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“ANALYSIS OF THE INCIDENCE OF TEACHING ENGLISH IN STUDENTS OF SECOND YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA “SAN VICENTE DE PAUL” RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 20216-2017”

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ASUNTO: Convocatoria para DEFENSA DE TESIS

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“ANALYSIS OF THE INCIDENCE OF TEACHING ENGLISH IN STUDENTS OF SECOND YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA “SAN VICENTE DE PAUL” RIOBAMBA CITY, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 20216-2017”

The intellectual heritage of this thesis belongs to the National University of Chimborazo

Riobamba, 7 de agosto de 2017



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DEDICATION

To my family especially to my mother, for their unconditional support, patience and love; for giving me the opportunity to reach another highest expectation in my life. Thus, this work is a way to reward all the sacrifice and effort of my teachers. This research is also dedicated to everyone who values and recognizes our efforts and sees it as a new way to improve the teaching and learning process of the English Language.

Fabian Martínez Chávez

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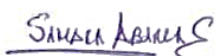
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ABSTRACT

The low competence in English language learning in students of second year of high school at Unidad Educativa "San Vicente de Paul" in Riobamba city, Chimborazo province in the academic year 2016-2017. This research will use the scientific method because through this, it is possible to get the appropriate data to understand, analyze and interpret the factors that incidence in the teaching English with students of second year of high school. This research project is based on the analysis of the influence of the teaching of English to students, this general research objective is to evaluate the incidence of teaching English to students of second year, explore through observation because we defined the problem, it was applied to 17 students and 3 teachers, of the English area, the benefits that has for students the learning and the ability to speak a second language, which is very powerful for their future, it took place in the academic period, September 2016-March 2017, and then propose some solutions, based on those results, some conclusions and recommendations are suggested. This research was carried out in an exploratory way through the ethnographic method which helped to describe analyze, explore, and clarify the ideas of the problem mentioned. Results which allow to formulate a strategy that will be able to find a way to solve the founded problem.

Key words: Influence on learning, analyze, importance, viable.



Reviewed by: Abarca, Sandra

ENGLISH LANGUAGE TEACHER



INTRODUCTION

English as a world language and its meaning to students in terms of language skills and knowledge of the varying cultures in the English speaking world. English as a subject involves students' skills which are developed after completed schooling. More specifically regarding the study of English, the curriculum's aim is for the students to expand their ability. The ability to read, understand and reflect on texts from diverse perspectives emphasizes the perception of the world around them. It is believed, students insight, develop a sense of understanding and experience new perspectives. In terms of aims and objectives generally, the inclusion of English in the school benefits language learning in educational. (Recino, 2010)

The analysis of the incidence of teaching English in students of Unidad Educativa "San Vicente de Paul" at the second year of high school, because the students do not have clearly what is the importance of learning English for their future, English language is a subject that all teachers in this area are committed to properly develop, in which it generates in students intellectual abilities domain with writing, listening, viewing, but mainly that everyone can interpret and respond appropriately with fluid communication, thus achieving convey their ideas in English, that is to reach a spontaneous and direct conversation with the person who is talking in this language. When this does not happen they are interrupting the possibility that students have a transcendental education that enables learning English, very little practical and affordable that consequently generate problems learning language as it is required in this mode the teacher to focus on that argue the student memorize. In Ecuador, the Ministry of Education has found it necessary to incorporate this subject as a matter of educational development for the student, since they must practice, understand and reach this language as part of their professional environment to learn from the basic cycles through high school believing so on this case students to complete their education cycle will be able to master the trained English language to speak and understand this language, which in practice this does not happen, because the teaching of this subject process is characterized more by being traditional and little momentous for students to reach this domain. Consequently both the teacher and the student did not care that they learn only get a note that is essential for this pass to the next level.

The main objective of this research is to investigate how teaching English influence on Student.

In consequence we must let them know the importance of learning English for the better future of students in their professional life for better job opportunities.

For this reason at the end of high school students do not have this ability and do not acquired therefore executed teaching throughout the educational process a student is particularly none, especially at the second year of high school at Unidad Educativa San Vicente de Paul, Riobamba city, Chimborazo province.

Then, this work has been divided into five chapters: the referential framework, theoretical framework, methodological framework, the analysis and interpretation of data and the conclusions and recommendations.

Chapter I contains reference information that define the problem, the focal questions that guides the development of the research, the objectives to be achieved and the justification that itemize the importance and feasibility of this research.

Chapter II is a compilation of theory about the incidence of teaching English from different bibliographic sources in which this research has been based and the definition of basic terms used in this work.

Chapter III refers to the methodological framework which is used to develop this research such as the research design, the type, level, the population and sample and the techniques and instruments for both data analysis and interpretation.

Chapter IV contains the analysis and interpretation of data, a brief description of the observed phenomenon, organization of information and interpretation of the results.

Chapter V shows conclusions and recommendations which are based on analysis of obtained information. Finally, bibliography and attachments can be located at the end of this work

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. THE RESEARCH PROBLEM

The low competence in english language learning in students of second year of high school at Unidad Educativa "San Vicente de Paul" in Riobamba city, Chimborazo province in the academic year 20216-2017.

