions allow students to express their ideas and opinions on a general topic. This technique allows students to improve their communicative competence as they are exposed to real-life situations.

Teacher's Role

In the CLT approach, teachers should assume the role of facilitators and monitors. Instead of being a model of speaking, writing, and having the responsibility for students to produce error-free sentences (Silva,2018). Now the teacher has the responsibility to create situations in which learners can interact and develop their communicative competence. In the CLT approach, teachers should not intervene in the teaching-learning process to correct errors. To do so, the teacher should note existing errors and correct them in a timely manner after the activities have been completed.

7.6.2. Task Based Learning

According to Nunan, (2015) a task as "a piece of classroom work that involves learners understanding, manipulating, producing or interacting in the target language while their attention is primarily focused on meaning" (p. 5). In this sense, learners will use their prior knowledge to achieve their goal, however, if they do not understand something the teacher will be attentive to help them but will only be a facilitator who will provide the explanation so that the learners do not interrupt the process and achieve the expected result.

A task is an activity in which the learner uses the target language for a communicative purpose to achieve an outcome (Mohammad, 2016). Therefore, this method places the learner in a real situation where he/she needs oral communication to accomplish a task.

Celik, (2017) suggests three stages in task-based learning:

- the pre-task

- the task cycles
- the language focuses

It is mentioned that: In the pre-task phase, the teacher introduces the topic and teaches the vocabulary so that the learners can better understand the task instructions. on the other hand, in the task cycle phase, the learners perform the tasks in the target language. In the language focus phase, the teacher and learners discuss the language used so that learners can make corrections for the next task.

Characteristics:

The following are some characteristics about the task-based learning for English language teaching (Portilla, 2010).

- The focus is on the process and not on the product.
- The basic elements of the tasks should emphasize communication and meaning.
- Learners acquire the language through communicative exchanges, at the same time as tasks are performed to test learning.
- Knowledge and tasks are used for learners to apply in real-life situations.
- The tasks have to have a specific pedagogical purpose in the classroom.
- Tasks go according to the degree of difficulty and this depends on a range of factors such as previous experience, the complexity of the task and the language required to undertake it.

Techniques

- feedback
- linguistic resources
- written resources
- real-life communication processes
- teamwork

Teaching Role

The teacher is the one who chooses and creates tasks considering the student's interests, level of knowledge and needs in relation to the English language. Likewise, the teacher establishes a logical succession for teaching them after a deep analysis so that each task presented is related to topics of interest and in this way the students are motivated and with the work to be done (Recalde, 2019).

7.6.3. Content-Based Instruction

Bula, (2015) say that "Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus" (p. 73). Subject content is used for teaching a second or foreign language. It consists of topics based on the interest or needs of the students which must have specific content, such as the subjects the students are studying.

Characteristics

Mention some specific characteristics of content-based learning (Stoller, 2015):

- Base instructional decisions on content rather than language criteria
- Integrate skills
- Involve students actively in all phases of the learning process.
- Choose content for its relevance to students' lives, interests, and/or academic goals.
- Select authentic texts and tasks.

Techniques

- Using small groups
- Assigning each group, a small research task and a source of information in the target language to use to help them fulfil the task.
- Groups sharing and comparing information.
- A result in the form of an end product such as a report or presentation of some kind.

Teachers Role

The role of the teacher is to clearly define the content and language objectives and ensure that they are appropriate for the particular learner. The teacher is also responsible for adapting the content to the academic and linguistic needs of the learner through the use of supplementary material. This material should emphasize the vocabulary learned and the personal experiences of the students and the contents they are going to learn, since good planning will motivate the students. another important role is for the teacher to explain the tasks clearly, use visual aids and gestures and adapt the explanations to the students' level of knowledge (Iza, 2020).

7.6.4. Content and Language Integrated Learning (CLIL)

Darn, (2012) state that "subjects are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language" (p.7). The main objective is that the content subjects are taught and learned in a language that is not the students' mother tongue. therefore, language knowledge becomes the means of content learning. That is, language is integrated into the overall curriculum, learning is enhanced through increased motivation and the study of a contextualized natural language, and the principle of language acquisition becomes fundamental.

Characteristics:

Ioannou & Pavlou, (2011) say that CLIL has three main characteristics:

- Learning an additional language is integrated with content subjects, such as science, history or geography. Students learn a language and through the language the content is facilitated.
- It provides students with opportunities to develop a high degree of language proficiency or skills. This occurs because they are constantly exposed to the language as they use it in interactions and specific academic functional language.
- CLIL is an approach that involves the development of social, cultural, cognitive, linguistic, academic, and other learning skills that will facilitate achievement in both content and language.

Techniques

- Cognition: Learning should be cognitively challenging for learners.
- Communication: Language is vital to the development of communication skills.
- Culture: understands multiculturalism, as language, thought and culture are closely related.
- Content: It is considered the backbone of the learning process. It allows students to access content that is truly relevant to their lives.

Teachers Role

The teacher's role is to provide momentary support until the learner is able to develop his or her potential. Scaffolding activities help teachers explore what students' prior knowledge is on a particular topic and thus better guide them toward understanding the content. that is why the CLIL approach is ideal for teachers to create scaffolding activities. In fact, this is a key concept within this methodology. It is better known by its English term 'scaffolding' and is related to all the strategies, structures and support activities that the teacher offers to the learner in order for the learner to build their knowledge (Walter, 2020).

