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OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITY  
SCHOOL OF ENGLISH LANGUAGE**

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**EFL teacher's methodology and classroom management  
impact on second baccalaureate students' academic  
performance at Unidad Educativa "Mayor Horacio Zurita  
Bayas"**

**AUTHOR:**

**Barreto Barzola, Richard Moisés**

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**PROJECT ADVISOR:**

**Vásquez Barros, Mariela Fátima**

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## **CERTIFICATION**

We certify that this research project was presented by **Barreto Barzola, Richard Moisés** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

## **PROJECT ADVISOR**

---

**Vásquez Barros, Mariela Fátima, MSc**

## **DIRECTOR OF ACADEMIC PROGRAM**

---

**González Ubilla, Stanley John, MSc**

**Guayaquil, on the 14<sup>th</sup> day of September of 2017**



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The Senior Project: **EFL teacher's methodology and classroom management impact on second baccalaureate students' academic performance at Unidad Educativa "Mayor Horacio Zurita Bayas"** prior to obtaining the **Bachelor Degree in English Language with a Minor in Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

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**VÁSQUEZ BARROS, MARIELA FÁTIMA**  
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## ABSTRACT

This study aimed at determining the ways in which the current EFL teacher's methodology and classroom management techniques may be contributing or not to academic performance in an EFL second baccalaureate class at Unidad Educativa "Mayor Horacio Zurita Bayas". The data was collected through the analysis of the English records provided by the institution, a Communicative English Language Teaching (CELT) classroom observation checklist, a Behavior and Instructional Management Scale (BIMS), and a focus group. The findings showed that this group of students have scored low in this subject, that the teacher employs only few aspects of a communicative approach, that the teacher follows an interventionist style regarding classroom management, and that the actual teaching methodology and management strategies applied in class affects negatively in students' academic performance. Thus, a lesson plan based on the application of communicative approaches was designed and proposed to solve the problems found in this research project and assure students to improve their English academic performance.

**Keywords:** *EFL, classroom management, EFL methodology, academic performance, communicative approaches, English language teaching.*

## INTRODUCTION

Nowadays, there is a huge concern about effective teaching English as a Foreign Language (EFL) in secondary schools in Ecuador. The ever-growing need for good English communication skills has created a huge demand for English teaching not only in our country but also around the world (Richards J. , 2006). Thus, in the last decade, the Ecuadorian government together with the Ministry of Education has been strengthening EFL practices in Ecuadorian classrooms.

For instance, the last English curriculum proposal provided by the Ministry of Education (2016) highlights the importance of developing communicative skills rather than “linguistic content learning”. It stresses that “the goal of foreign language learning is not to turn learners into experts in linguistics, but rather future citizens who are competent in the use of a second language for oral and written communication” (p. 3). For that reason, it would be ideal that schools both private and public apply the trendiest and most useful approaches to convey learning and production of the language in the English area. Hence, it is necessary to avoid any old-fashioned teaching methodology and classroom management techniques.

Furthermore, the Ecuadorian in-Service English Teacher Standards (2012) created and established The English Language Learning Standards (ELLS) which are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. At the end of third baccalaureate, Ecuadorian students must get the B1 level, according to the Common European Framework of Reference of Languages (Ministry of Education, 2016). Therefore, Ecuadorian teachers should put all their effort, use their creativity and teaching abilities to make students reach that level.

In general, the best way for teachers to help students to learn the target language is to apply the meaningful methodologies or strategies that have been proven to work. However, there are teachers with the power in front of the class that still use traditional teaching approaches.

## STATEMENT OF THE PROBLEM

Unidad Educativa “Mayor Horacio Zurita Bayas” is located at the northwest of Guayaquil, Florida Norte, and it has been working for the community since May 2, 1996. Its mission is to deliver entrepreneur, baccalaureate students able to use their acquired skills, techniques and knowledge along with humanistic preparation. There are 20 teachers from which three are English teachers. More than 500 students belonging to a low-medium socioeconomic level are now receiving integral preparation to reach academic excellence.

As it is known for many people and by experience, the need of learning English has been demanding for a long time. In order to meet the needs, this subject has been taught in this institution for quite a while. However, the results have not been good enough especially in the high school section. The minimum grade to approve any subject, according to the Ecuadorian scoring system, is seven over ten. By reviewing the registers of the English subject of the 2016 school year period, in the first baccalaureate, it was found that in the first term 16 out of 41 students scored less than seven. In the same way, in the second term 22 students graded low; and, finally 17 students marked less than seven at the end of the school year.

By law, these students had to follow a remedial process to approve the subject. They received extra classes and took the recovery exam. Afterwards, only two students could approve it; and the others continued to a remedial exam. In the same way, only four passed the remedial exam. The others got through the next step –the final exam. However, this exam is administered if it is the only subject to approve, otherwise they failed the course. Thus, just one student took that exam and the others failed.

Somehow, this low achievement could mean that they presented difficulties during the learning and teaching process. The reasons can be many and related to the students themselves, their family background, the place in which they grow up, the school environment, and others; but for the purpose of this study, it is going to focus on academic factors such as the methodology and the classroom management techniques the teacher uses.

Therefore, if the institution wants to fulfill its academic excellence goals, it is necessary to know what is happening with the subject, address the problems and take action immediately.

## **JUSTIFICATION**

Society development is deeply linked with the education system success. Nevertheless, problems usually arise and do not contribute to achieving goals. Somehow, that is what is happening with teaching English as a Foreign Language (EFL) in most of the countries where English is not the mother tongue. So, examining this subject process at Unidad Educativa “Mayor Horacio Zurita Bayas” is a matter of study since EFL is part of the quality education and government priority that Ecuador is trying to reach. Moreover, this study is going to be necessary in order to characterize the circumstances and factors that lead students of second baccalaureate to keep low records in English and have difficulties in the learning process.

The most important beneficiaries of this report will be the students of second baccalaureate. This paper will help to detect the origins of such poor performing in the EFL classroom. Knowing the problems, the teacher can decide the best approach to facilitate the learning process. The teacher can also reflect on their own performance and how it is affecting the students' achievement.

Parents will also benefit from this study. First, it is because they are going to be aware of the importance of learning a new language. They will encourage their children to study English for it is going to be useful when they start university and looking for job opportunities. Second, parents will be aware that learning English at school is an added value to take advantage of since English is now compulsory so as to reach B1 level, according to the Common European Framework of Reference for Languages (CEFR), by the end of the third baccalaureate. Finally, parents will save money and reduce their burden because taking extra English classes at another institution, academy or online is expensive.



Furthermore, the institution can use this paper to take the necessary actions to correct this situation, have less low-scored students and increase their prestige level.

## **RESEARCH QUESTIONS**

- What is the current EFL teacher's methodology, classroom management strategies and second baccalaureate students' academic performance at Unidad Educativa "Mayor Horacio Zurita Bayas" in the English subject?
- How is the EFL methodology affecting second baccalaureate students' academic performance?
- What is the relationship between EFL teacher's classroom management strategies and second baccalaureate students' academic performance?

## **GENERAL OBJECTIVE**

- To determine in what ways the current EFL teacher's methodology and classroom management may be contributing to academic performance in an EFL class among second baccalaureate students at Unidad Educativa "Mayor Horacio Zurita Bayas".

## **SPECIFIC OBJECTIVES**

- To characterize the current EFL methodology, the classroom management strategies used by the English teacher and the second baccalaureate students' academic performance.

- To establish how the EFL teacher's methodology might influence students' academic performance.
- To determine how the EFL teacher's classroom management strategies may impact students' academic performance.

# 1. THEORETICAL FRAMEWORK

## 1.1. Introduction

It was thought in the last centuries that there was a unique way of teaching that could work for all students of English so that the problem of language teaching could be solved (Richards J. , 1987). Today, as it was in the 18<sup>th</sup> century, to find the best way to teach is still one of the major concerns for language teachers. In fact, Nunan (1991, p. 228) declares that “it has been realized that there never was and probably never will be a method for all, and the focus in recent years had been on the development of classroom tasks and activities”.

## 1.2. The concept of methodology

Methodology has been described in different ways (Rodgers, 2001). He personally suggests that:

... it is as that which links theory and practice. Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology. (p. 3)

According to the Longman Dictionary of Language Teaching and Applied Linguistics, methodology is:

1. (in language teaching) the study of the practices and procedures used in teaching, and the principles and beliefs that underlie them. Methodology includes:
  - a) Study of the nature of language skills (e.g. reading, writing, speaking, listening) and procedures for teaching them

- b) Study of the preparation of lesson plans, materials, and textbooks for teaching language skills
  - c) The evaluation and comparison of language teaching method (e.g. the AUDIOLINGUAL METHOD)
2. Such practices, procedures, beliefs themselves. One can for example criticize or praise the methodology of a particular language course. (Richards, Schmidt, Kendricks, & Kim, 2002, p. 330)

Under this line, Nunan (1991) mentions that “there has been a tendency historically to equate methodology with method” (p. 3). However, there is a difference. Whereas methodology is the “study of” the teaching practices and procedures, method is “a way of teaching a language which is based on systematic principles and procedures, i.e. which is an application of views on how a language is best taught and learned and a particular theory of language and of language learning”. (Richards, Schmidt, Kendricks, & Kim, 2002, p. 330)

### **1.3. Language teaching methods**

R. Howatt (1984) detailed how the practice of language teaching changed throughout the years. He tells how, around 1400 and 1800, English reemerged and how other languages started to be taught at European schools. In the same way, he states how between 1800 and 1900, this idea of language teaching expanded to Europe and other continents. Also, it gives details about how ELT became an independent profession and the issues regarding teaching and learning it brought since 1900 until now. However, for the aim of this paper, the focus will be only in this last period in which English started playing a key role in the educational system and methods appeared. Famous authors such as Larsen-Freeman, Douglas Brown and Richards and Rodgers have distinguished different methods that are historically known. In the following table, they are listed and slightly described.