1.2. PROBLEM DEFINITION

Unidad Educativa San Vicente de Paul. The Daughters of Charity arrived in Ecuador in 1870. In 1874 they arrived in the Province of Chimborazo, settled in Riobamba. They are responsible for attending the poor and sick of the hospital in this city. Simultaneously it was announced the opening of the "San Vicente de Paul" Asylum to which many children go in search of Culture and Science. The School attached to the hospital was created, being its first Director, Sr. Maria Merix, French. In 1893 begins the construction of the current building where the institution works. In 1891, the construction of this educational center, which has approximately 10,000 square meters, began in two blocks and is located in the downtown area of the city of Riobamba, between the streets June 5 and Espejo, Villarroel and Colombia.

At the Unidad Educativa San Vicente de Paúl , located in Riobamba city, 1540 students between the ages of 3 and 17 receive comprehensive training based on the charism of St. Vincent and St. Louise de Marillac. Children and adolescents come from households with a low socioeconomic status; the parents are merchants, employees, with low incomes that often do not exceed the basic salary; the majority of students reside in the cantonal head, but there are also a significant number living in Colta and Guano. The educative process in Unidad Educativa San Vicente de Paul has as principal policy the application of cooperative work as fundamental strategy in all study areas; nevertheless, without been categorical confirming the causes of the lack of motivation for English learning, it's possible to state the next:

In Riobamba city, most of the students at educational institutions, do not understand the importance of learning English, especially at Unidad Educativa "San Vicente de Paul." in Riobamba city.

This research was done in a classroom in which there are 17 students (9 boys and 8 girls). Through observations, it was noticed that the teacher proposed interactive activities even though students were unable to do them because of they have problems in receptive and productive. Some techniques and instruments were applied to get information that allowed to know the students' educational problems in detail. The observation had the opportunity to get data about how the mother tongue influences and limits students to develop their English receptive and productive skills. In the same way, the teacher's opinion is important, so through an interview, the teacher explained there are some factors that affect students' learning.

As consequence of the exposed facts, it is relevant to evidence that, students don't like English language and think it is difficult to learn, students can't understand or communicate in English, and Students do not develop critical thinking and meaningful learning. This research was focused on analyse the importance of teaching English to students how, in which way help the students for a better future, this research is conducted to recommend some possible solution and recommendations for encourage the students to learn English. The institution selected for this research is Unidad Educativa "San Vicente de Paul" located in Riobamba city. The target group participating in this investigation is the students of second year with seventeen students and three teachers.

1.7. PROBLEM FORMULATION

What are the educative aspects that influence in Teaching English in Students of Second year of high school at Unidad Educativa "San Vincente de Paul", in Riobamba city, Chimborazo Province?

1.8. FOCAL QUESTIONS

Which are the aspects that influence in teaching of English in students?

What is the process of teaching English language used by the teacher in class?

What are the advantages and disadvantages, when student learn English?

1.9.OBJECTIVES:

1.9.1. GENERAL OBJECTIVE

To describe the incidence of teaching English in students of second year of high school at Unidad Educativa “San Vicente de Paul”, Riobamba city, Chimborazo Province.

1.9.2. SPECIFIC OBJECTIVES

- To identify the aspects that influence the teaching of English in students.
- To describe the process of teaching English language used by the teacher in class.
- To specify the importance of teaching English to the students.

1.10. JUSTIFICATION

This research work was carried out because it helped the teacher to improve the use of their teaching strategies as it is required to take a new approach to a new way of teaching that mainly students have a good performance in their daily lives and while they can establish fluid conversations and easily understood. The direct beneficiaries of this research would be the students of second year of high school at Unidad Educativa "San Vicente de Paul". This research is also important because from the academic point of view it helps to encourage students to know the importance of learn English, and look for solutions when something is not working well, from the methodological point of view, it is important because the tools and instruments used in this research are originals and they are a contribution of the researcher. And finally, from the personal point of view, it is very important since it has helped the researcher to learn the importance of learn English, which it helps to have a better performance in his/her professional life.

English language proficiency and knowledge in equal proportion to students, and thus when they finished, students can have adequate levels in both domains. So, the principal beneficiaries of this work were the students and professors. It is also viable

because the investigator had the necessary resources for the realization of this research, taking into account that The Unidad Educativa San Vicente de Paul has given permission and facilities to do it. In addition, the population consist in 17 students and 3 English teachers, which means that the sample was not so extensive or difficult to investigate and the cost considerations were low and therefore it was easy to cover.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF THE RESEARCH CONDUCTED ON THE PROBLEM.

After a deep research it was possible to say that, there were just a few investigations related to the principal topic, which were made and carried out in different places by different authors, they were used as support for this project.

One of the researches was a “BELIEFS ABOUT LANGUAGE LEARNING OF FOREIGN LANGUAGE MAJOR UNIVERSITY STUDENTS”. (Fillmore, Kempler, & Wong-Fillmore, 1979; Naiman, Frochlich, Stern, & Todesco, 1978; Nation & McLaughlin, 1986; Rubin, 1975, 1981). Studies on language learning beliefs began with early research in individual differences between successful and less successful learners. On the other hand, people all over the world seem to have common and fixed beliefs about how languages are learned. In some news it is even admitted that language fluency can be obtained with very little effort in as little as three months of free time study. English is currently considered the most important global language, either for those who speak it as their first language or who speaks it as a second language, are not as many as other languages.