7.6.5. Thinking Skills method

This method is based on ¨critical thinking not only describes the ability to think logically and probabilistically, but also the ability to apply these skills to real-life problems, which are independent of the content¨ (Lyer, 2019, p. 2). That is, this method was created based on the teachers' need to guide students towards critical thinking of the content. In the formative process, students are frequently exposed to analysis, evaluation and interpretation of information. Thus, it is necessary to apply creative thinking to form an argument, and to solve real-life problems. Moreover, the purpose of improving students' critical thinking is that they are able to become more independent and autonomous in creating their own knowledge.

Characteristics

The following characteristics should be taken into account by the students in order to solve various problems that they face along the process of acquiring the English language.

- First, the problem must be analyzed.
- Second, synthesize the problem.
- Finally, the information obtained must be actively evaluated in order to obtain answers or conclusions.

Techniques

Cundar, (2021, p. 8-9) mentions that this approach uses the following techniques:

- **Debates and discussions in the classroom:** teachers provide discussion topics for each student to defend his or her position. This helps students to actively participate and develop their thinking skills.
- **Asking questions:** Question and answer exercises are done to help students develop their thinking skills. Therefore, teachers should create questions that are appropriate to the students' level of English so that students do not lose confidence and interest in learning.
- **Written assignments:** Teachers should involve students in written assignments that are in accordance with the students' interests. Therefore, writing assignments should be short.

Teacher's Role

The teacher's role is vital to the development of thinking skills in English as a foreign language learner. Teachers have the responsibility to encourage students to become critical thinkers while acquiring the target language. Therefore, ¨they must create learning environments where students feel respected, appreciated, and safe to express their opinions¨ (Cundar, 2021, p. 8). Likewise, the teacher has the task of presenting activities that allow the student to think critically and thus propose solutions and generate meaningful learning.

7.6.6   Students-Center learning

The student-centered approach was created based on the need to contrast the traditional teaching where the teacher has a dominant role and creates the students' knowledge. Therefore, the student-centered approach is based on the idea that students choose what they study and how they study (Villacis & Hidalgo, 2017). That is, this approach is based on students' needs, abilities, and learning

styles. Likewise, this approach allows students to become more autonomous since they must research and gather information about what they want to learn.

Characteristics

According to Hurynovich (2018) mentions that there are four characteristics of this approach.

- Students participate in more learning tasks.
- Teachers talk less so that students can discover more.
- Teachers encourage students to learn their peers.
- Teachers and students work together to create deeper learning.

Techniques

- Discussions are organized to develop communication skills.
- Group work is used to promote collaborative learning and shared responsibilities.
- Students have to research about problems in order to promote their autonomy and discovery of learning.

Teacher's Role

In this approach, the teacher has the role of guiding the learning process of the students. That is, "teachers must direct students to access adequate and truthful information, which allows students to obtain knowledge more easily. Therefore, the relationships between the instructor and the students are more collaborative, in order to achieve the learning objectives" (Villacis & Hidalgo, 2017, p. 382). Thus, teachers have the responsibility to encourage students to assess their learning and ensure that they learn meaningfully.

7.6.7. Flipped Classroom

The flipped classroom is a new pedagogical teaching method that consists of learning through video. That is, this method allows the use of "videos that are available on the Internet or videos that have been previously created by teachers. These videos are provided to the students for them to analyze before attending the instruction¨ (Yang , 2017, p. 2-3). Therefore, the flipped classroom is

a student-centered learning method that consists of two parts with interactive learning activities during the lesson and individual teaching bases through videos outside the lesson. In this sense, this method uses technological resources with the purpose of transforming students into autonomous learners.

Characteristics

Mei (2016, p. 226-227) mentions that there are two main characteristics of the Flipped classroom:

- The first characteristic of the Flipped classroom is learning before teaching. That is, students must first analyze a video provided by the teacher before the class. Students must take notes and complete assignments.
- The second characteristic is teaching after learning. That is, after students have watched the video, teachers should provide feedback. This is with the objective of resolving students' doubts about the video.

Techniques

- Based on the videos, interactive discussions are conducted during the class with the objective of exchanging ideas and opinions about the content.
- Questions exercises, the teacher prepares a set of questions based on the topic presented in the video. This is done with the objective of evaluating how much the student has learned.
- Group quizzes, groups are formed with a maximum of 4 people. Each group will complete a quiz with questions based on the topic presented in the video.

Teacher's role

In this method the teacher has a very important role since he has the responsibility to record or search for a video with educational content. This video must be clear and precise in order to facilitate the understanding of the content. Also, the teacher has the responsibility to create a concise task that students must complete before coming to class (Brown, 2016). These assignments can be online quizzes, worksheets, or writing assignments. Finally, the most important task for the teacher is to provide feedback on the topic provided in the video in order for all students to achieve the learning objectives. This is done during class.

8.   METHODOLOGY

This is a quantitative research study in which numerical data was collected and analyzed to know the reality of teaching in terms of the use of methods for teaching English as a foreign language at an Educational Institution in the Urban Sector in Latacunga. In this sense, Williams, (2011 as cited in, Apuke, 2017) defines Quantitative Research as "the explanation of a problem or phenomenon through the collection of numerical data, so that the information can be quantified and subjected to statistical treatment in order to support or refute statements. In addition, quantitative research employs research instruments such as the survey" (p. 41).

