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THESIS TITLE:

"ANALYSIS OF METHODS IN THE NEW ENGLISH COURSE BOOK FOR STUDENTS OF NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA ISABEL DE GODÍN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016 – FEBRUARY 2017"

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COMMITTEE MEMBER CERTIFICATED

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Los miembros del Tribunal de Graduación del Proyecto de Investigación de título: TO ANALYZE THE METHODS PROPOSED IN THE NEW ENGLISH COURSE BOOK IN THE STUDENTS OF NOVENO AÑO DE EDUCACION GENERAL BASICA AT UNIDAD EDUCATIVA ISABEL DE GODÍN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016 – FEBRUARY 2017, presentado por el señor Eduardo Santiago Barreno Freire y dirigida por: Ms.C. César Augusto Narváez Vilema.

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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CERTIFICO

Que el presente trabajo de graduación titulado “To analyze the methods proposed in the new English course book in the students of Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín, City of Riobamba, Chimborazo Province, during the academic period September 2016 – February 2017”, de autoría del señor **Eduardo Santiago Barreno Freire** ha sido dirigido y revisado durante las cuatro fases del proceso de investigación: preparación de proyecto, trabajo de campo, análisis de resultados y preparación del informe final. El citado trabajo cumple el 100% con los requisitos metodológicos requerimientos esenciales exigidos por las normas generales de graduación, en tal autorizo la presentación del mismo, para su calificación correspondiente.



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AUTHORSHIP

AUTHORSHIP

Yo Eduardo Barreno Freire Santiago. Estudiante de la carrera de Idiomas, declaro que soy el único autor de la investigación “ANALYSIS OF METHODS IN THE NEW ENGLISH COURSE BOOK FOR STUDENTS OF NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA AT UNIDAD EDUCATIVA ISABEL DE GODÍN, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD SEPTEMBER 2016 – FEBRUARY 2017”, todos las ideas y comentarios son responsabilidad del autor y del tutor Mgs César Narváez Vilema, la misma que corresponde al patrimonio cultural de la Universidad Nacional de Chimborazo.

Riobamba, 03 de Junio de 2017



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Grateful,

EDUARDO BARRENO

DEDICATORY

First of all, I wish to dedicate this work to God who gave me the wisdom intelligence and health to achieve my goal. Also, I want to express my special gratitude to my family who supported me along my studies all the time. Really, I dedicate this study to my teachers of the university who believed in me. Moreover, they transmitted all things which I could apply in my research and trained me to be an excellent teacher and human being as well.

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RESUMEN

Hoy en día, los métodos tradicionales e innovadores de enseñanza son examinados críticamente, evaluados y se sugieren algunas modificaciones en la enseñanza. Se siguen utilizando métodos tradicionales. Por esta razón, el presente estudio científico pretende analizar los métodos propuestos en el nuevo libro de inglés que usan los estudiantes de Noveno Año de Educación General Básica de la Unidad Educativa Isabel de Godín, Ciudad de Riobamba, Provincia de Chimborazo. A fin de predecir si los métodos que contienen los libros entregados por el estado son apropiados para los estudiantes de esta institución. Además, se quiere identificar si se conoce el uso de los métodos CLIL, CLT and CL y cómo adaptarlos en contextos como el presentado en este estudio. El enfoque es cualitativo con las características de exploratorio y descriptivo en el que se utilizó el método etnográfico para describir las cosas que estaban sucediendo en este entorno. La población estaba constituida por 54 alumnos y un maestro de Noveno Año. Además, las técnicas e instrumentos utilizados para reunir los datos fueron guías de observación. Los principales hallazgos demuestran que métodos como: CLIL, CLT y CLM promueven el desarrollo de capacidades comunicativas que fomentan la integración y la participación del estudiante. Se observó que la utilización de los métodos no fue adecuada.

ABSTRACT

Nowadays, traditional and innovative teaching methods are critically examined, evaluated and some modifications in teaching are suggested. Traditional methods are still used. For this reason, the present scientific research aims to analyze the methods proposed in the new book of English used by the students of the 9th year of Basic General Education of Unidad Educativa Isabel de Godín, Riobamba city, Chimborazo province. In order to predict whether the methods contained in the books delivered by the state are appropriate for the students of this institution. In addition, we want to identify if the CLIL, CLT and CL methods are known and how to adapt them in contexts such as the one presented in this study. The approach is qualitative with the characteristics of exploratory and descriptive in which the ethnographic method was used to describe the things that were happening in this environment. The population was made up of 54 students and a teacher of the 9th year. In addition, the techniques and instruments used to gather the data were observation guides. The main findings demonstrate that methods such as CLIL, CLT and CLM promote the development of communicative capacities that foster student integration and participation. It was observed that the use of the methods was not adequate.


Reviewed by: Fierro, Daysi
Language Center Teacher



CHAPTER I

REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

Today, conventional and creative strategies for instructing are basically analyzed and assessed. A few changes in the conveyance of information is proposed. In that capacity, the qualities and shortcomings of each showing strategy are distinguished. Nowadays, teachers have developed a lot of methods which are used for teaching English as a foreign language more effectively; methods which have accomplished superior results in students. According to studies carried out at the National Institute for Child Health and Development in the United States (2009), connections between developing brain cells form most effectively when teacher used the effective methods like Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT) and Communicative Learning Method (CLM) in the developing the classes integrated with extra-activities which are suggested in the used of these methods. The effectiveness of these methods were considered for the Ecuadorian Ministry of Education when it was designed the National Curriculum Guidelines, and a wide variety of strategies and techniques based on these methodologies are stated in this academic document.