Table 1  
*EFL Teaching Methods through the Years*

METHOD	CHARACTERISTICS
<b>Grammar- Translation Method (1840s)</b>	<ul style="list-style-type: none"> <li>- Detailed analysis of its grammar rules.</li> <li>- Translating sentences and texts into and out of the target language.</li> <li>- Memorizing rules and facts.</li> <li>- Vocabulary items are presented with their translation equivalents.</li> <li>- Accuracy is emphasized.</li> <li>- Grammar is taught deductively.</li> <li>- The student's native language is the medium of instruction.</li> </ul>
<b>Direct Method (1950s)</b>	<ul style="list-style-type: none"> <li>- Classroom instruction is conducted exclusively in the target language.</li> <li>- Every new vocabulary and sentences are taught orally.</li> <li>- Oral communication skills are built up.</li> <li>- Grammar is taught inductively.</li> <li>- Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.</li> <li>- Correct pronunciation and grammar are emphasized.</li> </ul>
<b>Oral Approach (1930s)</b>	<ul style="list-style-type: none"> <li>- Material is taught orally first.</li> <li>- The main focus is on the target language.</li> <li>- New language is introduced and practiced simultaneously.</li> <li>- Items of grammar are graded according to the level.</li> <li>- Reading and writing are introduced once a sufficient lexical and grammatical basis is established.</li> </ul>
<b>Audiolingual Method (Army Method - 1950s)</b>	<ul style="list-style-type: none"> <li>- The use of drills and pattern practice such as repetition, inflection, replacement, restatement, completion, transposition, expansion, contraction, transformation, and integration of utterances.</li> <li>- There is little or no explanation of grammar.</li> <li>- Vocabulary is limited.</li> <li>- Pronunciation is very important.</li> <li>- Little use of the mother tongue.</li> <li>- Strong focus on mimicry, memorization and over-learning.</li> </ul>
<b>Communicative Language Teaching (1960s)</b>	<ul style="list-style-type: none"> <li>- Meaning, interaction and effective communication is paramount.</li> <li>- Contextualization is a basic premise.</li> <li>- Comprehensible pronunciation is required.</li> <li>- Any device which helps the learners is accepted varying according to their age, interest, needs, etc.</li> <li>- Attempts to communicate may be encouraged from the very beginning.</li> <li>- Use of native language and translations are accepted where feasible.</li> <li>- Reading and writing can start from the first day.</li> <li>- Communicative competence is the desired goal.</li> <li>- Teachers help learners and motivate them.</li> <li>- Fluency and acceptable language is the goal no matter trials or errors.</li> <li>- Students are expected to interact with other people through pair and groupwork, or in their writings.</li> <li>- Authentic or from-life materials are used (realia, newspapers, magazines, advertisements, etc.)</li> <li>- Diverse types of items can be used to sustain communicative exercises.</li> </ul>
<b>Community Language Learning (1970s)</b>	<ul style="list-style-type: none"> <li>- An interpersonal relationship and trust is first developed.</li> <li>- Class is seated in circle.</li> <li>- The native language is used first. What is said is translated into the target one, repeated and the conversation goes on.</li> <li>- Step by step, students are exposed to less direct translation and more direct communication.</li> </ul>

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<b>Suggestopedia (1970s)</b>	<ul style="list-style-type: none"> <li>- A relaxed state of mind is required for a maximum retention of material.</li> <li>- Music is the central method.</li> <li>- Presentation of vocabulary, readings, dialogs, role-plays, dramas, etc., while playing Baroque music.</li> <li>- Role playing, drama and other activities stimulate meaningful interaction.</li> </ul>
<b>Silent Way (1970s)</b>	<ul style="list-style-type: none"> <li>- The mode, pace and style are determined by the teacher.</li> <li>- Student is just a listener.</li> <li>- Problem-solving, creative and discovery activities are part of learning.</li> <li>- Strong focus on memory.</li> <li>- Students' recall is facilitated by rods and color-coded pronunciation charts (Fidel Charts)</li> <li>- Vocabulary is crucial in language learning.</li> </ul>
<b>Total Physical Response (1977)</b>	<ul style="list-style-type: none"> <li>- The use of a sentence-based syllabus.</li> <li>- Listening and acting are the focus.</li> <li>- No verbal response is necessary.</li> <li>- The imperative is a powerful facilitator of learning.</li> <li>- Commands, complex syntax, and questions are incorporated.</li> <li>- Grammar is taught inductively.</li> <li>- Grammatical features and vocabulary items are selected according to the situations presented.</li> <li>- A fixed number of items are introduced at a time.</li> </ul>
<b>Natural Approach (1977)</b>	<ul style="list-style-type: none"> <li>- Less emphasis on teacher monologues, direct repetition, and formal questions and answers,</li> <li>- Less focus on accurate production of target language sentences.</li> <li>- Emphasis on exposure, or input, rather than practice.</li> <li>- Emotional preparedness for learning.</li> <li>- Willingness to use written and other materials as a source of comprehensible input.</li> <li>- It is for beginners and designed to help them become intermediates.</li> </ul>
<b>Content-Based Instruction (1980s)</b>	<ul style="list-style-type: none"> <li>- It integrates topics or tasks from subject matters within the context of teaching a second or foreign language (Crandall &amp; Tucker, 1990).</li> <li>- It promotes learning of the foreign language through the study of content-related instruction (e.g. Geography).</li> <li>- Use of genuine materials.</li> <li>- Students' motivation is increased since learning focuses on their own interests, needs and practice.</li> <li>- Teachers are dynamic and try to include in their teaching all the skills.</li> </ul>
<b>Task-Based Language Teaching (1980s)</b>	<ul style="list-style-type: none"> <li>- It is based on tasks: comparing, listing, sequencing, ranking, classifying and problem solving.</li> <li>- It ensures an appropriate level of task difficulty so that students can take an active role.</li> <li>- Students focus first on meaning then on form. (Ellis, 2006)</li> </ul>

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*Note:* Created upon Richards and Rogers (1986) and Douglas Brown (2000) work.

Every method presented in the table showed its own characteristics and strategies to learn English. However, there are two important aspects of any language teaching methodology: the “learning strategies” and “learning style preferences” that aimed to reach “communication and production/reception

strategies” (Nunan, 1991, p.168). Furthermore, Willing (1988) found out that there is a connection between learning and teaching styles that enhanced learning, attitudes and motivation. In the same way, “materials, learning tasks and pedagogical exercises” can result in effective language teaching (Nunan, 1991, p. 15).

For the purpose of this study, this paper focuses on Communicative Language Teaching practices. The textbook being used by second baccalaureate students at Mayor Horacio Zurita Bayas follows this approach and focuses on developing student's verbal communication from the beginning.

#### **1.4. Communicative competence**

The main purpose of CLT is communicative competence which according to Ellis (2006, p. 696) is “the knowledge that users of a language have internalized to enable them to understand and produce messages in language”. According to Canale and Swain (1980), communicative competence encompasses linguistic competence (knowledge of how to use structures of the language and vocabulary), sociolinguistic competence (the capacity to use language correctly according to the circumstances, setting, and social situation), discourse competence (coherence and cohesion when talking to someone or in a group), and strategic competence (knowledge of verbal and non-verbal communicative strategies). Thus, communicating requires the active and independent involvement of the student in the production of the foreign language not only inside the classroom but also outside of it.

#### **1.5. Communicative Language Teaching (CLT) activity types**

There are unlimited classroom activities related to CLT instruction to convey communication in students through “information sharing, negotiation of meaning, and interaction” (Richards & Rogers, 1986, p. 76). In addition, Littlewood (1981) points out two kinds of activities: the functional communicative activities and the social interaction activities as it is shown in the following figure:

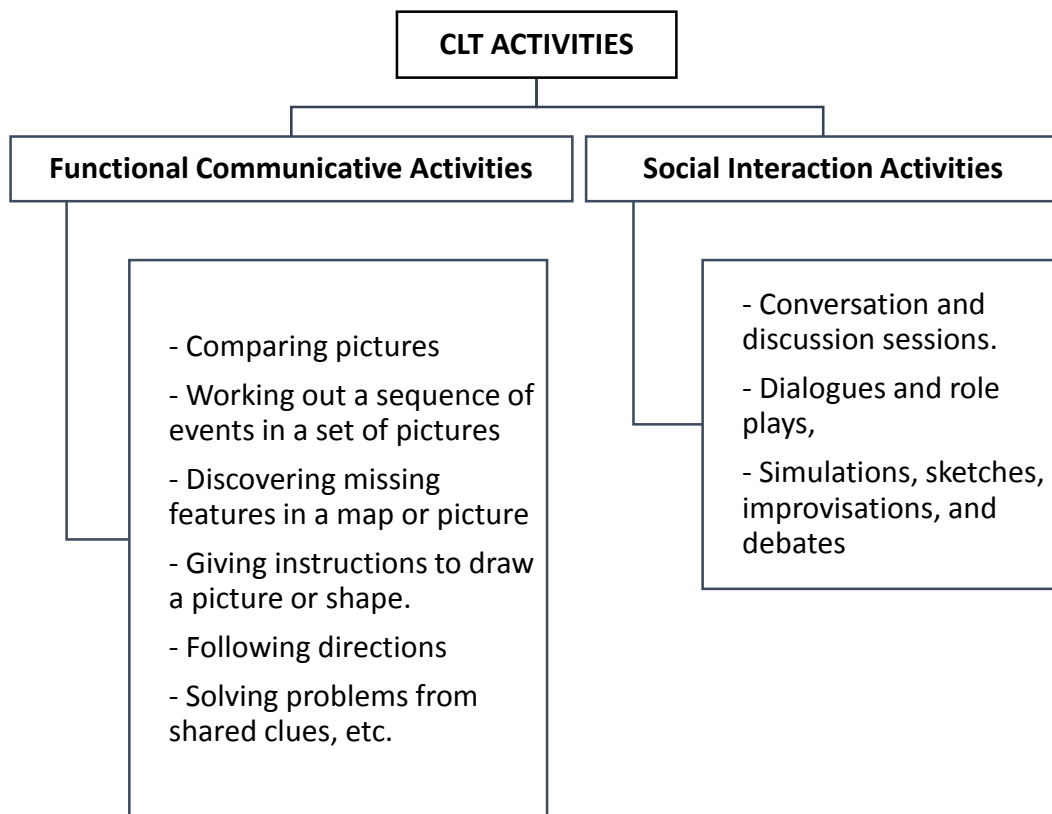


Figure 1. Communicative Language Teaching activities – Classification from Littlewood (1981) and examples from Richards & Rogers (1986).

Furthermore, Nunan (2001, p. 5) talks about “tasks” that involve communicative language use focusing on meaning instead of linguistic structure. He considers a task as:

a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form (p. 10)

These tasks are similar to the functional communicative activities shown in the figure above. However, these tasks should have some input data, they should follow a sequence of activities with a goal in mind, roles for the teacher and for the learner; and they should be done in certain setting (Nunan, 2001).



## 1.6. CLT teaching materials

CLT promotes, in teaching, the use of authentic materials which involves the use of texts (newspapers, magazines, brochures, etc), audiovisual materials (photographs, videos, conferences, announcements, conversations, radio and TV broadcasting, voicemails, etc.), and other teaching resources (webpages, games, blogs, etc.) that are not specially prepared for pedagogical purposes (Richards J. , 1987). It requires from the teacher to be creative and resourceful in adapting the material according to the age, level, and needs of students and in designing activities and tasks to foster communication. Nowadays, some textbook materials already bring some authentic texts and real-world sources to be directly used in the classroom context. Textbook materials can be also beneficial since they provide a frame regarding grammatical and functional aspects of the language, they let students prepared the material before attending classes, and they save time and preparation for the teacher. Thus, Razmjoo (2007) reveals in his study that they can play a fundamental role in EFL classrooms all over the world.

## 1.7. Students' and teachers' roles in CLT

According to Nunan (2001, p. 19) “another trend in recent years... has been the development of learner-centered approaches to language teaching” which has been adopted because of Willing’s study (1988) about learning styles. Thus, the use of a learner-centered approach in which “information by and from learners is used in planning, implementing, and evaluating language programs”, would promote the acquisition of the foreign language (Nunan, 2001, p. 19).

On the one hand, the learner’s role is described by Breen and Candlin (1980) in this manner:

The role of learner as **negotiator**—between the self, the learning process, and the object of learning— emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication

for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way (p. 110).

On the other hand, Breen and Candlin (1980) describes three teachers' roles:

The teacher has two main roles: the first role is to facilitate (teacher as a **facilitator**) the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent **participant** within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an *organizer* of resources and as a resource himself, second as a *guide* within the classroom procedures and activities... A third role for the teacher is that of **researcher and learner**, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities (p. 99).

Apart from being a negotiator, the learner can play another role: as an "interactor" (Nunan, 2001, p. 195). Besides, Richards and Rogers suggest other teachers' roles such a "need analyst, counselor, and group process manager" (1986, p. 77). Although the student and the teacher execute different roles, they complement each other in the teaching-learning process.

## **2. LITERATURE REVIEW**

### **2.1. EFL students' academic performance**

Students' academic performance has a close relationship with how effective a teacher is in fulfilling the academic institutional goals. "Effective education refers to the degree to which schools are successful in accomplishing their educational objectives" (Korpershoek, Harms, de Boer, van Kuijk, & Doolaard, 2014, p. 7). Aremu and Sokan (2003) identify poor academic performance as an attainment that is declared by the examiner and some other significant as falling below an expected standard. They also point out that low academic achievement is one of the biggest matters that contemporary educational establishments are facing and obstructs the fulfillment of their missions. Regarding EFL, there are several factors affecting negatively school students' language learning achievement, and it has been one of the main concerns of sociolinguists and educationist since the last quarter of the twentieth century (Hussein, 2016) However, in this study, EFL methodology and classroom management strategies are going to be the focus. In this respect, Ahmad's and Rao's study (2013) reveals that:

if provided with suitable conditions, a better classroom environment with audio/visual aids like computer, multimedia, OHP, etc., a well-trained and active teacher with a good command of English using communicative approach to facilitate his/her purpose of teaching can produce better results than teaching through traditional methods (p. 194).

So, in order to have better students' academic attainment results and scores, it is important to use the right methodology and effective classroom management techniques.

### **2.2. Teaching methods and students' academic performance**

In recent years, there have been several studies regarding the influence or the link of teaching methods and students' academic attainment.

For instance, Aydin's and Bahçe's study (2001) indicates that lesson planning, students' motivation and the incompatibility between teaching method and learning affect EFL teachers' management adversely. In the case of Asikhia's finding (2010), it points out that teachers' qualification and students' environment do not influence students' performance, but teachers' methodology do. Besides, she found that motivational orientation, self-esteem, emotional problems, study habits, teacher consultation and poor interpersonal relationship were identified as factors that cause poor academic achievement.

Adunola (2011) also finds out that there is a mismatch between learning and teaching styles that causes learning frustration and failure leading to hinder effective learning and teaching. Even though inappropriate teaching methods contribute to the inefficiency in English teaching, the main reason of its ineffectiveness lays in the conventional teaching style: i.e. the teacher-centered instruction and the grammar translation approach.

It can be remarkable to conclude that, according to Elvis Munyaradzi Ganyaupfu (2013):

Learning is a process that involves investigating, formulating, reasoning and using appropriate strategies to solve problems, teachers should realize that it becomes more effective if the students are tasked to perform rather than just asked to remember some information. A typical learning environment with a presentation from the course teacher accompanied by a lecture neither promotes learners' participation nor build the required level of reasoning among students. Students build a better understanding of the main concepts more effectively when they are engaged to solve problems during class activities (p. 33).

### **2.3. Classroom management and students' achievement**

Today, we live in an era when it is an educator's priority to improve students' academic achievement. It is noteworthy that teachers who effectively master classroom management skills can raise considerably the students'

achievement; and, thus promoting academic success (Canter, 2006). On the contrary, the ones who are negligent in regards of classroom management can play a devastating impact on students' achievement (Sowell, 2013). There can be found diverse definitions of classroom management, but all of them provides a good idea of what it is.

For example, Everston and Weinstein (2006) define classroom management as:

the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. In other words, classroom management has two distinct purposes: It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth (p. 4)

Similarly, A. Woolfolk (2010, p. 419) defines classroom management as techniques used to maintain, promote and enhance a healthy, positive, productive learning environment, relatively free of behaviors problems. In the context of creating a good classroom atmosphere, students should know how to participate in class activities and be able to develop self-management, and teachers should intensify academic learning time to keep students enthusiastically involved in the activities (Woolfolk, 2010).

Everston and Weinstein (2006) also consider that good management practices absolutely result in students learning, commitment and academic achievement. Thus, what can a teacher do to be an effective classroom manager? Everston and Weinstein (2006) propose five tasks teachers can do to manage the classroom effectively:

- 1) they must develop caring, supportive relationships with and amongst students;
- 2) organize and implement instruction in ways that optimize students' access to learning;
- 3) use group management methods that encourage students' engagement in academic tasks;
- 4) promote the development of students' social skills and self-regulation;

and 5) use appropriate interventions to assist students with behavior problems (p. 5)

In the same way, Canter (2006) proposes some effective classroom manager characteristics or attributes. She talks about the empowering beliefs he or she can have, the policies and procedures taught to students, the motivation produced in them to follow directions and get on tasks, the trusting relationships built on students, the effective instructional strategies used in class, and the students' behavior management planning during the learning process.

Furthermore, Korpershoek et al (2014) proposes four classroom management interventions to maintain a good space for learning in a non-disruptive, -deviant, -hostile environment:

1. Teachers' behavior-focused intervention which concentrates on improving the teacher classroom management techniques her or she uses;
2. Teacher-student relationship-focused intervention that involves improving teachers' and students' relationship;
3. Students' behavior-focused intervention which comprises improving students' behavior through contingencies, rules, procedures, warnings, and punishments; and,
4. Students' social-emotional development-focused intervention that includes improving students' feelings of empathy for others.