This is diagnostic research since the data collected is intended to analyze the reality of teaching and the use of methods for teaching English as a foreign language. Thus, Liñan, (2016) defines that "diagnostic research is a fundamental process to know the characteristics and conditions in which a group, a place or any other aspect is found. Therefore, this type of research proposes the analysis and discussion of situations that challenge to know what is happening in a certain reality" (p. 3)

This study was conducted in a public educational institution in the urban sector in Latacunga. The teaching staff consisted of 53 teachers: 33 female and 20 males. Also, there are 1277 students in the morning and afternoon sections. The sample was of a stratified type since 4 English teachers were selected, who collect the characteristics to be investigated. They are divided into 2 from the morning section and 2 from the afternoon section. 75% of the participants are between 31-36 years old and 25% are older than 37 years old. Also, 75% have a master's degree and only 25% have a bachelor's degree. In addition, 75% of the participants have more than 10 years of experience and 25% have between 6-10 years of experience.

The questionnaire consists of 11 multiple-choice questions based on a Likert scale (See Annex1). To prove the validity of the survey, a pilot test was conducted with two external teachers with experience in the field. In the same manner, the survey was presented to the tutor teacher who suggested changes and later approved it. Finally, the survey (see Annex1) was applied to the English teachers in a public Educational Institution in the urban sector in Latacunga. Then, the collected data will be presented with the help of tables and graphs to improve comprehension.

9. ANALYSIS AND DISCUSSION OF RESULTS

The survey sent to the teachers of the English area of the José María Velasco educational unit was completed to the satisfaction of four respondents who were returned for their respective analysis and later discussion. The survey focused on the accumulation of responses to each question found for analysis. The analysis of each question is also illustrated with a table and graphics according to the results that will help the research.

1. What teaching method(s) do you use?

Table 1. Teaching Methods

Options	Frequency	%
Direct method	1	16.6 %
Natural method		
Total physical response		
Grammar- translation method	3	50 %
Audiolingual method	2	33, 4 %
Silent way		
Communicative method or communicative language teaching		
All of the above		
Other		
Total		100%

Created by: researchers (2022)

Graphic 1. Teaching Methods
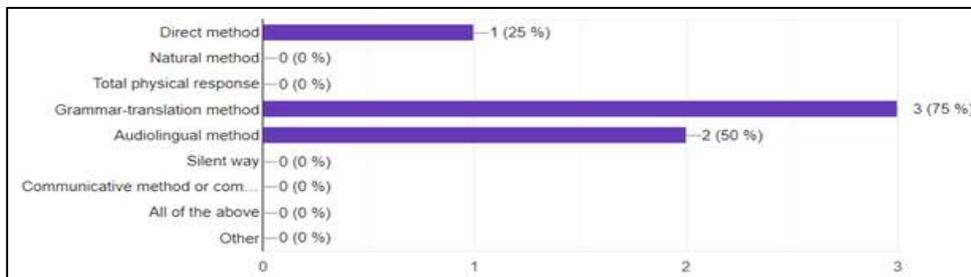
Source: Teachers of English at U.E. Jose Maria Velasco Ibarra.
Created by: researchers (2022)

In this question, 50 % of the teachers responded that they use the grammar-translation method. On the other hand, 33,4 % use the audiolingual method, and lastly, 16,6 % use the direct method. The results show that teachers use traditional methodologies since the Grammar-Translation is the predominant method in this question. In addition, there is flexibility in the use of other methods such as the audiolingual and direct method. In this sense, Rivadeneira, (2016) states that "traditional methodologies applied by teachers have a direct influence on students not being able to develop their communicative competencies necessary to improve their academic level" (p.131). Therefore, these teachers focus their planning on traditional and routine didactic processes that hinder effective English language learning (Abata, 2016).

2. **Do you believe that using a good teaching method helps to improve the English level of your students?**

Table 2. Methods help to improve the English level

Options	Frequency	%
Strongly agree	2	50%
Agree	2	50%
Undecided		
Disagree		
Strongly disagree		
Total		100%

Created by: researchers (2022)

Graphic 2. Methods to improve the English Skills
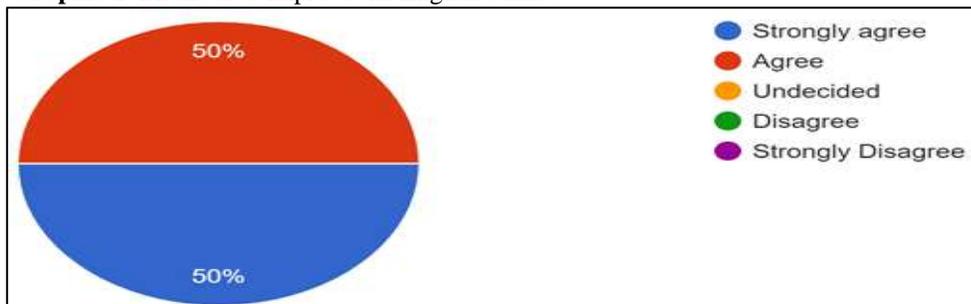
Source: Teachers of English at U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

In this question, 50% of the teachers responded that they strongly agree that the use of a good teaching method helps to improve the English of their students, while the other 50% only agree. The results show that teachers are aware that the use of appropriate and effective methods help to improve the academic level of the students since they create dynamic environments and encourage active participation during class. In this sense, Ortega,Vázquez, Pacheco, & Benalcázar, (2020, p.842). said that "teachers should be aware that their task is to seek and apply efficient methods that allow students to actively engage with the language and thus promote innovative education" (Ortega, Vázquez, Pacheco, & Benalcázar, 2020, p.842). For this reason, in order to improve the level of English in students, it is necessary to use methodologies that are effective, motivating, and promote student participation within the classroom (Macías, 2017).