Methods like: CLT, CLIL, and CLM are indispensable at the moment to develop the class, because of multiples ideas which the teachers can apply in classes. Based on the methods which were mentioned before, the classes can be successful or not.

Having in mind the fact described before, the purpose of this research is to analyze if the methods proposed in the English workbook for Noveno Año de Educación General Básica at Unidad Educativa “Isabel de Godín”, City of Riobamba, Chimborazo-Province are being correctly applied by the teachers working in this level.

In other words, this study attempts to predict if the methods containing the English workbook delivered by the state are appropriate for students at Unidad Educativa

“Isabel de Godin” and identify if teachers know how to use CLIL, CLT and CLM methods and how to adapt them in contexts like the one presented in this study.

The problem was identified by the time the researcher developed the pre professional practices during the academic year 2016-2017, where it was observed at Unidad Educativa Isabel de Godín, it is used traditional method such as the Grammar Translation, even when the work-book is fostering the use of more innovative methodologies. The possible causes would be that teachers did not have the necessary training. In consequence the learning outcomes established by the English curriculum could not be accomplished.

It is important to apply innovative methods like: CLIL, CLT and CLM because of students will be able to communicate the opportunity, practice the language and learn English in effective way. These methods can be integrated in education system at Unidad Educativa Isabel de Godín.

For a good understanding of the study, it has been built by four parts.

In chapter I, REFERENTIAL FRAMEWORK. The main purpose of this chapter is to establish the frame of reference for researching in three areas: the approach of the problem, the structure of the thesis and the contributions and limitations. It defines the main elements that integrates the approach of the problem, namely the object of study, the objectives of the research, the research questions, spatial delimitation, the temporal delimitation of the research and the general context in which the problem of methods is developed. It is presented the structure and capitulation of the thesis, that is, the presentation of the results of the research, and the third axis presents the origin, the scope of the proposed objectives, and the contributions and the limitations of the investigation.

In chapter II, THEORETICAL FRAMEWORK involves presenting the state of the art in relation to the subject, making a list of the main theories related to it, identifying the concepts, the relationships that are established between them.

In chapter III, METHODOLOGICAL FRAMEWORK. The object of study is conceived as a complex totality that starts from a diagnosis derived from the previous

observation, the dialogue between authors and theories, as well as the empirical knowledge on the topic.

In chapter IV, ANALYSIS AND INTERPRETATION OF RESULTS, the results and discussions are showed

Finally, in chapter V, THE CONCLUSIONS AND RECOMMENDATIONS are presented in the research.

1.2. PROBLEM STATEMENT

In countries like England, China and United States, governments have established different policies to improve their local educational systems; within this policies, it is set the obligatory use of some innovative methodologies to significantly increase students' knowledge. For instance: the Communicative Language Teaching Method (CLT), Content and Language Integrated Learning (CLIL), Cooperative Learning Method (CLM). American countries like Argentina, Mexico, and Colombia are applying these methods for teaching English, and the obtained results are significantly better, as it is stated in a research done. (Education First, 2012).

In Ecuador, the result continue being poor even though teachers basically know about the different methods proposed in the new national curriculum for the area. Most of the time, teachers know about the benefits of these methodologies but continue using traditional ones because using new methods represents new challenges, roles, responsibilities, etc. A Congress was developed by Cambridge commissioners in Ambato (Ecuador) called "*Planning for the new national curriculum*". The results of this research showed that "Methods are not the problem in Ecuador education, the problem is that teachers continue using the traditional methods without obtaining better results. Moreover, teachers do not use the new methods due to these have been constituted challenges by them". Paredes. A (2017). For these reasons, it has been elaborated a new curriculum where CLIL and CLT methods have been integrated into the working with the work books with the appropriate train for overcoming the challenges to use the proposed methods in a proper way.

At "Isabel de Godin" High School, it is not given the appropriate degree of importance to the methods which were developed the new course-books by Ministerio de Educacion. Teachers are not concerned of the correct use of the proposed methods. The problem was identified in the observation practices done by the researcher.

1.3. OBJECTIVES

1.3.1. General Objective

- To analyze the methods proposed in the new English course book in the students of Noveno Año de Educacion General Basica at Unidad Educativa Isabel de Godín, City of Riobamba, Chimborazo Province, during the academic period September 2016 – February 2017

1.3.2. Specific Objectives

- To predict if the methods containing the English workbook delivered by the state are appropriate for students at Unidad Educativa “Isabel de Godin”.
- To identify if teachers know how to use CLIL, CLT and CLM methods and how to adapt them in contexts like the one presented in this study.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND INVESTIGATIONS REGARDING TO THE PROBLEM

Around the world, there are other researches are going to support the scientific base of this academic research, like: *Second language teaching methods in two different countries*. “As the schools that are representing the two countries present the use of two different teaching methods, where the main purpose is to differentiate the use of the traditional methods versus the new methods and compare the results among them”. (Westby, 2014, pp. 91).

CLIL is a content-driven approach where the main emphasis is on using a different language than the mother tongue as a tool for teaching and learning about another subject; the focus is on meaning and not the forms of language. CLIL, CLT and CLM create dual benefits of developing both language and content knowledge. Learning, the real interaction of the language presented in real situations among students. (Orvik, 2013, pp.102).