2.2. THEORYCAL FOUNDATION

2.2.1. ENGLISH LANGUAGE LEARNING

The English Language teaching considered as a list of grammar to teach content as it becomes a tool of interaction, in which the message and the use of language are made interesting for students, so they can communicate effectively in different situations and with different communicative purposes.

It also intends to participate in a variety of activities and tasks that represent communicative situations contextualized, close to reality, that promote interaction and whose main objective is communication, mainly are important all the elements of language that is: grammatical structures, functions , pronunciation, vocabulary,

developing strategies to develop the ability to communicate, which corresponds to the work done in class, involving students in the production of language, in situations that aim to communicate instead of studying their structures, teaching not only emphasize comprehension skills to incorporate the language, but also provide students with opportunities to use the language to participate with their ideas or negotiate meanings (Kohnert, 2005).

Students who learn the English language develop communication skills by participating in various interactive situations where communication is the goal cooperate with them to accomplish the tasks, helping to create a suitable atmosphere for learning a language that promotes intrinsic motivation, strengthen self-esteem and reduce anxiety or prejudice. In this case learning English also incorporates input from other communication approaches, whose approaches help to develop communication and complement understanding highlighting the importance of vocabulary and understandable information on topics and interesting situations, to help develop a motivating atmosphere for learning.

Promote a better understanding of why the use of strategies that plays an important and decisive role in the educational process that focuses on "learning to learn" but get smart, productive and creative learning that facilitate adaptation student to the demands of the environment and especially its variability, so one directed to the development of education internally and externally, where learning is conducive to do and be it is necessary.

2.2.2 THE PROCESS OF LEARNING ENGLISH

In the process of learning English must be developed under ideal conditions, the student who is learning English will master the language in a minimum period of two years, and during this period will acquire basic interpersonal communication skills, if the student is regular and constant in this process of learning. They also acquire cognitive academic proficiency skills, it is often seen that English learners dominate a certain kind of conversation, so that in English in the context of everyday communication, but it is common to find that even struggling with problems to acquire properly Cognitive academic linguistic competence (Recino, 2010)

The learner of a second language tends to build a mental grammar.

The grammar is modified the more the student becomes involved with the second language.

Followed that it will produce a series of errors that can be caused by the influence of the mother tongue Excessive load or grammatical mistakes of their learning process, their creative and cognitive learning. Each time when the student becomes involved with the second language goes through a series of steps that approach increasingly become competitive and fluency in it.

Below is a diagram that explains the process of learning English as seen from the point of acquisition of the mother tongue and comparing it shows. (Sprachcaffe - Language Plus, 2011).

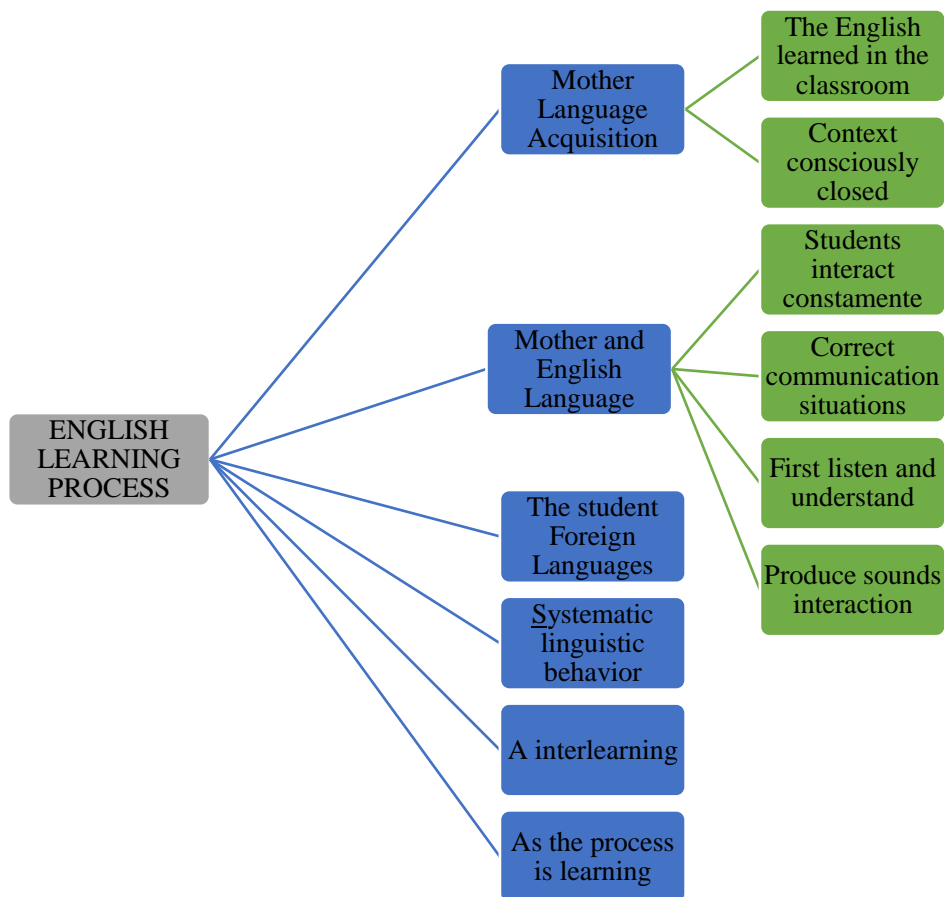


Figure 1: Schematic process of learning English.