These interventions foster the learning atmosphere with increased opportunities to participate in classroom activities and reach academic success. It agrees with Soo's research (2016) which states:

the importance of creating a positive classroom environment, where students are involved and engaged through student interests, and are provided opportunities to take ownership and have input towards their own learning..., the idea of creating connections with students both

within the classroom (through classroom activities and interactions), and outside the classroom (through extra-curricular activities)..., the significance of establishing strong connections with students as a preventative classroom management strategy, where empathy towards a teacher that they cared and respected was seen to help students manage their own behavior in the classroom..., and the personality of the teacher, and their sense of self-efficacy regarding their ability to manage a classroom (pp. 72-74).

### **2.3.1. Classroom management dimensions and styles**

Effective instructional practices go hand in hand with behavioral management and instructional management components. Martin and Sass (2010) classify classroom management strategies as these two important dimensions and describe them as follows:

Behavioral Management (BM) is a form of discipline that includes pre-planned efforts to prevent misbehavior as well as the teacher's response to the behavior. Instructional Management (IM) addresses teachers' instructional aims and methodologies and includes aspects such as monitoring seatwork and structuring daily routines as well as the teacher's use of lecture and student practice versus interactive, participatory approaches to instruction. (p. 1126)

In other words, the first dimension (BM) "addresses teachers' performance in setting rules in classroom, controlling students' behavior and determining punishment for off-task behaviors and misbehaviors" (Kazemi & Soleimani, 2016, p. 92). The second one (IM) refers to "what they do to monitor learning activities, to set daily routines and to select teaching materials" (Kazemi & Soleimani, 2016, pp. 92, 93).

Likewise, Martin and Sass (2010) categorized both dimensions into three categories: interventionist, interactionalist and noninterventionist.

First, interventionists are the most controlling classroom teachers. Therefore, some proponents of interventionist classroom management approach such

as Skinner, Bandura and Dreikurs consider it as “reactive, providing consequences for student actions, which may help others learn by observation. Logical consequences can be as powerful as rewards and punishments... Student behavior drives the classroom and the teacher can become a full-time disciplinarian rather than a teacher” (Sowell, 2013, pp. 44,45). “Non-interventionist approach is based on the belief that person has his own needs that tend to express and accomplish them, so the teacher has minimal control” (Djigic & Stojiljkovic, 2011, p. 821). So, being an interventionist teacher would not help completely the teacher’s instruction since it is oriented to old over-controlling traditional way of teaching.

Second, noninterventionist teachers are those who handle classroom management with the slightest monitoring and directive means of intervention. Teachers can be more proactive and more constructive. It can lead teachers to “discuss correct ways to act in the classroom, and praise good behavior” in a pleasant and relaxed environment (Sowell, 2013, p. 45). Djigic & Stojiljkovic (2011) this approach is “based on the belief that the external environment (people and facilities) affects human development in a certain way, so that the teacher tends to achieve complete control” (p. 822). It means that it would create such a good environment that students would love to learn.

Lastly, “between those two extremes there is interactionist approach that focuses on what an individual does in order to change the environment, as well as how the environment affects the individual” (Martin & Sass, 2010; Djigic & Stojiljkovic, 2011, p. 822). Taking this into consideration, it is worth mentioning that “interactionist classroom management style is the best way to build stimulating learning environment – classroom climate that will produce the best students’ achievement” (Djigic & Stojiljkovic, 2011, p. 822).

In summary, “some teachers may use classroom management strategies that have a positive impact on the behavior of students, but some methods may be harmful for the child and the classroom” (Sowell, 2013). Thus, it would be important for a teacher to consider how effective his or her classroom



management styles are and to change his or her approach to improve their students' academic performance.

### 3. METHODOLOGY

This study aims to understand how the EFL methodology used in second baccalaureate at Unidad Educativa “Mayor Horacio Zurita Bayas” might be affecting the class academic performance. Therefore, the research is going to see closely how the English teacher makes use of the EFL methodologies and how effective the strategies regarding classroom management being used are.

The method of inquiry chosen is action research that according to Lodico, Spaulding, and Voegtle (2006, p. 288) “is a type of research oriented to enacting immediate changes in an educational setting. It has the potential to produce change quickly because the research is carried out by educators in their own work settings.” They also consider that “action research takes either the emancipatory-liberatory framework or the pragmatic framework as its philosophical basis. Its major goal is to find ways to change the lives of everyone involved in education for the better.” (p. 289) Considering this, the present study, apart from seeking how the current EFL methodology and classroom management strategies may be affecting students’ achievement, it aims to propose a plan for improving students’ attainments and thus reaching high scores at the English subject to avoid remedial exams at the end of the school year period or failing the course. Moreover, this method matches this present research because it is managed in the practitioner-researcher’s own educational scenery, it comprises collaboration with other educators and people participating in the educational process. It also concentrates on acting to transform and build up better educational practices; and it embraces several waves of data collection, reflection, and action (Lodico, Spaulding, & Voegtle, 2006). As it was said at the beginning of this paper, the main goal of any educational institution is to fulfill academic excellence. In consequence, once it is known what is happening with the English subject, the aim will be to address the problem and to take immediate action.

In order to give answer to the research questions, the research analysis approach of the problem is going to be quantitative and qualitative: a mixed-method approach (Lodico, Spaulding, & Voegtle, 2006).

For instance, to gather quantitative information, registers of second baccalaureate will be revised to see their present class performance. A survey will be needed to characterize the current classroom management approach used by the teacher. Observation checklists will be also necessary to see how classroom management and CLT method, proposed by the author of the textbook, are applied.

On the other hand, as this inquiry also tries to qualitatively depict and describe the way in which the teacher manages the classroom and to portray the teacher's lesson strategy, a focus group among second baccalaureate students will be fundamental to complement the information found in the other instruments to be employed.

### **3.1. Participants**

This study only involves the English teacher of second baccalaureate who is in his middle twenties and currently finishing his Bachelor's degree in English Language at an Ecuadorian university. He has two years of experience in the field Teaching English as a Foreign Language (TEFL). Other participants are the 31 students that are now in the second baccalaureate of Unidad Educativa "Mayor Horacio Zurita Bayas". Among them there are 14 female students and 17 students aged from 15 to 17. They come from a lower middle class social status living in Florida Norte (Guayaquil) and other northern neighborhoods.

### **3.2. Data gathering instruments and procedure**

Since this is a mixed methods design, it has been chosen quantitative and qualitative data gathering tools. The instruments that are going to be part of this research project are: the numerical data from current registers of the second baccalaureate students, a survey, a scaled observation checklist, and a focus group with the students as participants.

First, registers of second baccalaureate students were asked to the authorities regarding their performance in the English subject. The researcher received the English final grades of the first baccalaureate

students from the previous academic year (Appendix 1) and the grades corresponding to the second baccalaureate students of this academic period: the first and second partial of the first term (Appendix 2), paying especial attention to the grades of the examinations taken.

Second, the Behavioral and Instructional Management Scale (BIMS) (Martin & Sass, 2010), which is a quantitative survey instrument (Appendix 3), was administered to generate data determining the primary beliefs about classroom management of the second baccalaureate teacher. It used a six item Likert scale distributed from strongly agree (6) to strongly disagree (1) in each of the 24 items. Twelve items are connected to behavior management (BM), and 12 items relate to instructional management (IM) (see table 2). BIMS was also conceived to give a psychometrically sense for defining interventionist, noninterventionist, and interactionalist approaches to instructional and behavioral classroom management.

Moreover, the same BIMS was adapted from being a survey to an observation checklist (Appendix 4) to have a different perspective from the teacher's. In this case, the observation was done by the researcher. The difference between these instruments is that each statement was changed from the first-person singular to the third-person singular.

Table 2  
*Classroom Management Dimension Items*

<b>Dimensions</b>	<b>Statement number</b>
Behavior Management	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23
Instructional Management	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

*Note:* Retrieved from Hubbard (2015, p. 78).

Third, a 40-item observation checklist designed by Ibrahim and Ibrahim (2017) was adapted to see how the teacher manages communicative English language teaching (CELT). It consisted on a Likert scale distributed from always (4 points) to never (0 point). The items can be classified into five categories:

Table 3  
*Categories of the Observation Checklist Instrument and Items*

No.	CELT categories	Statement number in the original observation checklist
1	Lesson planning	14, 15, 18, 19, 20, 21
2	Lesson content	8, 17, 22, 25, 26
3	Classroom environment	30, 31, 32, 33, 35, 36, 37, 38, 39
4	Teaching performance	5, 6, 11, 12, 23, 24, 27, 28, 29, 34
5	CELT framework principles	1, 2, 3, 4, 7, 9, 10, 13, 16, 40

*Note:* Retrieved from Ibrahim and Ibrahim (2017, p. 291).

For the purpose of this project, it was only considered categories one, two, four and five because category three which involves classroom environment aspects was already considered in the instrument explained above. Thus, the observation checklist applied (Appendix 5) covered only 31 items (the item 34 and 40 are now the item 30 and 31, respectively).