2.2. THEORETICAL FOUNDATION

In order for a minority student to function in the regular classroom, changes have been made to the way teaching a second language was conducted in America. These changes included the manifestation of English as a second language (ESL) standards that had to be reflected in the school’s ESL curriculum. Complementing this, in order to improve second language teaching, the Norwegian school system had to make changes to the politics regarding school and the way it includes students with diverse backgrounds, after experiencing an increase in the number of minority students attending Norwegian schools. Based on this, both America and Norway are countries with great experience within the field of second language teaching and were chosen as target countries for this thesis of which the main topic is methods for teaching a second language. (Westby, 2014, pp. 91).

There has been an unmistakable move in the field of dialect learning and educating in the course of the most recent twenty years. English assumes a key part in instructive framework, as a vital subject as well as a medium of direction.

During the early part of the twentieth century, the whole foundation of contemporary language teaching was developed, as applied linguistics and others sought to develop principles and procedures for the design of teaching methods and materials. In twentieth century dialect showing techniques all through history reflected acknowledgment of changes in the sort of capability students require, for example, an advance toward oral capability as opposed to perusing understanding as the objective of dialect examine; they additionally reflected changes in hypotheses of the idea of dialect and of dialect learning. (Richards and Rodgers, 1986, pp.3).

Moreover, he emphasizes that, on grammar and vocabulary that the students learn from the functions, situational context, and the roles of the interlocutors in CLT. This feature falls under Communicative Language Teaching and others methods like CLIL and CLM which are been developing in the education around the world how the best ways to work with the student's with successful results. (Richards and Rodgers, 1986, pp.3).

GRAMMAR TRANSLATION METHOD.

Many investigations have been directed on the zone of utilizing interpretation and Grammar-Translation strategy in dialect instructing as a remote dialect. These investigations have contributed a considerable measure to the International Journal of Asian Social and Latin-American Science in 2013. Different investigation attempt to demonstrate that interpretation is a standout amongst the best instructional methods material to the L2 educators. "Specialist led a study in Kaunas to examine the part of interpretation as a learning technique in English dialect instructing. The specimen included of 78 third year understudies from the personnel of Design and Technologies at Kaunas University of Technology (KTU), the examination discovered that interpretation is a helpful instrument in English dialect course which heighten the abilities of second dialect understudies". (Dagilienė, 2012, pp. 124-129).

A contrastive investigation of Grammar-Translation technique and Communicative Approach in showing English sentence structure, to think about between these methodologies, the examination directed in Taiwan, 86 understudies from Applied Foreign Language Department took part in the investigation is established out that the Grammar-Translation strategy is superior to anything the Communicative Approach in precision however the last is superior to in familiarity, so he presume that the ideal approach can be produced by emerging the two methods in teaching. (Chang, 2011, pp. 13-24). Moreover, after conducting his study in Bangladesh, (Mondal, 2012, pp. 20-24) affirms "the grammar translation method is an appropriate method although the combination with Communicative Approach will create a new fruitful methodology fill the gaps of each previous method. The analyst suggests that none of these examinations have explored about the genuine effects of utilizing Grammar-Translation strategy on gaining English as a remote dialect particularly in rudimentary stages at legislative school in Al-Mazar chief".

CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL).

The Nature of CLIL.

The term (CLIL) was set up in 1994 by an organization of specialists fiscally bolstered by the European Commission. In a meeting, Marsh at that point turned out to be a piece of an examination group researching hones where the philosophies were effective at dialect and substance learning and furnished understudies with a charming knowledge. The expression "CLIL" was picked keeping in mind the end goal to mirror the specialists' shared view of the likenesses which they found in various 'methodological practices' of bilingual educating over the world. (Marsh, 2009, pp.7).

In this way, "CLIL was propelled as an umbrella term to incorporate the basic attributes found in how bilingual educating was honed around the world. CLIL was utilized to 'depict and additionally outline great practice as accomplished in various sorts of school condition where educating and learning occur in an extra dialect". (Coyle, 2010, pp.1-3).

The dual focus in CLIL is essential to understanding how CLIL is different from other practices consisting of teaching in 18 another language than the pupils' mother tongue. CLIL is different from other language teaching practices in that it is content-driven". (Coyle, 2010, pp. 1-3).

Uses of CLIL around the world in education.

In another context, "the multilingual population in the USA, there has been a concern for developing all pupils' abilities to master the English language, particularly for academic purposes. Content-based approaches to the teaching of academic content matters have increased in North American universities, as more and more foreign students choose to study at their schools. The language and content integrated approach to teaching has long been practiced in American education. Two traditions have been content-based instruction programmers (CBI) and bilingual education (BE) programmers. CBI programmers integrate the teaching of academic topics and skills in the second language. In these approaches, language is viewed as a tool to learn subject matter content rather than as the immediate object of the study". (Navés, 2009, pp. 22-24).

Benefits of the use of CLIL

In terms of benefits for learners, the CLIP research (**CURRICULA AND TAUGHT TO PARTICIPATING TEACHERS**) indicates that CLIL increases motivation and the standard of modern foreign languages by providing learners with 'challenging, but accessible content through scaffolded content delivery'. In addition, CLIL does not have any negative impact on content learning. In terms of language, the CLIP data showed that CLIL provides pupils with opportunities to 'use language in different and more complex ways'. Compared to learners in traditional EFL classrooms, CLIL pupils tend to develop higher levels of comprehension abilities and are able to process difficult information provided in the foreign language. CLIL also helps pupils to develop communicative skills and to increase their oral target language participation in the classroom. For teachers, CLIL benefits were found to be cross-curricular and cross-departmental dialogue, allowing language teachers to incorporate content, thereby enhancing traditional practices, and providing subject teachers with the opportunity to

develop pedagogical practices by including foreign language elements in a first language setting. (Wiesemes, 2009, pp. 41-62).