Fuente: (Coto, 2010)

2.2.3 DIFFICULTY TO LEARNING ENGLISH

The knowledge about their mother tongue interferes with the process of second language learning making this the leading cause of mistakes made, one of the major problems of student second language, is that it tends to transfer forms, culture and meanings of their mother tongue to the second language productively as both receptively (Sprachcaffe - Language Plus, 2011).

The student can have the following difficulties encountered by the student to learn to speak English are:

- Differences phonics and phonemic English with Spanish and other languages.
- Adverse sociocultural factors.
- Students whose native language is Spanish often stumble and feel stuck in their learning English, sometimes this causes is increasingly demotivated and more see their learning as difficult to overcome.

It will create mental barriers that prevent you from ever learning the right way, so it is considered that it is not suitable or able to acquire the second language, each level comes forward, topics and grammar are difficult increasingly he feels a degree that leads disadvantage and that is far behind other classmates.

The student is not aware that the difference between both Spanish and English phonological systems, is the most marked when wanting to learn speak English difficulty. If a phonetic error may cause some foreign air in the ears of a native speaker, the truth is that phonological can cause miscommunication. Because of this, besides the student with Spanish mother tongue does not know this one hundred percent, it is that there is so much backwardness and lack of participation in oral English in the classroom.

Lack of interest and motivation for fear English this factor is the most important obstacle in learning English. Most students are not interested in learning the language and just think about passing the course, thus because they are not

interested, they do not listen to their teacher and do not learn anything, even if they learn something they will forget it quickly, because they are tired of its repetition. English teacher should encourage the students to learn the language by repeating. This encouragement should not be verbalized, but some awards should be considered to increase the motivation and interest in students. Students should be encouraged to repeat the language, because the language can be learn only by repetition. (Martínez N. , 2008). This investigation was targeted to identify through observations the causes of the deficiencies in English teaching-learning process with students of Second Year High School at Unidad Educativa San Vicente de Paul. Furthermore, it was used an observation guide applied to the teacher and students respect lively.

There were observed general aspects of class to deeply understand the problem, such as: comfortable environment in the class, enough furniture in the class room, the class space, place is suitable to hold class, enough text book, use a correct methodology by the teacher, teachers confidence, aspects to consider the teacher observation, appropriate teaching method explain instructions clearly, students participation, create a comfortable atmosphere into the class, aspects to consider in the observation of students, analyze and understand the teachers instructions, speak Spanish at the moment to express ideas, participate in class asking questions, feel comfortable in English class, interact between them

The obtained outcomes showed that the most common factor for students do not develop their listening and speaking skills is the lack of vocabulary that does not let students to hold and understand a conversation. They do not speak English to answer teacher's questions; they prefer to use their mother tongue. For this reason, they cannot follow all her instructions to develop tasks.

2.2.2. Classroom atmosphere

Another factor observed to identify the causes of the deficiencies in listening and speaking skills with the students involved in this research was the classroom atmosphere. It is fundamental to know when the teacher creates a positive environment, students learn better. Every student wants to feel safe and important into the classroom, for that reason the teacher must take into account that a good

setting does not just happen; it must be created. (Wilson & Wilson, 2014) Regarding to this feature, students said that the environment is good; they felt comfortable because the class environment was funny and cheerful. The facts described would suppose a wonderful class, but the observation applied showed the contrary, it was noticed that in some cases the teacher lost the control and could not manage the classroom because students confused the freedom to participate in an interactive class with decadence, so that they feel comfortable and participate in activities the teacher proposes. In addition, he could do material to decorate the classroom and make the environment enjoyable. (Wilson, I; Wilson, D, 2012)

2.2.3. Classroom furniture

It is becoming increasingly obvious that classroom furniture is very important for a meaningful learning, so this is another factor analyzed in this study. Both teacher and her students need to be comfortable at all times. Everybody knows how important is to have a comfortable desk to work better.

Students of second year of high school said that infrastructure is deficient at their school so they feel comfortless. The results obtained from the observation revealed that students show the most positive motivation and learning patterns when their school settings are suitable. When they had the opportunity to work outside the classroom, they could improve their skills and their knowledge enjoying the learning process. As a solution, the authorities of the High school could enable an English laboratory where the physical space is adequate and students have all the facilities to learn and develop their skills. (Sprachcaffe - Language Plus, 2011)

2.2.4. Textbooks

Learning may take place beyond the boundary of textbooks and the classroom; it may take place through a diversity of learning materials and experiences, aspects also considered in this research. Although, textbooks are not the single learning resource, they still play an important role in student learning. Textbooks are not only teaching materials for teachers, they also help students for preparation and revision purposes (Textbook Committee, Education Bureau, 2014). From the point of view of schoolchildren, their textbooks are the necessary tools to learn new topics, colorful

graphics and pictures into the textbooks are very helpful for them. It was identified that the students were more concentrated when developed tasks in their books than when the teacher explained using the board because she only wrote sentences or words which did not get students' attention. For the teacher, the quality of a textbook is fundamental. However, the work in textbook do not allow to develop the listening and speaking skills because students do not talk with their classmates and neither with their teacher, they only write and do not practice these skills.