Finally, a guide to be applied for the students' focus group was developed and adapted from a student-teacher survey questionnaire developed by Shower (2010). The original survey questionnaire is divided into four sections being section two, about teaching management strategies, of this researcher's interest. Thus, questions to be discussed were made in one section. In the same way, questions for a second section were made regarding the teaching methodology taking into consideration some aspects about the observation checklist described above. In the end, the moderator's guide for the students' focus group (Appendix 6) ended with two sections: the first one in regards of the teacher classroom management (four questions) and the second of the teacher's methodology (three questions).

### **3.3. Results and analysis of the data collection**

#### **3.3.1. English score records**

The following tables and graphs show the numerical score analysis of second baccalaureate students from Unidad Educativa "Mayor Horacio Zurita Bayas". The first table and graph belong to the final score they obtained the previous school year (2016-2017) in the English subject. The others

correspond to the marks of the first examinations of the first school year term (2017-2018).

Table 4  
Final Score Frequency (2016-2017 school year)

SCALES		FREQUENCY	%
Do not reach the required skills	0,00-4,00	0	0,0%
Close to reach the required skills	4,01-6,99	17	39,5%
Reach the required skills	7,00-8,99	21	48,8%
Reach domain in the required skills	9,00-10,00	5	11,6%
<b>TOTAL</b>		<b>43</b>	<b>100%</b>

Note: Based upon the English final scores of the 2016-2017 school year.

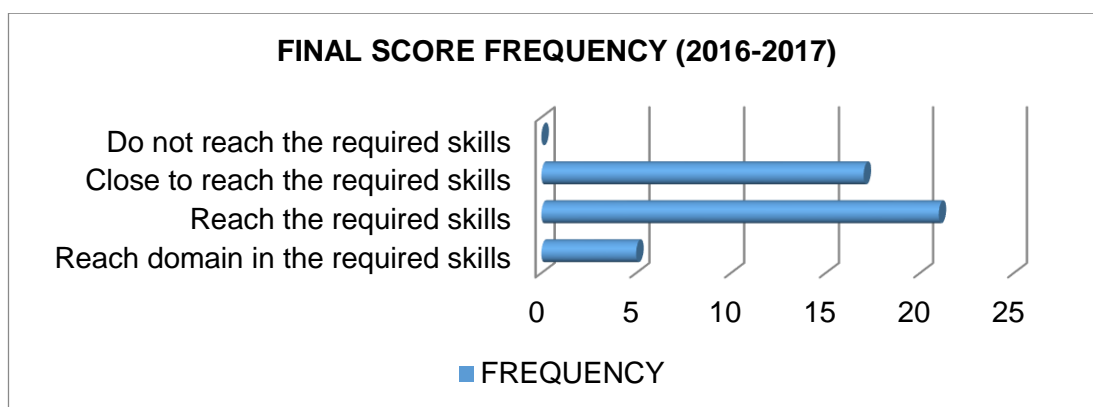


Figure 2. Based upon the English final scores of the 2016-2017 school year.

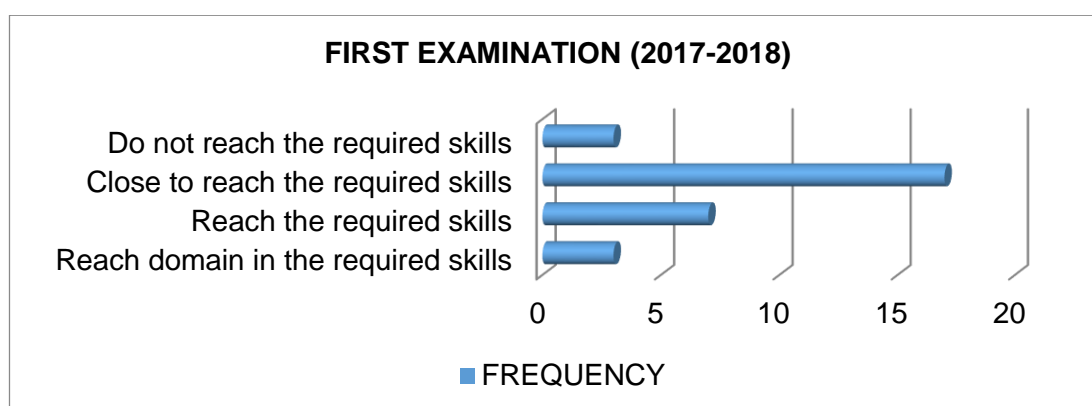
As it is noticed in this graph and using the national scale for grading, 17 students out of 43 are close to reach the English required skills to pass the subject which corresponds to the 40% percent of the class. These were the students that follow the remedial course and exam to approve the subject. From this group, only four passed the remedial exam. However, the 60% of the class approved the subject.

The following tables and graphs correspond to the grades students obtained in the first and second examination administered by the teacher at the end of the first and second partial of the first term. The scores are described as follows:

Table 5  
*First Examination Scores (2017-2018 school year)*

SCALES		FREQUENCY	%
Do not reach the required skills	0,00-4,00	3	10%
Close to reach the required skills	4,01-6,99	17	57%
Reach the required skills	7,00-8,99	7	23%
Reach domain in the required skills	9,00-10,00	3	10%
<b>TOTAL</b>		<b>30</b>	<b>100%</b>

*Note:* Based on the first examination English scores of the 2017-2018 school year.



*Figure 3.* Based on the first examination English scores of the 2017-2018 school year.

According to this graph, it can be seen that in the first examination administered of the first term of the current school year the 57% of the class, now with 30 students, is close to reach the required skills meaning that they are in threshold of falling under the level of not reaching the required skills or reaching the necessary skills to approve the subject. Only the 10% of the class effectively reaches the required skills.

Table 6  
*Second Examination Scores (2017-2018 school year)*

SCALES		FREQUENCY	%
Do not reach the required skills	0,00-4,00	8	29%
Close to reach the required skills	4,01-6,99	11	39%
Reach the required skills	7,00-8,99	3	11%
Reach domain in the required skills	9,00-10,00	6	21%
<b>TOTAL</b>		<b>28</b>	<b>100%</b>

*Note:* Based on the second examination English scores of the 2017-2018 school year.

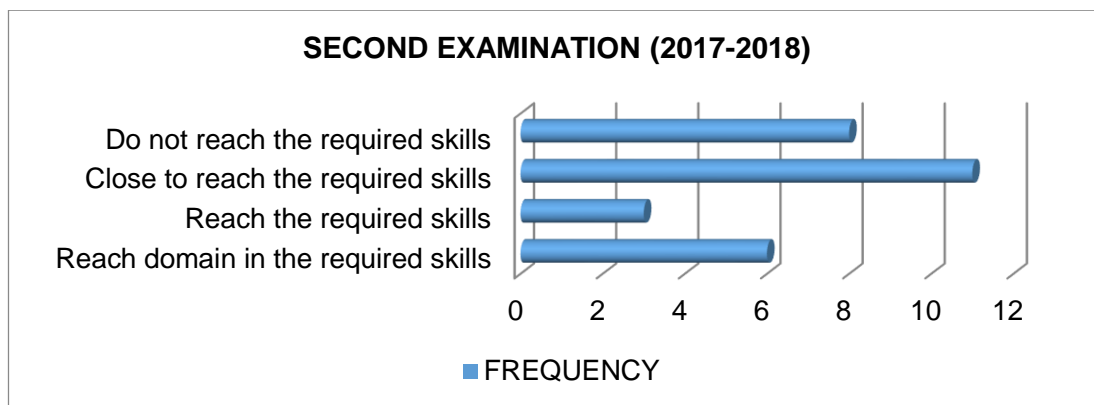


Figure 4. Based on the second examination English scores of the 2017-2018 school year.

In this table and graph, it can be seen that there are eight students that do not reach the required skills and eleven that are close to reach the required skills. It means that most of them are having problem with the subject. Hopefully, there is a group of six students that have reached a good grade in the English examination.

### 3.3.2. Behavioral and Instructional Management Scale (BIMS)

BIMS was developed to characterize the classroom management approach a teacher can use with students. This scale was applied to the second baccalaureate teacher at Unidad Educativa “Mayor Horacio Zurita Bayas”. It was used as a survey filled by the teacher and as an observation checklist with the following results:

Table 7  
BIMS Survey Scores

Dimensions	Minimum score	Maximum score	Actual score
Behavior Management	12	72	<b>48</b>
Instructional Management	12	72	<b>57.5</b>
Average classroom management performance			<b>52.75</b>

Note: Based on the results from the BIMS survey.

The maximum score per dimension is 72 which means that the teacher falls into a more controlling approach (interventionist) to classroom management. On the other hand, the minimum score is 12 per dimension, meaning a less controlling approach (noninterventionist) to classroom management. Hence,



the participant was categorized and coded as interventionist, interactionalist and noninterventionist according to the following schema:

Table 8  
*BIMS Category Ranges*

Category	Range scores
noninterventionist	12 – 24
interactionalist	25 – 48
interventionist	49 – 72

*Note:* Based upon the results from the BIMS survey.

Hence, considering the teacher behavioral management, whose score was 48, he falls into the interactionalist category. Concerning his instructional management, he is seen as interventionist since his score was 57.5. However, it can be said that the English teacher displayed an interventionist style regarding his overall classroom management performance.

### 3.3.3. Communicative English Language Teacher (CELT) observation checklist

As it was mentioned before, this CELT observation checklist helps to determine if the second baccalaureate teacher applies CLT in the classroom during two visit moments (the first time was observed from 12:00 pm to 12:52 pm and the second time from 08:35 am to 9:20 am). In the following table, it is shown the percentages of CLT application per category and globally.