Fitting techniques, for example, illustrating, plotting, utilizing visuals, building repetition, rethinking, platform, connecting new data to students' past learning et cetera to make include understandable and setting installed. Third, educators watch and take after the understudies' advancement nearly, and give students input in circumstances when required. They examine the pupils' level of understanding, encouraging conversations between pupils and teachers, as well as among peers. A fourth feature of successful CLIL programmes is that, in terms of oral responses, learners are given the opportunity to reply both in the target language and their mother tongue, as well as through actions (non-verbal responses). This is a characteristic of early stages of CLIL programmes, where the main focus is placed on enhancing learners' abilities to listen and read. As learners develop language competences, they are gradually expected to reply only by using the target language. A fifth characteristic is that teachers properly integrate both the target language and 'cognitively demanding academic content'. These programmes are constructed so as to include opportunities for learners to develop cognitive skills (thinking skills) and procedures, for example identifying, comparing, forming conclusions and discovering differences and similarities. In addition, teachers responded to and made use of knowledge of the pupils' 'home cultures' in the classroom. A further principle was that the tasks consisted of problem-solving tasks, practical hands-on tasks and tasks in which pupils were allowed to experience and explore (experiential tasks). Finally, some CLIL professionals propose that pupils should be provided with opportunities to learn in collaboration, allowing pupil autonomy and choice (self-directed learning). All efficient CLIL programs share [one feature]... they are all programs of varying length that provide, nevertheless, a substantially greater and better exposure to the target language'. Furthermore, there is a clear correspondence between learners' academic achievements and 'appropriate materials and curriculum. "Appropriate materials are a prerequisite for CLIL programs to succeed unfortunately, in various CLIL contexts there are often insufficient teaching materials, leading to most CLIL teachers having to create materials themselves". (Navés, 2009, pp. 22-24).

COMMUNICATIVE LANGUAGE TEACHING (CLT)

Has come up with an idea that: a way to deal with the fears of students is for teachers to become „language counselors“. Curran put these ideas into practice in the Community Language Teaching. It's a method that is based on English for communication and is extremely learner-focused. It has watched, the Community Language Learning Method is neither one of the students focused, nor educator focused, yet rather instructor understudy focused, with both being leaders in the class. Curran (1972, pp.24).

“How it works in a classroom

Stage 1- Reflection

The instructor begins with understudies sitting around a recording device to make a group environment. The understudies ponder what they'd get a kick out of the chance to discuss, while the educator stays outside the circle. To avoid a lack of ideas students can brainstorm their ideas on the board before recording. Running head: TEACHING METHODS AND APPROACHES IN ESL CLASSROOMS

Stage 2 - Recorded Conversation

When they have picked a subject the understudies tell in their L1 what they'd get a kick out of the chance to state and the educator attentively come up behind them and make an interpretation of the dialect pieces into English.

Stage 3 - Discussion

Next the students discuss how they think the conversation went. They can discuss how they felt about talking to a microphone and whether they felt more comfortable speaking aloud than they might do normally.

Stage 4 - Transcription

Next, they tune into the tape and interpret their discussion. I just intercede when they request offer assistance. Stage 5 - Language examination Sometimes understudies dissect the dialect a similar lesson or at times in the following lesson. This includes taking a gander at the type of tenses and vocabulary utilized and why certain ones were picked, however, it will rely upon the dialect created by the understudies". (Rardin and Tranel, 1988).

Teacher's Role & Learner's Role

In the event that it is required the advocate may play a more mandate part and give some clarification of certain phonetic principles or things. The instructor gives minutes to build up the subjects in genuine circumstances into the classroom. The first stage of intense struggle and confusion might continue for many sessions, but always with the support of the counselor and of the fellow clients. Bit by bit, the student ended up noticeably ready to talk a word or expression straightforwardly in the remote dialect, without interpretation. This was the main indication of the student's moving far from finish reliance on the advisor. (Brown, 1994, pp.96).

COOPERATIVE LEARNING METHOD (CLM)

Collaborative Learning occurs "when students work together to achieve individual goals Collaborative learners generally work in teams, but are not necessarily working interdependently toward group goals". (Bruffee , 1995, pp. 12-18).

"Key qualities of helpful learning are bunch individuals' reliance in the educating and learning process and the exceptionally organized gathering forms". (Slavin, 1980, pp. 315-342).

Shaped the definition: "where investigators defined cooperative learning by the following four characteristics", Wabash National Study on Liberal Arts Education. (WNSLAE, 2013, pp.6-15).

1. Students teaching each other
2. Faculty encouraging students to work in groups outside of class
3. Participation in study groups outside of class
4. Working on projects with other students outside of class

Benefits of CLM

The use of positive interdependence in learning environments may improve group achievement through emphasis on rewards, motivation, and improved understanding of role activities. Positive relationship describes the degree to which group members are motivated to help each other succeed. Within groups, positive relationship leads to positive conflict management, which improves group cohesiveness and effectiveness (Deutsch, 1969, pp. 7-41).