As a solution, the teacher should try to work with students using extra material where they can practice their listening and speaking and not only reading and writing, activities like playing audio scripts with original sounds of native speakers, videos, movies, etc. (Textbook Committee, Education Bureau, 2014).

2.2.5. Teacher's instructions

Another important analyzed point was the teacher's instructions; factor considered to be an essential part of being a successful teacher. The teacher is going to be spending many time telling students what, how, and when to do a task. However, if the students do not understand what she is saying, all her instructions are going to be rubbish. The teacher has to be patient and not get angry. Some students argued that it is easy to follow the teacher's instructions due to they pay attention and also teacher's gestures or movements helps them to understand what she is telling. However, there are students who do not pay attention, they prefer to do other activities or talk with their classmates and do not follow teacher's instructions.

For example, if the teacher says, "Good morning guys, thank you, sit down please" they obviously will sit down, but they do not know what these phrases mean, they only repeat what their classmates do. The teacher's point of view were differs from what students said, she stated that all students follow and respect her instructions.

When students do not understand, they do not learn and consequently, they do not develop their skills, listening and speaking specifically. There are some solutions to face this problematic, for example: the teacher should give clear instructions to the whole class, being sure that everyone understood, for this she has to evaluate the

instructions and when there are doubts, it would be good to repeat the instructions or explain them using Spanish but, only when necessary. (Coto, 2010)

2.2.6. Speaker's ability

Another fundamental issue examined was the speaker's ability. The capability to use a language involves individuals' expertise to pay attention to things, persons and events, even when the things and persons are absent and the events are not taking place. Language gives definition to our memories and, by translating experiences into symbols, converts the immediacy of craving or abhorrence, or hatred or love, into fixed principles of feeling and conduct.

Language, in other words, is how we think and feel it is how people process information and remember, it is our operating system. (Fisher, Frey, & Rothenberg, 2008). The obtained results revealed important facts, the students said that the speaker's ability is always important in the communication, and the teacher agreed with them because she thought that the speaker's ability is vital to understand the instructions or the dialogues.

It was observed that students and the teacher as well do not have a good developed speaking skill because they made many grammatical and pronunciation mistakes, pauses, hesitations and the conversation was not fluid at all. In consequence, if the speaker is not understood, the listener cannot receive the message properly, so the speaking and listening skills will not be developed.

2.2.7. Use Spanish in the classroom

It was investigated the use of Spanish as a factor of the deficiencies to learn English. The outcomes evidenced that, because of the influence of their mother tongue students memorize vocabulary and grammar structure, complete exercises using.

A lot their dictionaries, so it means "translation", that is why, most of students find themselves unable to do more than asking so basic questions. It is common that students prefer to talk using their mother tongue because it is easier to understand and be understood. Students of second year of high school talked in Spanish during the English classes because speaking in English is not important for them so they

did not put interest in improving their productive and receptive skills. For the teacher in some cases that attitude was acceptable because He considered that, complicated topics must be explained in Spanish for a good understanding, he preferred to speak in Spanish to complete the task. It causes that students do not have interest in learning English. But the teacher should realize that this is a process, and that as much students listen and produce the target language, as much their communicative competence will be developed.

Another analyzed factor regarding to Spanish was the awareness of the target language use. Once someone learns a new language, it is common to have in mind the mother tongue as a source to use when the person does not know how to continue a conversation, so people translate and then speak. As the native language is always available, people do not learn the target language. It is easier for students to use Spanish than English that is the reason they believe that the use of Spanish is acceptable in English classes because they can talk without interruptions and confusions, but in this way, they will not learn. The teacher said that students prefer using Spanish because English is difficult for them, so they do not practice and then they do not develop their oral skills. In the classes, it was noticed that both teacher and students used Spanish, which will not allow them to have a good learning process. The target language must be used as much as possible and the mother tongue just when necessary because the skills studied in this research will not be develop.

2.2.8. Academic relationship between the teacher and students

This issue is a factor that evidences the academic relationship between the teacher and students is not effective. (Kohnert, 2005) States that when children enroll at the school, they try to establish a relationship with people around them especially the teachers. If teachers understand their students there is a good relationship because when students have problems in school, they can speak freely with teachers and they can find a solution together. When the relationship and communication student - teacher is kind, students have more respect for the teacher and they pay more attention to the classes. However, if that relationship is bad; going to school and classes become the biggest nightmare for the student and for the teacher too.

Students at second year of high school assumed that the relationship with the teacher is excellent because of she is quiet and permissive; she had the same opinion, she considers herself like a confident and a friend, who can talk about different topics with them.

The results obtained by the observation showed the contrary, students did not feel comfortable with the teacher, they saw her as the authority, and thus, they felt nervous and shy to do a good work. In consequence, students do not speak in English, and will never develop their speaking skill as well as their listening one. Trying to give a solution to this problem, it is advisable to know deeply the academic and behavioral background of their students for trying to find a specific methodology which fits to all of their individual needs.