3. **Do you often challenge yourself by applying new methods in your teaching?**

Table 3. Teaching Challenge

Options	Frequency	%
Always		
Sometimes	2	50%
Often	2	50%
Rarely		
Never		
Total		100%

Created by: researchers (2022)

Graphic 3. Teaching Challenge
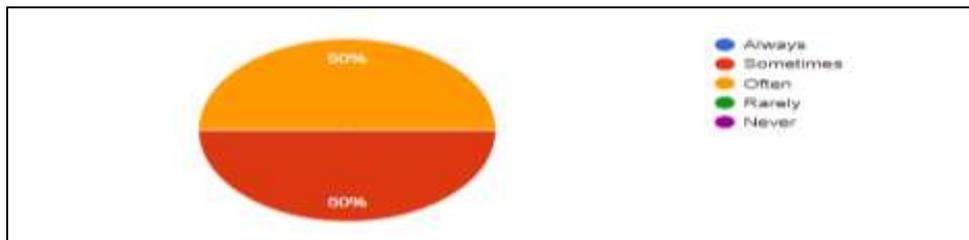
Source: Teachers of English at U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

In this question, 50% of the teachers answered that they sometimes challenge themselves by applying new methods in teaching, while the other 50% answered often. This means that teachers try to challenge themselves by applying new methods in their teaching. That is, there is flexibility for teachers to use different methods to change the learning environment in each class. In this regard, Salvador, (2016) mentions that "the evolution and innovation of methodologies have occurred due to the new educational times and the individual needs of students, which is why it is important to challenge and introduce current methodologies in English classes" (p.15). It is true that the teacher is the one who chooses the best teaching method for his perspective, but it is also necessary to analyze if these methods are achieving the learning objectives, if not, it is necessary to look for effective methods and challenge oneself to use innovative methods with the sole purpose of improving the level of the students.

4. **How would you describe yourself as a teacher? Please, select one statement according to your teaching preferences.**

Table 4. Teaching Role

Options	Frequency	%
I have a dominant role in the teaching-learning process. I control and moderate all activities.	1	25%
I introduce the new grammar topic and guide all activities. However, students can actively participate in the class.	3	75%
Students learn independently and correct errors together with their peers.		
The students do most of the speaking in the classroom. I only help if necessary.		
Total		100%

Created by: researchers (2022)

Graphic 4. Teaching Role
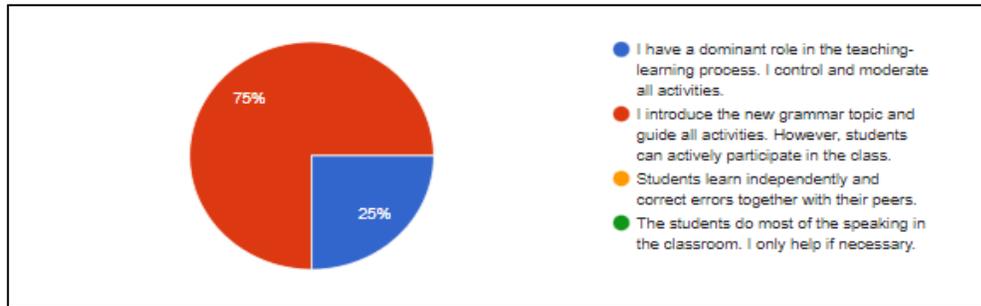
Source: Teachers of English at U.E. Jose Maria Velasco Ibarra.
Created by: researchers (2022)

In this question 75% of teachers responded that they present the new grammar topic and guide all activities. However, students can actively participate in the class, while 25% responded that they have a dominant role in the teaching-learning process. All in all, most of the teachers have the role of facilitator and guide since they are the ones who introduce the content. Then, they introduce activities in which the student has the opportunity to participate. However, there is a small percentage of teachers who have a dominant and authoritarian role in the teaching-learning process. That is, in this type of teaching "teachers have a dominant role since they are the ones who direct all activities and students are only receivers of knowledge and do not have opportunities to actively participate in the learning process" (Gonzales, 2015, p. 48). However, in modern education, the teacher is the one who guides and supervises the activities motivating students to develop autonomous and independent learning (Beresaluce, Peiro, Ramos, 2014).

5. **How often do these things happen in the classroom?**

Table 5. Things that happen in the classroom

	Always	Sometimes	Often	Rarely	Never	Total
I motivate my students to interact in class using the English language.		25%	75%			100%

I translate texts and instructions during the whole class hour.	25%	75%				100%
I use my mother tongue (Spanish) only to explain complex grammar.	75%	25%				100%
The use of Spanish is permitted during classes for both teachers and students.	100%					100%

Created by: researchers (2022)

Graphic 5. Things that happen in the classroom.
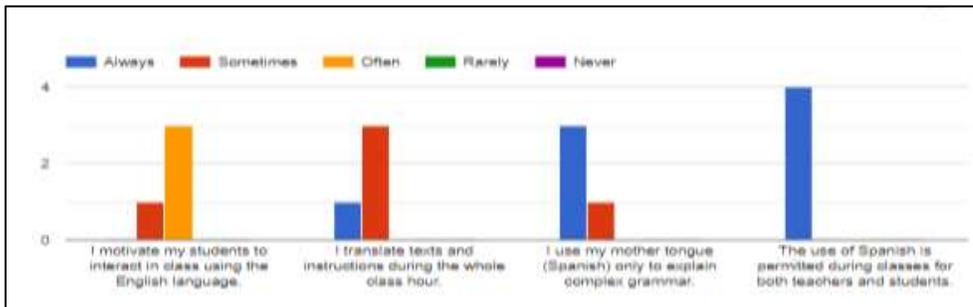
Source**:** Teachers of English at U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