“Cooperative Learning should include five essentials:

Positive Interdependence

Students realize that each individual affects the work and success of the others. The work is structured so that students must share information in order to complete their cooperative tasks.

Student-to-Student Interaction

The teacher openly encourages students to help each other. Students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an open mind, act in a trustworthy way, and promote a safe feeling for all by reducing anxiety.

Individual Accountability

Even though students work together, they also perform independently. Each individual's performance is assessed. Students must take personal responsibility for working toward the group goal(s).

Social Skills and Group Process

Students learn and use appropriate social skills that include leadership, decision-making, trust building, communication, and conflict-management and to better develop the group process, students must analyze how well they are achieving their goals while maintaining effective working relationships". ". (TWT, Teaching with Technology Initiative, 2002-2003, pp.1).

2.3. DEFINITIONS OF BASIC TERMS

Method:

"A dialect showing technique is a solitary arrangement of methods which instructors are to follow in the classroom. Strategies are normally in light of an arrangement of convictions about the idea of dialect and learning". (Nunan, 2003, pp.5).

Course Book:

"The course book is a useful tool for classroom management, teachers use various learning styles and apply various learning strategies, course book functions is closely connected with its validity for teaching and learning foreign language". (Burden, 1997).

Communicative Language Teaching (CLT):

"Communicative language teaching or (CLT), implies showing discussion, a nonattendance of linguistic use in a course, or an accentuation on open-finished talk exercises as the fundamental components of a course". In this method, teachers have to emphasis in that communication into the classroom in which students are going to emphasize authenticity, interaction, student-centered learning, and task based activities, and communication for the real world, meaningful purposes". (Richards, 2006).

Content and Language Integrated Learning (CLIL):

Bilingual Education & Content and Language Integrated Learning. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua)” University of Sorbonne. Paris, “CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. (Marsh, 1994)

“Content and language integrated learning (CLIL)”, “as an academic approach with a double concentration, including the incorporation of (second/remote/target) dialect think about with the investigation of a subject area trained in that dialect”. LANQUA (Lifelong Learning Erasmus Network programme of the European Union, 2014).

Cooperative Learning Method (CLM):

CML exists when students work together to accomplish shared learning goals, it is an instructional method in which students work together in small, heterogeneous groups to complete a problem, project, or other instructional goal, while teachers act as guides or facilitators. This method works to reinforce a student’s own learning as well as the learning. (Johnson and Johnson, 1999, pp. 67).

Language Counselor:

"An instructor enables a customer to comprehend his or her own issues better by 'catching the pith of the customers concern and relating the customer's effect to cognition...;' in actuality, understanding the customer and reacting in a disconnected yet circumspect way who gives assistance and guidance to understudies about instructive and individual choices". (Curran, 1972, pp.24).

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Research Design

This academic study is qualitative due to it was developed in the place where the problem was identified through the observation of methods used by teacher at Unidad Educativa Isabel de Godín with the characteristics of exploratory and descriptive research to elaborate this study. It was possible to define and study it. At the end, possible solutions can be proposed. Ethnographic method was used to describe the things what was happening in this environment. The population was constituted by 54 students and 1 teacher of Noveno Año. In addition, the techniques and instruments used for gathering the data were the observation guides to identify several points about the methods which teacher was applying. These aspects were applied in this study.

3.2. RESEARCH TYPE

This research is exploratory and descriptive.

Exploratory Research. - Because there is not enough information concerning to the problem. Also, the researcher does not intend to give conclusive solutions to the present problem.

Descriptive Research. - Based on the theoretical framework, the collected information was analyzed and explained to understand some aspects related to the described problem.

3.3. Research Level

The level of this research is Exploratory.

It was used to describe the characteristics which are not studied before in previous scientific documents in this institution.

Qualitative Method

The qualitative method used was the ethnographic, it was applied to the population through direct observations in order to identify what was happening in this real context. Also, it was based on the theoretical framework, the gathered data was analyzed, described and interpreted to propose possible conclude solutions to the described problem.

3.4. Population and Samples

This research was developed at Unidad Educativa “Isabel de Godín”, City of Riobamba with 54 students and 1 teacher. In consequence the research was done with all of them. Because the population is small, it was no necessary to take a sample.

3.5. Techniques and Instruments for Collecting Data

Techniques

Observation: It was applied to the students of Noveno Año de Educación General Básica at Unidad Educativa “ISABEL DE GODÍN”

Instruments

Observation Guide: It is an instrument that provides good insights into how the different participants are behaving and interacting in the learning and teaching context, that is why researchers used it to get authentic and specific information about the methods. It was applied three observation guides in this research.

3.6. Techniques for Processing and Interpreting the Data

- Review Information which was obtained.
- Organization of the getting data.
- Analysis of results obtained.
- Understanding of results based on the theoretical framework.
- Establishing of conclusions and recommendations about the problem.

CHAPTER IV

4. Analysis and interpretation of results

This research was developed with the students at Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín, in order to analyze the methods proposed in the new English course book.

The observation sheet was used to obtain data. The main aspects in CLIC, CTL and CLM methods in the English workbook could be observed such as; process, importance, development and characteristics which were analyzed in classes. After, they were interpreted.