Table 9  
*CELT Class Observation Results per Category*

No.	CELT categories	Statement number in the original observation checklist	Total score	% out of 100 percent
1	Lesson planning	14, 15, 18, 19, 20, 21	13	27.08%
2	Lesson content	8, 17, 22, 25, 26	8	20.0%
3	Teaching performance	5, 6, 11, 12, 23, 24, 27, 28, 29, 30	22	27.5%
4	CELT framework principles	1, 2, 3, 4, 7, 9, 10, 13, 16, 31	21	26.25%
<b>Average of CLT implementation</b>				<b>25.2%</b>

*Note:* Based upon the results of the CELT class observation.

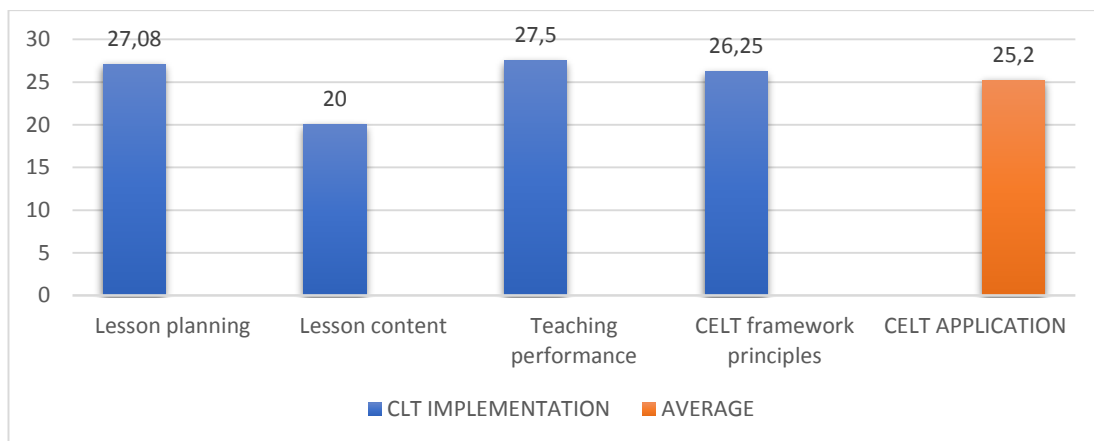


Figure 5. CELT percentages based upon the class observation results.

In order to explain how these results were generated, it was applied the following equation taken and adapted from Ibrahim and Ibrahim (2017):

$$\frac{(\Sigma \text{categorical score})}{(\text{number of statements per category} * 2 * 4)} * 100$$

It means that each item score of each category was added. Then it was divided by the result of eight times (two times four) the numbers of items per category. Finally, that score is multiplied by 100 and represents the percentage of CLT application per category. Moreover, an average of all the percentages was made to have an overall view percentage of CELT implementation.

Consequently, as it can be seen in the table and figure, none of the categories (lesson planning, lesson content, teaching performance and CELT framework principles) reach the 100 percent of its implementation. Altogether, it can be seen that only the 25.2% of a CLT method is applied in the classroom. It means that there is a poor application of the communicative language teaching approach by the second baccalaureate teacher. In his classes, only few aspects of the approach are applied. For example, regarding the “lesson content” category, which got the lowest percentage, the teacher rarely provides students with hands-on realistic, social or cultural situations and experiences accompanied by oral and written use of English.

He neither provides concrete materials, nor uses different strategies or techniques depending on the learning style. Regarding the other categories, the teacher very often uses Spanish, and not necessarily when it is absolutely suitable. Besides, there is too much attention to form, structure and grammar accuracy, especially in his explanations and activities provided; and, there is no connection between grammatical aspects of the language and meaningful communication contexts.

Although students claim that the English lessons are creative, there is no evidence of it. Instead, it could be observed monotonous classroom activities by constant translations from English to Spanish. In addition, activities proposed by the teacher do not provoke the use of the language in real situations. There is too much focus on practicing the grammar that applying the new language. Maybe, the focus on grammar structures can affect students' academic performance when they are evaluated because the language can turn bored and maybe difficult to understand. Therefore, students feel insecure when trying to speak out the target language and are not able to maintain a conversation with English speakers.

#### **3.3.4. Focus group analysis**

Seven students, four boys and three girls, participated in the focus group. They were gathered in a classroom far from other noisy classrooms. They were selected in a balanced way according to low and high scores they marked in the two first examinations taken by the English teacher. The instrument used as a moderator's guide was based on the work of Shower (2010) and Ibrahim and Ibrahim (2017).

The following analysis was generated after the opinions given by the students; and, examined with the aid of the sophisticated qualitative data analysis software ATLAS.ti 8 (see Figure 6). The discussion was divided in two sections: instructional and behavioral classroom management; and, teaching methods. Regarding the first section, four themes came up: 1) activities proposed by the teacher, 2) group work, 3) students' perception about the teacher; and, 4) teacher's behavior management. On the other

side, three topics arose: 1) the use of mother tongue, 2) grammar vs. communication; and, 3) teacher's strategies.

As a global analysis, it was noticed that students have a great lack of understanding of the English subject in general. Although the teacher, give clear instructions, they misunderstand the activities and what it is said in the target language because of their poor level of English and their occasional bad behavior. For that reason, the teacher translates most of the class in the native language. Moreover, there is an emphasis on grammar instead of communication resulting in lack of confidence when speaking in the target language. So, students recognize the need of practicing more in class.

Code Groups	Name	Grounded	Density	Groups
◇◇ Activities proposed by the teacher (7)	◇◇ Activities focus on grammar	1	1	2 [Teacher strategies]
◇◇ Grammar or communication focus (7)	◇◇ Activities provoke English use	1	1	3 [Teacher strategies]
◇◇ Group work (6)	◇◇ Activities related to the topic	2	2	4 [Activities proposed by the teacher] [Tea
◇◇ Managing the behavior (3)	◇◇ Blaming themselves for their bad behavior	3	1	1 [Activities proposed by the teacher] [Stu
◇◇ Students' perception of the teacher (5)	◇◇ Changing tense in sentences	2	1	1 [Grammar or communication focus]
◇◇ Teacher strategies (9)	◇◇ Clear instructions	4	5	5 [Activities proposed by the teacher] [Gro
◇◇ Use of mother tongue (Spanish) (10)	◇◇ Confident teaching	1	0	0 [Students' perception of the teacher]
	◇◇ Early-finishers	1	2	2 [Group work]
	◇◇ Encouraging and creative activities	2	2	2 [Activities proposed by the teacher]
	◇◇ English oral presentations in class	2	1	1 [Grammar or communication focus] [Use
	◇◇ English to Spanish translation	3	2	2 [Use of mother tongue (Spanish)]
	◇◇ Feel no confident in speaking	6	2	2 [Teacher strategies]
	◇◇ Focus on practicing the grammar point	2	4	4 [Grammar or communication focus]
	◇◇ Frequent use of Spanish	4	2	2 [Use of mother tongue (Spanish)]
	◇◇ Grammar focus first	3	2	2 [Grammar or communication focus]
	◇◇ Grammar is tested in quizzes	1	1	1 [Grammar or communication focus]
	◇◇ Importance of listening and speaking	3	4	4 [Teacher strategies] [Use of mother tong
	◇◇ In academies, English is spoken from the very begining	3	1	1 [Use of mother tongue (Spanish)]
	◇◇ Justification of using Spanish in class	2	1	1 [Use of mother tongue (Spanish)]
	◇◇ Making sentences according to the tense studied	1	1	1 [Grammar or communication focus]
	◇◇ Misunderstanding	6	8	8 [Activities proposed by the teacher] [Gro
	◇◇ Need of personal effort to speak in English	1	2	2 [Teacher strategies]
	◇◇ Need of practice more in class	3	4	4 [Teacher strategies]
	◇◇ No extra activities	2	1	1 [Group work]
	◇◇ Poor level of English	2	4	4 [Use of mother tongue (Spanish)]
	◇◇ Rules respected partially	1	2	2 [Managing the behavior]
	◇◇ Seek for help	1	1	1 [Use of mother tongue (Spanish)]
	◇◇ Sentence completion	1	1	1 [Grammar or communication focus]
	◇◇ Speaking Spanish in English class does not help	2	1	1 [Use of mother tongue (Spanish)]
	◇◇ Support each other	2	2	2 [Group work]
	◇◇ Support from the teacher	1	1	1 [Students' perception of the teacher]
	◇◇ Teacher advises students and makes them reflect	1	2	2 [Managing the behavior]
	◇◇ Teacher explanation	2	2	2 [Activities proposed by the teacher]
	◇◇ Teacher reacts professionally	2	2	2 [Managing the behavior]
	◇◇ Time limit for activities	1	1	1 [Activities proposed by the teacher]
	◇◇ Working in groups frequency	2	5	5 [Group work] [Teacher strategies]

Figure 6. Codebook generated by ATLAS.ti upon students' opinion.