In this question, 25% of teachers sometimes motivate students to interact in class using a foreign language. 75% often do the same. Also, 25% always and 75% sometimes translate texts and instructions during the whole class. 75% always and 25% sometimes use the mother tongue only to explain complex grammar. Finally, 100% of the teachers always allow the use of Spanish during English classes. It can be deduced that the use of the mother tongue is used frequently since it is used only to explain complex grammar and to clarify instructions or texts that are difficult for the students to understand. However, there is a low percentage of teachers who often motivate students to participate using the foreign language. In this sense, the constant use of the mother tongue does not allow learners to be familiar with the L2. Therefore, it prevents them from developing their communicative ability due to the lack of language practice (Hadmed, 2020).

6. Which of the following techniques do you use to teach Vocabulary?

Table 6. Techniques to teach vocabulary

Options	Frequency	%
Memorize list of words with translation.	2	25 %
Memorize words with definitions and examples in English.	1	12, 5 %
Word repetition.	4	50 %
Using mind maps and flashcards.	1	12,5 %
Putting words in context.		
Using real-life situations (movies, books, magazines and songs).		
All of the above		
Total		100%

Created by: researchers (2022)

Graphic 6. Techniques to teach vocabulary
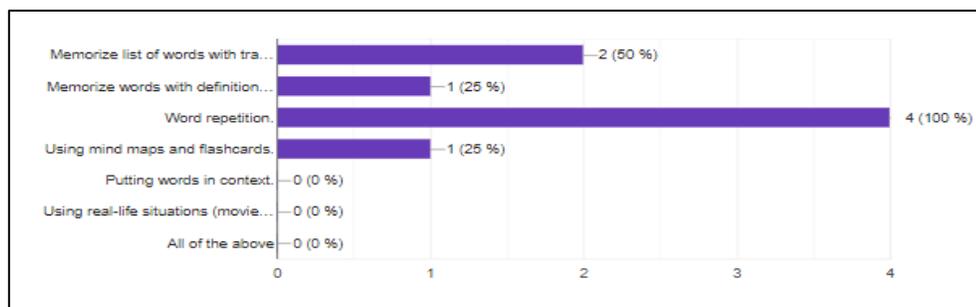
Source: Teachers of English at U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

In this question, 50 % of the teachers responded that they use repetition of words as a technique to teach vocabulary, while 25 % responded that they use memorization of words with translation and 12, 5 % use memorize words with definitions and examples in English. Finally, 12.5% use the flashcard and mind map techniques. The results show that the most common techniques for teaching vocabulary are traditional, as they are based on repetition and memorization of word lists. However, there are a few teachers who use flashcards and mind maps. The use of traditional techniques for teaching vocabulary is characterized by systematic learning, which does not help

the correct acquisition of new vocabulary because not all students have the same ability to memorize and retain information (Verms, 2010). In addition, the use of these techniques does not allow deep learning of vocabulary because they are based on memorization and repetition of independent words, but do not analyze the meaning of words in context.

7. How do you teach grammar?

Table 7. Approach

Option	Frequency	%
Inductively (i.e. examples are presented and, based on them, learners must discover the rules in the target language)	2	50%
Deductively (i.e., grammatical rules are presented and then put into practice).	1	25%
Both	1	25%
Total		100%

Created by: researchers (2022)

Graphic 7. Approach
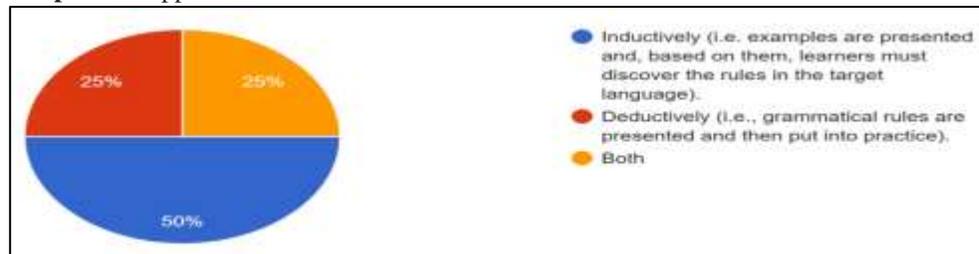
Source: Teachers of English at U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

To this question, 50% of the teachers responded that they use the inductive approach and 25% use the deductive approach for teaching grammar. While only 25% of the teachers use both approaches

(inductive and deductive). It is evident that most teachers use the inductive approach to teaching grammar which focuses on the learner discovering the grammatical rules for themselves. Also, it is an approach that allows to present the grammatical rules in context and thus provides meaningful learning. While there is a small percentage of teachers who use the deductive approach which is based on the teacher introducing the grammatical rules. In this regard, Abdukarimova & Zubaydova, (2021, p.373) mention that " deductive teaching is a traditional approach where the teacher presents the grammatical rules with examples¨ and continues those students produce their own examples, while ¨the inductive approach presents the grammatical rules in a context (texts or audios) ¨ and students must explore and discover them by themselves.