The study was done from January 16th, 2017 to February 3rd, with the students at Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín. All aspects were observed in classes, an observation sheet was used to evaluate the criteria. In the first day, the essential details in CLIL, CLT and CLM methods were observed in classes where the investigator did not participate. The observation guides were used to provide good insights into how the different participants are behaving and interacting in the learning and teaching context with the use of methods which were prepared. Theoretical foundation and the real observation were taken to contrast and evaluated to know if the methods containing the English workbook delivered by the state are appropriate for students at Unidad Educativa “Isabel de Godin” and if the teachers know how to use CLIL, CLT and CLM methods and how to adapt them in contexts like the one presented in this study. Each method was analyzed using different observation sheets. In the second and third day, the results were the same. In fact, it was observed the same aspects for 3 days in a row. Finally, observation results and theoretical foundation is presented in the following table to continue.

4.1. Analysis and description of observation guide.

SPECIFIC OBJECTIVES	ITEMS	COLLECTED INFORMATION	ANALYSIS	THEORY CONTRAST
<p>•To predict if the methods containing the English workbook delivered by the state are appropriate for students at Unidad Educativa “Isabel de Godin”</p>	<p>CLIL</p> <p>Students are motivated and the competition environment is safe.</p>	<p>A lot of effort was demonstrated. The proposed activities were participated without afraid</p>	<p>When using the CLIL method “The motivation must be increased in the students and create a safe environment”. (Wiesemes, 2009). The information obtained showed that in classes, these factors were considered. Therefore, most of them were willing to receive the input provided by the teacher. This process was successful due to students felt safe to actively participate.</p>	<p>“CLIL increases motivation and the standard of modern foreign languages by providing learners with ‘challenging, but accessible content through scaffolded content delivery’. In addition, CLIL does not have any negative impact on content learning” (Wiesemes, 2009, pp. 47).</p>

	Students are gradually expected to reply only by using the target language.	Target Language was not used to express ideas, the Mother tongue (Spanish) was used to transmitted the ideas	When using CLIL “Students are gradually expected to reply only by using the target language”. (Navés, 2009). However, students were not capable to use the TL for expressing their ideas. For facing this problematic the next strategies should be used: demonstrating, outlining, using visuals, building redundancy, rephrasing, scaffolding, linking new information to learners’ previous knowledge, etc.	As learners develop language competences, they are gradually expected to reply only by using the target language. They must use appropriate strategies such as demonstrating, outlining, using visuals, building redundancy, rephrasing, scaffolding, linking new information to learners’ previous knowledge and so on to make input comprehensible and context embedded. (Navés, 2009, pp.34).
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•To identify if the teacher knows about the use of CLIL, CLT and CLM methods and how to adapt them in contexts like the one presented in this study	Grammar Translation method is integrated with others like CLIL, CLT or CLM in the development of the activities set in the new English course-book.	The prevalent method was the Grammar Translation	“Grammar Translation Method is effective when it is combined with the innovate methods”. (Chang, 2011). But in the case observed it was insulated, probably because of benefits were not known, uses, process of the innovative methods when combining with traditionals.	Grammar Translation Method is a suitable strategy despite the fact that the blend with Communicative Approach will make another productive philosophy fill the crevices of each past technique. The specialist suggests that none of these examinations have explored about the genuine effects of utilizing Grammar-Translation technique. (Chang, 2011, pp. 13-24).
	Characteristics for applying CLIL	Features were not known	When using CLIL, “It is chosen in order to reflect the experts’ shared perception of the similarities which they found in different ‘methodological practices”. (Marsh, 2010). However,	Philosophies were effective at dialect and substance learning and gave students an agreeable ordeal. The expression "CLIL" was picked with a specific end goal to mirror the specialists' shared view of the similitudes which they found in

			these characteristics were not followed in the CLIL development. For facing this problem, information should be searched about CLIL application.	various 'methodological practices' of bilingual educating over the world. (Marsh, 2009, pp.7).
	Academic topics and extra material are combined	Topics were not integrated with an academic purpose. Material was not successfully used in class	“The practices of meaningful topics are promoted”. (Coyle, 2010). Also, the materials should be elaborated. In fact, topics and materials are not chosen for giving a good practice with the language. For facing this problem, materials should be made and establish objectives in the purposed activities.	CLIL was launched as an umbrella term to include the common characteristics found in how bilingual teaching was practiced worldwide. CLIL was used to ‘describe and further design good practice as achieved in different types of school environment with the language. (Coyle, 2010, pp. 1). “CLIL contexts there are often insufficient teaching materials, leading to most CLIL teachers having to create materials themselves”. (Navés, 2009, pp. 33).

•To predict if the methods containing the English workbook delivered by the state are appropriate for students at Unidad Educativa “Isabel de Godin”	CLT	Sometimes students were afraid to make mistakes and be ridiculed in front of the class.	“CLT for developing fluency in spoken language. (Brown, 1994). However, because students were not used to this methodology got nervous; so, they were not capable to express their ideas. The speaking skill should be incentive a lot in front of the classmates and made of students, independent users of the English Language.	"After numerous sessions, maybe numerous months or years after the fact, the student accomplished familiarity with the talked dialect. The student had by then end up noticeably free". (Brown, 1994, pp.96).
	Hidden purposes of the activities and Objectives of the class are based on real situations	English books were filled and examples were repeated.	“The lesson should be analyzed with the objectives which this one was prepared”. (Rardin and Tranel, 1988). However, the proposed activities were not	Sometimes students analyze the language the same lesson or sometimes in the next lesson. This involves looking at the form of tenses and vocabulary used and why certain ones were chosen, but it will depend