The following graph analysis was done upon the conceptual networks generated by the qualitative software. The first section, concerning classroom management, is examined as follows:

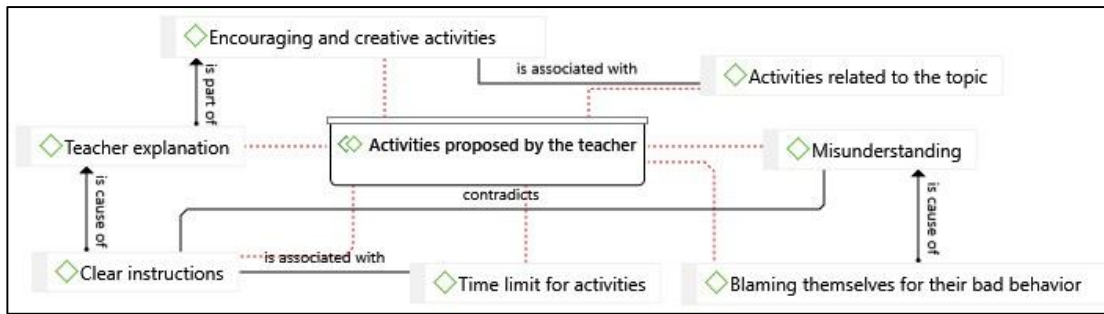


Figure 7. ATLAS.ti network connections grounded on the teacher's activities.

In relation to the activities planned by the teacher, students claimed that they are encouraging and creative within a time limit. They also stated that he provides activities related to the topic seen in class and gives clear explanation of them; however, there are some of their classmates that do not catch the idea caused by their continuous bad behavior. Hence, this bad behavior will surely affect their academic performance at the moment of being tested.

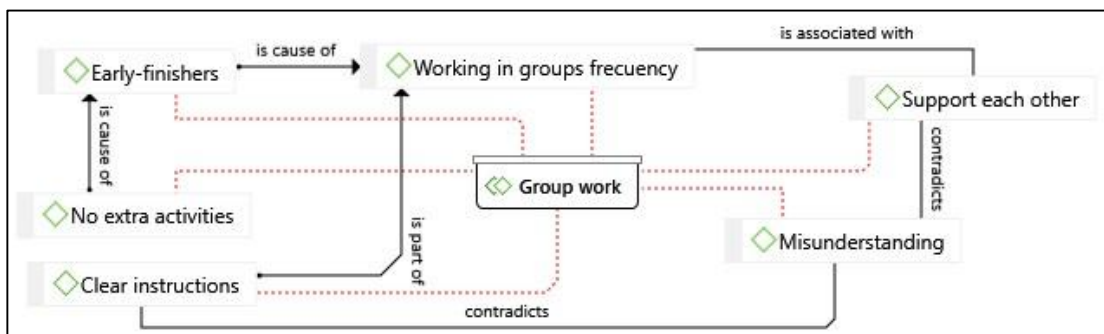


Figure 8. ATLAS.ti network about group work activities.

Pertaining to the group work activities, they claimed that they frequently work in groups to support each other in the tasks provided by the teacher. Generally, the teacher does not provide extra activities when, typically, one or two groups finish first. They have to wait until the others end the activities. Again, there is sometimes misunderstanding when working in this way although they receive clear instructions to work.

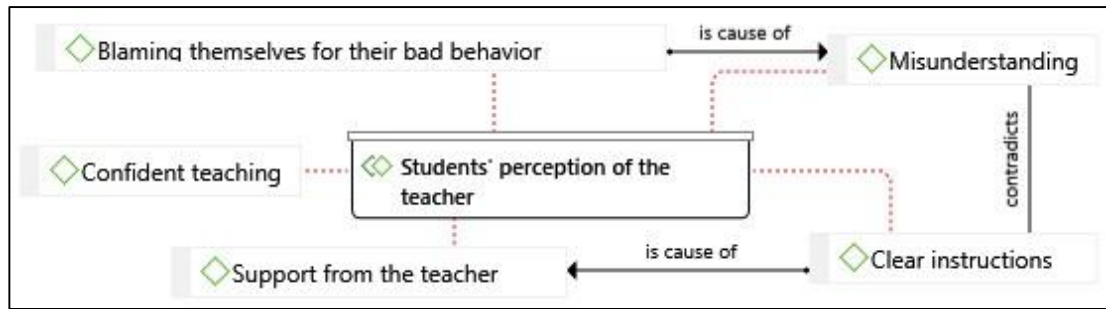


Figure 9. ATLAS.ti network based after students' perception about the teacher.

Relating to how students perceive the teacher, they indicated that they see him confident in the way he teaches and deals with the class. They received support from him when there are in doubt. Nonetheless, they once more reaffirmed that these doubts are caused by their occasional struggling behavior. It is remarkable to say that this disruptions due to bad behavior will affect their learning process and their attainment when it is time of being evaluated.

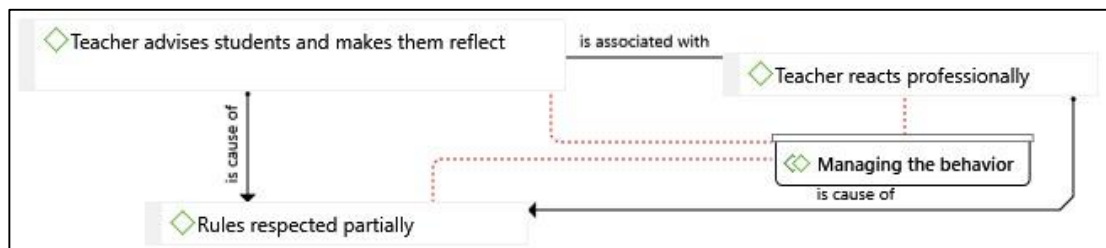


Figure 10. ATLAS.ti relations based on students' behavior management.

Concerning how the teacher manages the behavior in class, they affirmed that the rules imposed by the teacher are respected by some students, and when a bad behavior is presented during his lesson class, he professionally reacts. Although he gets angry, he advises students and makes them reflect upon what was done.

The succeeding analysis belongs to the teaching methodology section discussed in the focus group:

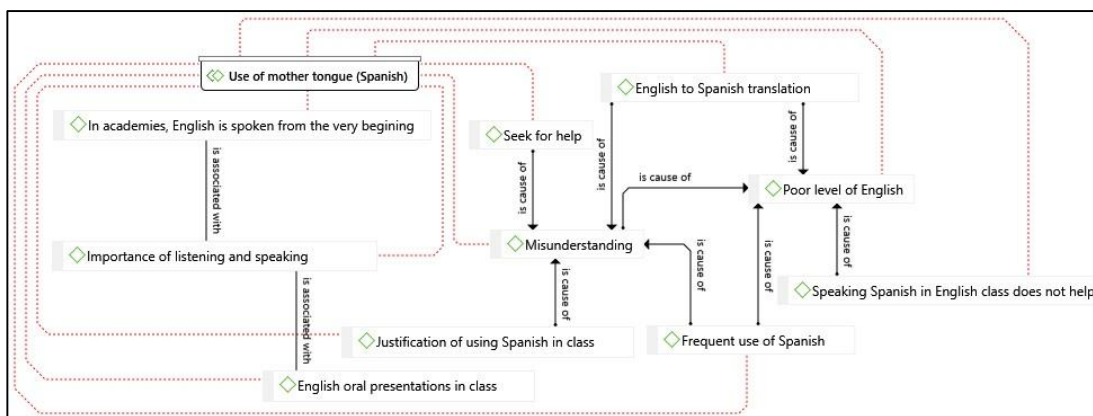


Figure 11. ATLAS.ti connections about the use of students' mother tongue.

Students declared that the teacher frequently use Spanish in the English classes. They justified the use of Spanish because it is difficult for them to understand in the target language. Some of them admitted that the teacher translated what he said from English to Spanish for their poor level of English. However, there are few students that clearly understand the teacher's instructions and explanations because they attend to English language schools and others highly like learning new languages. Others accepted that speaking Spanish in an English class does not help at all; and that in other institutions, such as English language schools, the target language is spoken from the very beginning. So, they acknowledge that working in that way it would help in the development of important skills such as listening and speaking.

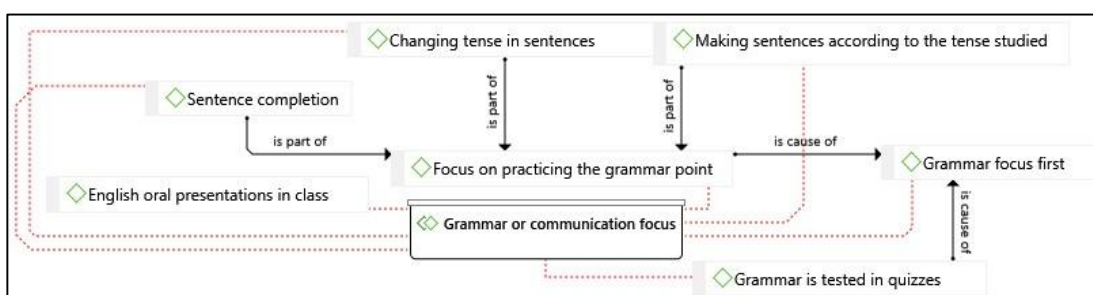


Figure 12. ATLAS.ti network about grammar vs communication.

With respect to the balance between grammar and communication, they viewed an equilibrium. For instance, they claimed that they have oral presentations in front of the class. On the other hand, they commented that they first focus on grammar, then on practicing activities regarding the

grammar point such as sentence completion, changing tenses in sentences provided, and making sentences about the tense studied. They also remarked that grammar is also tested in the quizzes.