2.2.9. Use English to ask tasks

However, the researchers had observed that these activities were deficient because students did not remember the vocabulary and could not use them when talking. The activities could be excellent but if the teacher and students do not participate together, they will not work and the skills will not develop. Some activities could help to students remember the vocabulary, for instance the teacher could use a “vocabulary bag” with the words written in some strips of card, and at the beginning of the class each students takes a card and says something related with it, day by day students can bring sentences using an specific word, each student in different contexts (Sprachcaffe - Language Plus, 2011)

2.2.10. Feel comfortable in English class

According to students, the lack of vocabulary usually breaks the continuous process in a conversation to feel comfortable in class, when they did not know a word they stopped the conversation because they did not know how to keep it going. In the same way, the teacher said that if the speaker and the listener do not have enough vocabulary, they would not be able to understand and therefore maintain an uninterrupted conversation. In addition, all of the above was confirmed by observations when the investigator realized that the ongoing process in the

conversations was deficient because the students did not speak fluently and did not follow the pace of the conversation respecting the turn-taking rules. It causes that the listening and speaking skills will not develop in the class. (Savage, 2011: 42).

2.2.11. Students' behavior

Finally, the students' behavior is another factor for the deficiencies in teaching-learning process. In foreign language learning context there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, age, personalities, (Mouili; Bouhamidi; Bakader; Maameri 2014). For facing this reality, the teacher should be a friend of the students, and show confidence for students feel good in the class and work better, in this way, the learning process becomes meaningful and the academic goals would be achieved.

2.2.12. Cohesion and Coherence

According to Halliday and Hasan (1976), the writer is able to hold together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. They also claim that cohesion is a factor that indicates whether a text is well-connected or merely a group of unrelated sentences. It should, however, be noted that though involved with meaning between sentences, cohesion does not deal with content of a text. Halliday and Hasan (1976) explicitly state that "cohesion does not concern what a text means; it concerns how the text is constructed as a semantic edifice". That is, although cohesion usually plays a role in a paragraph, it does not lead to the global flow of a text across paragraphs. Coherence can be regarded as a connection between utterances with discourse structure, meaning, and action being combined (Bitelia, 2011)

2.2.13. The influence of the mother tongue

It was investigated the use of Spanish as a factor of the deficiencies in the process of learning English. The outcomes evidenced that, because of the influence of their mother tongue students memorize vocabulary and grammar structure, complete exercises using.

A lot their dictionaries, so it means “translation”, that is why, most of students find themselves unable to do more than asking so basic questions. It is common that students prefer to talk using their mother tongue because it is easier to understand and be understood. Students talked in Spanish during the English classes because speaking in English is not important and this subject is only part of a club so they did not put interest in improving their productive and receptive skills. For the teacher in some cases that attitude was acceptable because she considered that, complicated topics must be explained in Spanish for a good understanding. The mother tongue also affects the process of learning English when individuals apply knowledge from their native language to the second one. It could be automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. The transfer is governed by learners’ perceptions about what is transferable and by their stage of development in L2 learning (American Speech Language Association, 2010)

The students argued that the use of mother tongue sometimes positively influences in the accurate development of the listening and speaking skills, by contrast, the teacher stated that L1 acts negatively because it causes misunderstandings when students confused language structures. Likewise, the observation showed that the use of L1 in English classes have really negative consequences, students have a lot of problems when dealing with adjectives, false cognates, pronunciations features etc.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN.

In this research it use the scientific method because through this, it is possible to get the appropriate data to understand, analyze and interpret the factors that incidence in the teaching English with students of second year of high school.

3.2.TYPE OF RESEARCH

In this work the qualitative research will be used because through this research, is possible to describe the events, facts, behavior of the students in class; and also attaches such experiences based on aspects that are consider in the teaching process. Documentary.- It will base on the application of documents that establish general rules that are applied in the investigation through books, articles that establish punctually every fact that is relevant to the investigation.

In this research is used the ethnographic design because through this, it is possible to collect, observe and describe direct information of the students necessities to learn the language.

The reserch took place in Unidad Educcativa San Vicente De Paul, fisrtable we setup a, Observation templates: observation preparation tool, as we used it to establish some questions or criteria that were used as a basis and, therefore, helped to define the objectives and the focus of the observation,then we aplyed to students during the September 6th true March 25th, 2017

3.3. LEVEL OF RESERCH

In this work the exploratory research will be used because this work has a scientific knowledge and bibliography which support the investigation, also the information will be taken directly from the students of second year of high school at Unidad Educativa “San Vicente de Paul” we aplyed to studentsperiode time of study was September 6th true March 25th, 2017.

As the population was relatively small, a sample was not necessary; in consequence, the research was done.

3.4. POPULATION AND SAMPLE

This research will take place in the second year of high school at Unidad Educativa “San Vincent de Paul” with a population of three English teachers and seventeen students for this reason it is work with twenty people. As the population was relatively small, a sample was not necessary; in consequence, the research was done

3.5. PROCEDURE

The research project was developing from September 2016 to March 2017. In the beginning we make a contact to the director of Unidad Educativa San Vicente de Paul to approved the request in order to apply the research in the institution, then elaborate an observation guide according to the topic of the problem, which was Analysis of the Incidence of Teaching English in students of high school, contact to the supervisor of English language director explained the reason for our research in the Institution.

After it is approved, went to the teacher who is in charge of English area and explained our intentions, he gave us the aperture to do our project than we made a work schedule was during our observation research, in the mid of the time we elaborate and designed the observation guide. It was designed thinking about all aspects to be observed and facilitating the possibility of classifying the registers.