			analyzed. Passive attitudes were taken in class. For facing this problem, the opinions should be asked to students in the development of the planned activities.	on the language produced by the students. Here, main goals are known by them for reaching the proposed objectives. (Rardin and Tranel, 1988).
<p>• To identify if the teacher knows about the use of CLIL, CLT and CLM methods and how to adapt them in contexts like the one presented in this study.</p>	<p>“Language counselor” was the role in the teaching-process.</p>	<p>Necessities and problems in students were interested.</p>	<p>“Teachers must be a counselor in the development of the classes”. (Curran, 1972).</p> <p>This role was evident in the teacher who was interested in the necessities and problems of the students were interested in the development of the activities.</p>	<p>“A way to deal with the fears of students is for teachers to become „language counselors“. Curran put these ideas into practice in the Community Language Teaching”. (Curran, 1972, pp.24)</p>

	<p>Actively participate was made</p>	<p>Students were taken turns to interact between them and had the opportunity to express ideas.</p>	<p>“Students-Centered class, is proved when students are actively participating in class”. (Rardin and Tranel, 1988).</p> <p>In this case, the chance was given to interact with all of students. Actively class should be worked, In other words promoting a teacher-student centered class, with both of them, being decision-makers.</p>	<p>"The Community Language Learning Method is neither one of the students focused, nor educator focused, but instead instructor understudy focused, with both being leaders in the class". (Rardin and Tranel, 1988).</p>
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	<p>Communication and extremely learner-focused.</p>	<p>Content was not proposed for developing communication among students.</p>	<p>When using CLT Method “English is based on communication”. (Curran, 1972). Unluckily, it was not fostered among students. For facing this problem, speaking skills should be developed. Therefore, a wide variety of communication activities should be purposed such as: Projects, Role plays, Simulations.</p>	<p>“Community Language Teaching is a method that is based on English for communication and is extremely learner-focused”. (Curran, 1972, pp.24).</p>
	<p>Community atmosphere</p>	<p>Students were looked to the board and paid attention in rigorous position.</p>	<p>When using CLT Method “A community atmosphere should be provided in the activities development”. (Rardin and Tranel, 1988).</p>	<p>“Teacher starts with students sitting in a circle around a tape recorder to create a community atmosphere. The students think in silence about what they would like to talk about, while</p>

			<p>Traditional strategies were used in which students are asked to be always sit, looking directly at the board and paying attention. In this point, it would be suggested to not be so rigorous, Circle should be made to create a community atmosphere.</p>	<p>the teacher remains outside the circle”. (Rardin and Tranel, 1988).</p>
	<p>Self-practice, feedback and contextualization were helped to develop.</p>	<p>Students were limited to develop the proposed activities.</p>	<p>When using CLT “teacher provides real interaction of the topics and promote practice in students”. (Brown, 1994, pp.96). In the observed class students were limited to develop the proposed activities and themes were not evaluated or analyzed. A directive role</p>	<p>“A subject the students tell in their L1 what they would like to say and teacher discreetly come up behind them, translate the language chunks into English”. (Rardin and Tranel, 1988).</p>

		The themes were not analyzed.	should be accomplished.	“Teacher might take a more directive role and provide some explanation of certain linguistic rules or items and set moments to develop relevant topics”. (Brown, 1994, pp.96).
•To predict if the methods containing the English workbook delivered by the state are appropriate for students at Unidad Educativa “Isabel de Godin”	CLM Cooperative tasks Overall group performance	Information was shared among students. In class, there was not a cooperative group. Personal achievements were worked	“Overall group performance try to achieve shared rewards”. (Slavin, 1980). In class, students only shared information when the order was given to work among students, personal achievements were obtained. For facing this problem, variations in the members of the groups should be promoted when doing collaborative tasks.	“To work in small groups trying to achieve shared rewards that are measured on the overall group performance. Key characteristics of cooperative learning are group members’ interdependence in the teaching and learning process, and the highly structured group processes”.(Slavin, 1980, pp. 315-342)

	<p>Share resources</p> <p>Personal responsibility</p> <p>Effective working relationships.</p>	<p>Students had a great relationship between peers.</p> <p>Different roles were assigned to work in groups.</p> <p>The tasks proposed in the workbook were developed as it is supposed to be done working between students.</p>	<p>When working in CLM “Roles are assigned to students for working in groups, shares information in the development of the work and motivate the students to help other succeed”. (Teaching With Technology Initiative, 2002-2003). The roles were fulfilled , complied the responsibilities and the relationships were acceptable in the developing of the proposed group activities</p>	<p>“Students realize that each individual affects the work and success of the others. The work is structured so that students must share information in order to complete their cooperative tasks. Also, Even though students work together, they also perform independently. Each individual's performance is assessed. Students must take personal responsibility for working toward the group goal(s)”. (Teaching With Technology Initiative; 2002-2003, pp.1)</p> <p>“Positive relationship describes the degree to which group members are motivated to help each other succeed”. (Johnson and Johnson, 1999, pp. 67).</p>
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<p>• To identify if the teacher knows about the use of CLIL, CLT and CLM methods and how to adapt them in contexts like the one presented in this study.</p>	<p>Encourages students</p> <p>Activities based on relevant content</p>	<p>Group activities were prepared to incentive the group participation.</p> <p>The activities were not relevant,</p> <p>The classes were made to develop the grammar goals.</p>	<p>“Teacher must encourage the students with the use of relevant content in the activities.” (TWT, 2002-2003). Regarding to the factor observed in this point students were encouraged for participating actively in classes, However the activities were not proposed in pertinent content, and these were based on grammar aspects. For facing this problem, the topics should be encouraged in real factors, the topics should be based on real situations.</p>	<p>The teacher openly encourages students to help each other. Students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an open mind, act in a trustworthy way, and promote a safe feeling for all by reducing anxiety. Likewise, Cooperative Learning errands are composed by instructors with the goal that understudies are required to rely upon each other to finish the relegated assignments and to ace substance and aptitudes. (TWT, Teaching With Technology Initiative, 2002-200, pp.1).</p>
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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1.1 Conclusions