8. Which of the following techniques do you use to teach grammar?

Table 8. Teaching Grammar

Option	Frequency	%
I create real situations in which students can discover and apply grammatical rules.	2	25%
I use written texts in English to analyze and recognize grammatical rules.	3	37.5%
I use songs and movies to incorporate grammatical rules in a more fun way.		
I compare grammatical structures between English and Spanish.	3	37.5%
All of the above		
Total		100%

Created by: researchers (2022)

Graphic 8. Teaching Grammar

Source: English teachers of the U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

This is a multiple-choice question in which 37,5 % of the teachers responded that they use these techniques to teach grammar: comparing grammatical structures between English-Spanish and analyzing English texts to recognize grammatical rules. However, only 25% of the teachers create real situations where students can discover and apply grammatical rules. All in all, the most common techniques used by teachers to teach grammar focus on comparing grammatical rules between English and Spanish. On the other hand, there are few teachers who use other techniques such as analyzing written texts in English and thus involving students in identifying grammatical rules in context. Vargas, (2012, p.17) mentions that ¨most of the exercises used by teachers to teach grammar are the comparison of grammatical structures between different languages, the filling in of blanks or the memorization of grammatical rules, these are techniques that do not contribute to communication¨ since students do not have enough opportunities to communicate and apply the knowledge.

9. According to your perspective, what skills should be the main focus of the teaching?

Table 9. English Skills

Option	Frequency	%
Skill related to reading.	1	14,29 %
Skill related to writing	3	42,85 %
Skill related to listening.		

Skill related to speaking	2	28, 57 %
All of the above	1	14,29 %
Total		100%

Created by: researchers (2022)

Graphic 9. English Skills
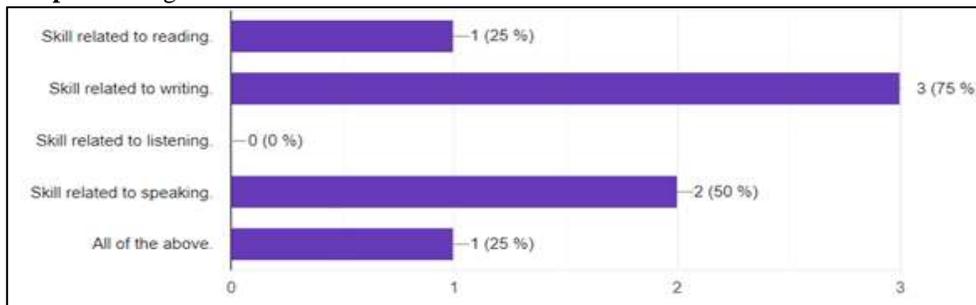
Source: English teachers of the U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

This is a multiple-choice question and the following results were obtained: 42.85 % and 28.57% of the teachers responded that in their teaching process they focus on the development of writing and speaking skills. While 14.29% focus on the development of reading skills. Only 14.29% of the teachers focus on the development of the four English language skills. It is deduced that most of the teachers focus on developing writing skills and there are few teachers who focus on developing speaking skills, ignoring the development of the other English language skills that are also important to achieve good mastery of the language. Cabas, (2015, p.20-23) mentions that ¨traditional methods focus on the development of skills related to writing and reading. While modern or new methods focus on the development of skills related to speaking and listening¨ because they are the key to achieving adequate communication in the social environment. However, it is necessary to mention that in order for a student to have a good level, they must properly develop the four English skills.

10. How often do these things happen in the classroom?

Table 10. Activities in the classroom

	Always	Sometimes	Often	Rarely	Never	Total
I perform repetition exercises frequently to correct pronunciation.	50%		50%			100%
I encourage work in groups or pairs.		25%	75%			100%
I encourage the active participation of students using the target language.		75%	25%			100%
I perform communication activities such as role-playing, theater, discussions and presentations.		25%		50%	25%	100%
I perform question and answer activities.		75%	25%			100%

I perform memorization exercises of new vocabulary and grammar rules.	50%	50%				100%

Created by: researchers (2022)

Graphic 10. Activities in the Classroom
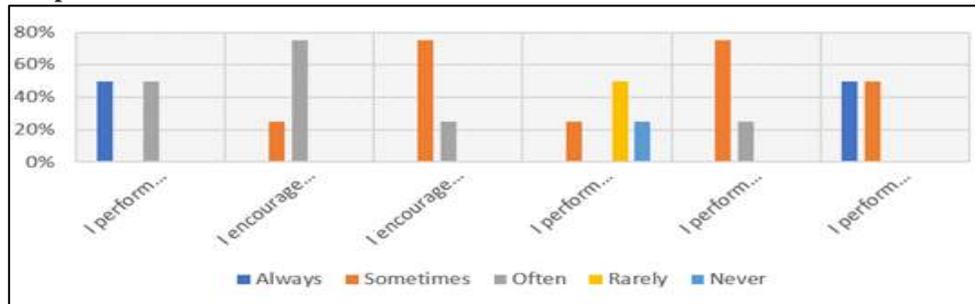
Source: English teachers of the U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

The results obtained in this question show that 75% often and 50% rarely of teachers perform activities that allow interaction such as: role-play, theater, discussions and question and answer activities, which motivate students' participation using the foreign language. However, 50% always and 25% sometimes perform memorization and repetition exercises. In addition, they try to motivate work in groups or pairs. All in all, the most common activities used by teachers to teach English are repetition exercises to improve or correct pronunciation and memorization of new vocabulary and grammatical rules. Finally, teachers try to motivate collaborative work by working in groups or pairs. However, Gari, (2020, p.428) mentions that "the application of innovative activities such as theater, discussions, group work, among others, encourages participation and allows learning to be more productive" because they allow the student to be directly involved in the teaching-learning process.