After that, the researcher asked to the three professors in charge of the subjects at Unidad Educativa San Vicente de Paul for authorization to attend classes as observer with a non-participative role, to collect the required information, at this time the researched have registered all the aspects observed in the observation guide.

3.6. WORK FIELD

The research project was developing from September 2016 to March 2017. At the beginning we make a contact to the director of Unidad Educativa San Vicente de Paul to approved our project, then elaborate an observation guide according to the problem, which was to analysis the Incidence of Teaching English in students of high school.

In this research it was used the following techniques:

The process followed for this research is as follows:

First of all, the researcher designed the observation guide. It was designed thinking about all aspects to be observed and facilitating the possibility of classifying the registers. After that, the researcher asked to the three professors in charge of the subjects at Unidad Educativa San Vicente de Paul for authorization to attend classes as observer with a non-participative role and of course explaining to each one the purpose of this observation. Saying each one, that this research project is based on the Incidence off teaching English to students of second year of high school, and clarifying that this is not a criticism but a project that can help to improve the teaching learning process. The researcher attended to class from September-March, which was enough time to collect the required information, at this time the researched have registered all the aspects observed in the observation guide.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF DATA

This research was aimed to the teacher in charge of the English area in the second year of high school at Unidad Educativa San Vicente de Paul. This project was focused on the incidence of teaching English to students. This work was developed with the collaboration of institution authorities, Tutor, English teachers of second year of high school. The aspects used to gather information were internet and books were elemental for looking information. At the same time the observation sheets were useful to collect directly a relevant information about students and get conclusions about the topic.

The observation guides were applied from September until March, 2017. This guides permitted us evaluate teacher and student's performance in class. All this was possible because of authorities, teachers and students collaboration. Concluding the observation, all guides were analyzed carefully to get results and emit comments about the influence to teach English to students.

4.1.ANALYSIS OF GENERAL ASPECTS OF THE CLASS

OBJETIVE	ITEMS	ANALYSIS	CONTRAST WITH THEORY
<p>To identify the aspects that influence the teaching of English in students.</p>	<p>There is a comfortable environment in the classroom</p>	<p>It is a comfortable classroom because is spaced. It is fundamental to know when the teacher creates a positive environment, students learn better. They felt comfortable because the class environment was funny and cheerful. For the teacher, it was very important to make a friendly classroom environment due to she believed that students could participate and learn better when they were motivated and interested on the topic, according with the requirements of Ministerio de Education</p>	<p>Another factor observed to identify the causes of the deficiencies in listening and speaking skills with the students involved in this research was the classroom atmosphere. It is fundamental to know when the teacher creates a positive environment, students learn better. Every student wants to feel safe and important into the classroom, for that reason the teacher must take into account that a good setting does not just happen; it must be created. (Wilson & Wilson, 2012)</p>
	<p>There is enough didactic material in the classroom (books)</p>	<p>Their textbooks are the necessary tools to learn new topics, colorful graphics and pictures into the textbooks are very helpful for them. It was identified that the students were more concentrated when developed tasks in their books</p>	<p>Learning may take place beyond the boundary of textbooks and the classroom; it may take place through a diversity of learning materials and experiences, aspects also considered in this research. Although, textbooks are not the single learning resource, they still play an important role</p>

			in student learning. Textbooks are not only teaching materials for teachers. (Textbook Committee, Education Bureau, 2014).
	– The place is suitable to hold classes	Students learning is influenced most directly by classroom conditions to hold classes, there is a suitable to hold classes for them, because it is not much noise come from outside and the student concentrate, pay attention to the teacher and have meaningful learning.	Another factor observed to identify the causes students involved in this research was the classroom atmosphere. It is fundamental to know when the teacher creates a suitable environment, students learn better. Every student wants to feel safe and important into the classroom, for that reason the teacher must take into account that a good setting does not just happen; it must be created. (Wilson & Wilson, 2012)

4.2. ANALYSIS OF ASPECTS TO CONSIDER IN TEACHER OBSERVATION

OBJETIVE	ITEMS	ANALYSIS	CONTRAST WITH THEORY
<p>To describe the process of teaching English language used by the teacher in class.</p>	<p>Teacher uses the appropriate methodological strategies in teaching – learning process.</p>	<p>Teacher used appropriate strategies to teach English, like educative games to have their attention and developed activities in a good way, it using a grammar translation method because some students did not understand end the teacher use their mother tongue to communicate in the classroom.</p>	<p>Every student wants to feel safe and important into the classroom, for that reason the teacher must applied the correct strategies to the process teachin learning take into account that a good setting does not just happen; it must be created. (Wilson, 2014)</p>
	<p>Develops speaking skills</p>	<p>During English classes it was noticed that the students did not understand the question. For example, in a role play, Simon said, the teacher explained them the rules of the game, using fluent English language, Therefore the students did not understand clearly how develop the activity explained before. As a result, they had misunderstanding about the activity.</p>	<p>A fluent speaker may well make grammatical errors but will speak efficiently (without pauses). They will be able to speak freely and talk with native speakers about many different subjects. (ICAL TEFL, 1998)</p>

	<p>Teacher encourages their students to participate in class activities</p>	<p>The teacher encourage students to increasing participation using strategies like rewards, extra points in assessments, extra brake time there is when students felt motivate an participate in class activities.</p>	<p>In the problem-based approach, complex, real world problems are used to motivate students to identify and research the concepts and principles they need to know to work through those problems. Students work in small learning teams, bringing together collective skill at acquiring, communicating, and integrating information” (Dubh, Groh & Allen, 2001).</p>
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4.1.3 ANALYSIS OF ASPECTS TO CONSIDER IN THE OBSERVATION OF STUDENTS.