- CLIL, CLT and CLM are used to promote the development of communicative capabilities in students, foster integration and participation, use real contents and many important aspects which make of these methods very useful for students in contexts. In fact, the use of these methods are appropriate in the working with students.
- Traditional strategies are used such as: fill workbook, repetition, grammar focus, inappropriate materials, interaction in inappropriate topics, etc. which are related to traditional method. In Conclusion, The use of the innovate methods is not known such as: CLIL, CLT and CLM. Whereby, methods are not adapted in contexts with students.

5.1. 2 Recommendations

- CLIL, CLT and CLM methods should be integrated in the learning process to change the traditional mindsets which have not been presented to obtain the main objectives at the end of the period.
- Profitable goals should be obtained in the development of the activities. Thus, students should get meaningful learning and acquire valuable knowledge which would be useful in their lives.
- The effective use of CLIL, CLT and CLM methods should be investigated. Teachers should improve the way of teaching using different kinds of academic resources. Thus, they should engage students with authentic contents for making the class enjoyable and productive in the acquisition of the Target Language (English).

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ATTACHMENTS



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS CARRERA DE IDIOMAS

The present observation guide was developed based on the most important characteristics of CLIL Method; which are derived from the theoretical framework. It will be applied to students of Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín

Objective: To identify if CLIL method is currently applied in Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín.

Instructions Check the statements and tick yes/no according to the development of the class.

Student: Eduardo Santiago Barreno Freire

1. Yes	2. No
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No.	Statements	1	2
1.	Grammar Translation method is integrated with others like CLIL, CLT or CLM in the development of the activities set in the new English course-book.		
2.	When is applied the CLIL Method. Which of the following characteristics are taking into account.		
	Enjoyable experience		
	Real interaction among participants.		
	Good practice		
	Communicative purpose		
3.	Academic topics and the English skills are combined in the		

	development of the classes		
4.	When working with the CLIL method, it is used to motivate and generate secure competition.		
5.	As learners develop language competences, they are gradually expected to reply only by using the target language.		
6.	Extra-material is integrated based on topic in the development of the class.		
7	Content can be chosen by learners. (Self-directed learning).		

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Signature



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS
CARRERA DE IDIOMAS**

The present observation guide was developed based on the most important characteristics of CLT; which are derived from the theoretical framework. It will be applied to students of Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín

Objective: To identify if CLT method is currently applied in Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín.

Instructions Check the statements and tick yes/no according to the development of the class.

Student: Eduardo Santiago Barreno Freire

1. Yes	2. No
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No.	Statements	1	2
1.	When working with the CLT method: In the development of the class, a “language counselor” role is accomplished.		
2.	Students actively participate is made in the development of the proposed activities		
3.	The content is chosen focusing on communication and it is extremely learner-focused.		
4.	A community atmosphere is created among students.		
5.	Dialogues of students are helped to later foster students’ self-practice and feedback.		
6.	When is applied the CLT method, students are comfortable to speak		

	about the proposed topic.		
7.	Learners are interested in the hidden purposes of the activities proposed		
8.	The objectives of the class are asked as well as the relevance of the topic in their real life		
9.	The contextualization of the themes developed in the class are fostered to make students able to use these in real life situations		

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Signature



UNIVERSIDAD NACIONAL DE CHIMBORAZO

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CARRERA DE IDIOMAS**

The present observation guide was developed based on the most important characteristics of CLM; which are derived from the theoretical framework. It will be applied to students of Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín.

Objective: To identify if CLM is currently applied in Noveno Año de Educación General Básica at Unidad Educativa Isabel de Godín.

Instructions Check the statements and tick yes/no according to the development of the class.

Student: Eduardo Santiago Barreno Freire

1. Yes	2. No
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No.	Statements	1	2
1.	When teacher works with CLM: Information is shared in order to complete their cooperative tasks.		
2.	The cooperation is tried to achieve the overall group performance between students		
3.	Students are encouraged to help each other.		
4.	Resources are shared with each other		
5.	Personal responsibility is taking for working toward the group goal(s).		
6.	When the activities are presented, they are integrated within the relevant context.		
7.	The goals are achieved while maintaining effective working relationships.		

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Signature

PHOTOS

UNIDAD EDUCATIVA “ISABEL DE GODÍN”



Pic. 1 (12-05-2017)

The students pay attention to the class



Pic. 2 (15-05-2017)

Developing the observation



Pic. 3 (15-05-2017)



Pic. 4 (15-05-2017)

Teacher monitors the students and use of the method to teach



Pic. 5 (16-05-2017)



Pic. 6 (15-05-2017)



Pic. 7 (17-05-2017)



Pic. 8 (17-05-2017)