11.   How much do you agree with the following statements?

Table 11. Teacher training

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total
Every teacher should be in constant training to teach English.	75 %	25 %				100 %
Every teacher should be familiar with a variety of methods for teaching English.	50 %	50 %				100 %
Teachers must apply appropriate methods that meet the learning needs of all their students.	50 %	50 %				100 %
Teachers should apply methods that help develop all English	50 %	50 %				100 %

language skills.							

Created by: researchers (2022)

Graphic 11. Teacher training
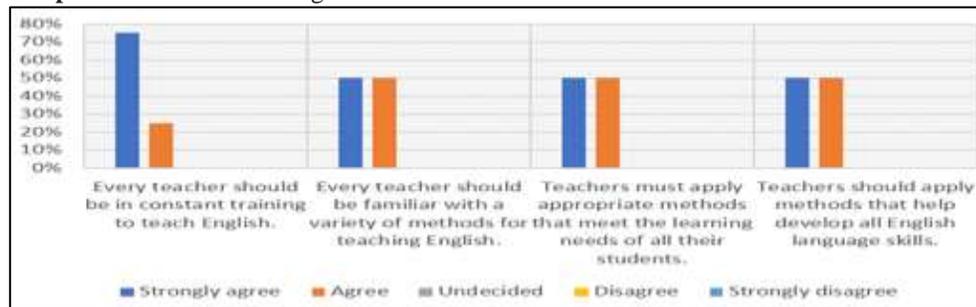
Source: English teachers of the U.E. Jose Maria Velasco Ibarra
Created by: researchers (2022)

The results obtained in this question show that 75% strongly agree and 25% agree that teachers should be in constant training in order to be familiar with a variety of methods for teaching the English language. Likewise, 50% totally agree and agree that teachers should apply appropriate methods according to the needs of the students in order to develop the four English language skills. It is deduced that teachers are aware that teaching methods play a very important role in the teaching process. For this reason, they should be in constant training on current methods that will improve the English language teaching process. In this sense, the most difficult task in teaching English as a foreign language is to select an appropriate teaching method for the students. That is, a method that allows developing the four English skills: speaking and writing requires more effort than the receptive skills of listening and reading, therefore, teachers should adopt a balanced method for effective teaching (Khalil & Semono, 2020).

10. RESEARCH IMPACTS

This research project would have an educational and social impact, since it would provide relevant information about different methods that teachers could implement in their classes and thus improve the teaching-learning environment of the English language. In addition, this research could serve as a precedent for other researchers or teachers to conduct future research by applying different teaching methods in different learning environments, with the aim of analyzing or knowing the effects they can produce. Finally, this project will motivate the educational institutions to manage training on the different methods for the English teaching staff. In order to improve significantly the academic level of the students of the educational institutions.

11. CONCLUSION

In this sense, this study presents the following conclusions:

First, there is a variety of teaching methods. However, these are divided into traditional methods (GTM, ALM, TPR, SW, DM), which are based on mechanical techniques such as memorization, repetition and translation, resulting in superficial language learning. In addition, these types of methods are based on the development of skills related to reading and writing, ignoring speaking and listening skills. In contrast, modern methods (CLT, NA, CLIL, TBL, CBL, TS, SCL, FC, BL) are based mainly on the development of speaking and writing skills and the other skills are developed spontaneously. In addition, for these methods, it is essential to achieve adequate communication in the English language. For this reason, these methods allow the application of dynamic techniques and activities such as drama, debates, the use of films and music, that allow students to develop their competence in the English language and then be able to apply it in everyday situations.

Secondly, this research results show the reality of English language teaching in a public educational institution in the urban sector in Latacunga. It is evident that English teachers have traditional pedagogical perspectives since they use these methods to teach English such as grammar-translation, audio-linguistic and direct methods. This has caused some teachers to have a dominant role in the formative process and students work as passive learners. In addition, teachers use traditional techniques to teach grammar and vocabulary such as memorization, repetition and translation, which produce systematic learning of the language. Furthermore, the use of these methods prevents the creation of dynamic environments that encourage participation since they focus on developing skills related to writing, ignoring the other skills that are also important to achieve an adequate mastery of English.

12. RECOMMENDATIONS

Based on the conclusions, the following recommendations are presented:

- Educational institutions should manage training on modern methods for teaching English. So that the teachers have a deep knowledge of the new teaching methods and can apply them in their classrooms to encourage and motivate the learning of the English language.

- Teachers should be challenged to use modern methods that allow them to use appropriate techniques and activities to develop English language skills, such as real-life situations, movies, songs, books, music, drama, discussions, role-plays, and presentations that allow students to actively participate and generate meaningful learning.

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14. ANNEXES

Annex 1. Teachers´ Survey

TEACHERS´ METHOD FOR EFL TEACHING

Instruction: Read each question and choose the appropriate option. It should only take 5-10 minutes, and your answers are completely anonymous. The information collected will be used for academic purposes. Therefore, please be completely honest.

Objective: To determine the most common methods used by teachers for EFL teaching at the Jose Maria Velasco Ibarra Educational Unit.