OBJETIVE	ITEMS	ANALYSIS	CONTRAST WITH THEORY
To specify the importance of teaching English to the students.	Cohesion and coherence fluency at the moment of asking questions	It was performed a game Simon says and they took whith no meaning, that considered that low fluency was the most important problems that students had inside classroom. Because they did not reply teacher questions, they did not understand the explanation of the class, they did not understand how make homework etc. As a result, the students did not have something to say or did not felt the need to speak.	It means the connection of whole ideas at the sentences level. According to Halliday and Hasan (1976), the writer is able to hold together meanings in the related sentences in a number of ways, and cohesion is created to establish the structure of meaning. Coherence can be regarded as a connection between utterances with discourse structure, meaning, and action being combined (Schiffrin, 1987).
	Teachers confidente- friendship	Students were without self-confidence, because when the teacher asked some question about the topic. For example; what do you do after school, the students did not answer to the question, they felt very insecure about themselves, and they did not show a positive attitude. As a result, they develop a low self-confidence.	This issue is a factor that evidences the academic relationship between the teacher and students is not effective. States that when children enroll at the school, they try to establish a relationship with people around them especially the teachers. If teachers understand their students there is a good relationship because when students have problems in school, they can speak freely with teachers and they can find a solution together. Borce Pasoski (2015)
		It was noticed the use of borrowing words and terms	The mother tongue also affects the process of

	<p>Students use their mother tongue to communicate in class.</p>	<p>were frequently. Undeniably, when the students needed to express in English, they always thought in their native language, which was Spanish, for example, “disculpe puedo ir al bathroom”? Or “Puedo utilizar mi pen”? On other hand, when the teacher was asking how are you today? The students’ answers were, bien, and so. Thus, as you can notice that the students showed difficulties with borrowing words from Spanish to English or vice –versa.</p>	<p>learning English when individuals apply knowledge from their native language to the second one. It could be automatic transfer, due to habit, of the surface structure of the first language onto the surface of the target language. The transfer is governed by learners’ perceptions about what is transferable and by their stage of development in L2 learning (Bhela, 1999).</p>
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4.3. OBSERVATION GUIDE APPLIED TO THE STUDENTS OF SECOND YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA SAN VICENTE DE PAUL.

UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

OBSERVATION GUIDE TO APPLY TO THE STUDENTS AND TEACHERS OF SECOND YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA "SAN VICENTE DE PAUL", CHIMBORAZO PROVINCE.

DATE: -----

A= Always	S= Sometimes	R= Rarely	N= Never
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INDICATORS	OPTIONS			
	A	S	R	N
GENERAL ASPECT OF THE CLASS				
There is a comfortable environment in the classroom				
There is enough didactic material in classroom				
The place is suitable to hold classes				
ASPECTS TO CONSIDER IN TEACHER OBSERVATION				
Teacher uses the appropriate methodological strategies in teaching-learning process				
Develops listening and speaking skills				
Teacher encourages their students to participate in class activities?				
ASPECTS TO CONSIDER IN THE OBSERVATION OF STUDENTS.				
Cohesion and coherence fluency				
Teacher's confidence				
Students use their mother tongue to communicate in class				

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

The results of the pretest demonstrated what was established at the beginning of this research as a problem in the Unidad Educativa San Vicente de Paul: a low level of participation of students and a low development of basic language skills because they are not interesting in English learning neither find it easy to learn nor useful in their lives.

There is a significant relationship between communication in the classroom and the academic performance of students, a number of students will require support to meet the objectives of the prescribed curriculum. This support may be in the form of changes in teaching strategies, approaches or materials and may require the support of resource, Individual students may be better suited to learning in a particular way, the learning process as itself a function of communication, and this is not to say that learning is classroom communication. Active classroom participation is not in itself sufficient, however; the cognitive processes must be brought into play. Learning multiple languages is important, while this might seem like an elitist point of view, it actually is not; because of the number and power of the countries that do speak English, English has become the language that is the “international business language, it is incredibly important for them. ESL is important to give all students an opportunity to learn, even if they do not have a complete grasp on the English language process. In addition, solutions were proposed the importance of Teaching English to the students.

5.2. RECOMMENDATIONS

Activities should be proposed to let students knowing the importance of learning English, develop positively. Therefore, they will have an updated knowledge and they will know different kind of methods, technique or strategies to teach English, with the teacher’s guide to get meaningful learning.

Activities should be proposed in order to awake students' interests to develop them. It is suitable to use audio scripts, dialogues, and projects to improve the interest for learn English. Furthermore, using extracurricular help to students enjoy working and learning outside the classroom and the Spanish language should be used only when necessary to clarify students' doubts.

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ATTACHMENTS



UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGIAS

CARRERA DE IDIOMAS

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