*Obligatorio

TEACHING EXPERIENCE

Instruction: Read each item and chose the appropriate option with information about you.

1. How old are you? *

    Marca solo un óvalo.

    ( ) younger than 25

    ( ) 25-30 years

    ( ) 31-36 years

    ( ) Older than 37

2. How many years of teaching experience do you have? *

    Marca solo un óvalo.

    ( ) 0 - 2 years

    ( ) 3 - 5 years

    ( ) 6 - 10 years

    ( ) More than 10 years

3. What is your level of education? *

Marca solo un óvalo.

( ) High school degree

( ) Bachelor's degree

( ) Master's degree

( ) Doctoral degree

TEACHING METHODS

Instructions: Read each item and choose the appropriate option

4. What teaching method(s) do you use? *

Selecciona todos los que correspondan.

Direct method

Natural method

Total physical response

Grammar-translation method

Audiolingual method

Silent way

Communicative method or communicative language teaching.

All of the above

Other

5. Do you believe that using a good teaching method helps to improve the English level of your students? *

Marca solo un óvalo.

( ) Strongly agree

( ) Agree

( ) Undecided

( ) Disagree

( ) Strongly Disagree

6. Do you often challenge yourself by applying new methods in your teaching? *

   Marca solo un óvalo.

   ( ) Always

   ( ) Sometimes

   ( ) Often

   ( ) Rarely

   ( ) Never

7. How would you describe yourself as a teacher? Please, select one statement according to your teaching preferences. *

   Marca solo un óvalo.

   ( ) I have a dominant role in the teaching-learning process. I control and moderate all activities.

   ( ) I introduce the new grammar topic and guide all activities. However, students can actively participate in the class.

   ( ) Students learn independently and correct errors together with their peers.

   ( ) The students do most of the speaking in the classroom. I only help if necessary.

8. How often happens these things in the classroom? *

   Marca solo un óvalo por fila.

	Always	Sometimes	Often	Rarely	Never
I motivate my students to interact in class using the English language.	( )	( )	( )	( )	( )
I translate texts and instructions during the whole class hour.	( )	( )	( )	( )	( )
I use my mother tongue (Spanish) only to explain complex grammar.	( )	( )	( )	( )	( )
The use of Spanish is permitted during classes for both teachers and students.	( )	( )	( )	( )	( )

9. Which of the following techniques do you use to teach Vocabulary? *

Selecciona todos los que correspondan.

Memorize list of words with translation.
Memorize words with definitions and examples in English.
Word repetition.
Using mind maps and flashcards.
Putting words in context.
Using real-life situations (movies, books, magazines and songs).
All of the above

10. How do you teach grammar? *

Marca solo un óvalo.

( ) Inductively (i.e. examples are presented and, based on them, learners must discover the rules in the target language).

( ) Deductively (i.e., grammatical rules are presented and then put into practice).

( ) Both

11. Which of the following techniques do you use to teach grammar? *

Selecciona todos los que correspondan.

I create real situations in which students can discover and apply grammatical rules.
I use written texts in English to analyze and recognize grammatical rules.
I use songs and movies to incorporate grammatical rules in a more fun way.
I compare grammatical structures between English and Spanish.
All of the above

12. According to your teaching experience, in order to get your students to have a good level of English, it is essential to first teach vocabulary and grammar? *

Marca solo un óvalo.

( ) Strongly agree
( ) Agree
( ) Undecided
( ) Disagree
( ) Strongly Disagree

13. According to your perspective, what skills should be the main focus of the teaching? *

Selecciona todos los que correspondan.

Skill related to reading.
Skill related to writing.
Skill related to listening.
Skill related to speaking.
All of the above.

14. How often happens these things in the classroom? *

Marca solo un óvalo por fila.

	Always	Sometimes	Often	Rarely	Never
I perform repetition exercises frequently to correct pronunciation.	( )	( )	( )	( )	( )
I encourage work in groups or pairs	( )	( )	( )	( )	( )
I encourage the active participation of students using the target language.	( )	( )	( )	( )	( )
I perform communication activities such as role-playing, theater, discussions and presentations.	( )	( )	( )	( )	( )
I perform question and answer activities.	( )	( )	( )	( )	( )
I perform memorization exercises of new vocabulary and grammar rules.	( )	( )	( )	( )	( )

15. How much do you agree with the following statements? *

Marca solo un óvalo por fila.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Every teacher should be in constant training to teach English.	( )	( )	( )	( )	( )
Every teacher should be familiar with a variety of methods for teaching English.	( )	( )	( )	( )	( )
Teachers must apply appropriate methods that meet the learning needs of all their students.	( )	( )	( )	( )	( )
Teachers should apply methods that help develop all English language skills.	( )	( )	( )	( )	( )

Annex 2. Informed Consent

UNIVERSIDAD
TÉCNICA DE
COTOPAXI

Carrera de
Pedagogía de los
Idiomas

HOJA DE CONSENTIMIENTO INFORMADO

Yo, ... consiento que Chasipanta Vega Jessica Viviana Y Ortega Guayasamín Mayra Estefanía, estudiantes de la Universidad Técnica de Cotopaxi extensión Pujilí, utilicen información brindada en la encuesta que emiten de manera voluntaria, incluyendo la publicación y divulgación, con la garantía de confidencialidad y resguardo de los datos que puedan identificarlos/las de manera personal.

....
(Firma)
I.D: ....