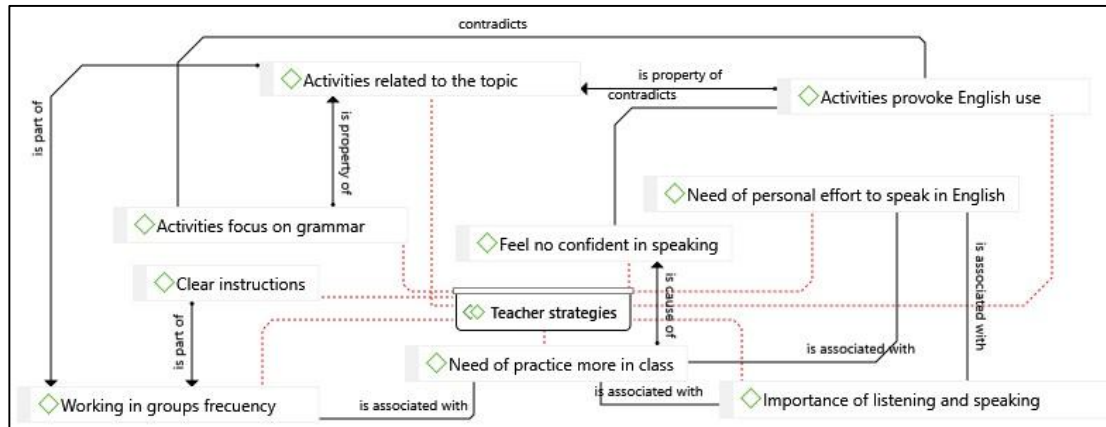


Figure 13. ATLAS.ti network about teaching strategies in the classroom.

With regard to the teaching strategies, students claimed that the activities planned by the teacher have connection with the topic and reaffirmed working in groups and do grammar activities. However, they considered feeling no confident in speaking English with native or nonnative speakers. They admitted that there is a need of practicing more and with time they could have a conversation with and English speaker. Up to now, they should have a great effort to speak in English. Although they said that activities done in class provoke English use, they do not help in the development of English output and thus affecting their academic performance as examined in the English records above.



## 4. CONCLUSIONS

In general, upon the analysis resulting from the observation sheet, the focus group, the English records, and the teacher's inquiry, it can be concluded that:

- The current EFL teacher's methodology is characterized by a traditional approach closely related to the Grammar-translation method. There is little evidence of the application of the Communicative Language Teaching practices.
- Second baccalaureate students perform very low academically in the English subject, especially in the examinations.
- The English teacher displays an interventionist style regarding his overall classroom management routine. Teacher's interventionist style does not help his students' academic performance due to his over-control towards the class activities.
- Despite of the clear instructions the teacher provides, second baccalaureate students accept that their misbehavior influences their misunderstanding during the English lessons.
- The English teacher focuses too much on grammar and frequently uses Spanish during the English classes which affect students' academic performance. Thus, their communication skills are not well developed. They cannot express their ideas in the target language and cannot maintain a conversation with an English speaker. Although students feel comfortable with the teacher's instruction, they recognize that the use of their mother tongue does not help them in their production skills.

## 5. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

- It is advisable for the institution to take immediate actions regarding the English teaching methodology and the classroom management approach. It should promote the best methodology to foster communication competence instead of grammar content learning and suggest the application of a different approach in regards of classroom management, i.e. an interactionalist classroom management approach.
- In their professional development program, authorities should also include EFL training (to practice CLT and classroom management courses) for teachers of this area and encourage them to self-training. Additionally, authorities together with the department of the area should make sure the implementation of constant observation classes to improve and evaluate the application of the right methodology and classroom management strategies.
- The English teacher should reflect on the way he is teaching and approaching his students; and positively change his beliefs towards EFL teaching and classroom management. It should be appropriate to adjust his practices from a grammar-translation method to a communicative one; and from an interventionist classroom management to an interactionalist one. In addition, the teacher should seek ways of self-training, either by attending to seminars by his own or by revising EFL readings about methodology and classroom management.
- It is recommendable for the teacher to apply different strategies so that students can experience meaningful and interesting learning. These activities should prepare them for real-life contexts.

- English should always be modeled by the teacher. He should be aware that Spanish is acceptable when feasible. There is no need of translating every single phrase into the mother tongue.
- For further research, the ways in which the teacher continually evaluates students should be examined to see if students can communicate appropriately and to have a clear idea of their English level of proficiency according to what the National Curriculum proposes to reach at the end of the baccalaureate.

## **6. PROPOSAL**

### **6.1. Introduction**

According to the conclusions presented formerly, there is not an appropriate application of the right methodology that encourages students to communicate in the target language. Moreover, the over control in which the teacher manages the classroom obstruct the correct development of the English skills. Since one of the recommendations was to promote the best methodology to foster communication competence, it is now proposed a plan designed that could address this issue.

### **6.2. Objectives**

The general objective of the present proposal is to foster communicative competence on second baccalaureate students through a unit plan based on communicative approaches such as Communicative Language Teaching (CLT), Total Physical Response (TPR), and Task-based Language Teaching (TBLT).

The proposal objectives are:

- To suggest a model of planning, the Engage, Study and Application (ESA), that facilitates the application of communicative approaches in a sequenced way.
- To propose communicative activities based on CLT, TPR and TBLT.
- To promote a different perspective of classroom management through the application of activities that ensures a less control environment.
- To design a learner-centered planning with motivational activities appealing to age and interests.

### 6.3. MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA

1. INFORMATION DATA			
<b>TEACHER:</b>	Participant	<b>GRADE/COURSE:</b>	Second Baccalaureate
<b>AREA:</b>	Foreign Language	<b>SUBJECT:</b>	English
2. UNIT PLAN			
<b>NUMBER AND TITLE OF THE UNIT:</b>	3 – Communication	<b>UNIT SPECIFIC OBJECTIVES:</b>	Ss will be able to use the present perfect tense in written and spoken language when talking about their experiences and what they have done in the past or recently.
<b>EVALUATION CRITERIA:</b>	<p>CE.EFL.5.1. Display an understanding of the integrity of different cultures by sharing experiences and by participating in class activities and discussions in a way that shows empathy and respect for others.</p> <p>CE.EFL.5.3. Interpret cultural and language patterns in English, including non-verbal communication, and apply them in appropriate contexts.</p> <p>CE.EFL.5.5. Listening for Meaning: Identify the main idea in a variety of audio recordings (e.g., interviews, radio ads, news reports, etc.) and deduce the meanings of unfamiliar phrases and words in familiar contexts, provided speech is clear and visuals help support meaning.</p> <p>CE.EFL.5.7. Production – Accuracy and Intelligibility: Use appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes.</p> <p>CE.EFL.5.9. Production – Fluency: Present information clearly and influence an audience effectively through well-developed arguments in prepared presentations and other forms of oral communication.</p> <p>CE.EFL.5.10. Find specific information and identify the main points in simple, straightforward texts on subjects of personal interest or familiar academic topics while making informed decisions about one’s own reaction to the text.</p> <p>CE.EFL.5.13. Produce emails, blog posts and other written texts using an effective voice and a variety of appropriate writing styles and conventions.</p> <p>CE.EFL.5.17. Demonstrate and convey different levels of meaning in literary texts by identifying distinguishing features, interpreting implicit and explicit messages and responding in a variety of ways.</p>		
<b>INITIAL WEEK:</b>	September 18, 2017	<b>PERIODS:</b>	30
SKILLS AND PERFORMANCE CRITERIA	LEARNING ACTIVITIES (METHODOLOGICAL STRATEGIES)	RESOURCES	EVALUATION INDICATOR / ACTIVITIES, TECHNIQUES INSTRUMENTS
EFL 5.2.1 Deduce the meanings of unfamiliar phrases and words from a context containing familiar elements. EFL 5.5.5 Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have	<p><b>Class 1-2</b></p> <ul style="list-style-type: none"> <li>* A video (Means of communication, 4:31 min) is presented to the students (Ss). <a href="https://www.youtube.com/watch?v=06SZyZDBhVA&amp;feature=youtu.be">https://www.youtube.com/watch?v=06SZyZDBhVA&amp;feature=youtu.be</a></li> <li>* Ss are asked to guess the topic of the unit.</li> <li>* Ss watch the video again and focus their attention to all the words or phrases related to communication from the captions provided in the video.</li> <li>* Then the teacher (T) draws an organizer with the word “communication” in the middle. Ss brainstorm the words and phrases they catch from the video.</li> </ul>	<p>English lab Internet Speakers PP presentation Flashcards Cards Handouts</p>	<p><b>EI:</b></p> <ul style="list-style-type: none"> <li>*Brainstorm the words and phrases from the video.</li> <li>* Answer correctly the Kahoot game.</li> <li>*Structure sentences correctly used the tense proposed.</li> <li>* Write a short story using the vocabulary provided.</li> </ul>

<p>read or heard. EFL 5.2.6 Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. EFL 5.5.5 Create original, imaginative stories using appropriate vocabulary and elements of the literature learners have read or heard.</p>	<ul style="list-style-type: none"> <li>* Now Ss work in pairs and discuss “What do you usually use to communicate with others?” Then Ss share their ideas as a whole group.</li> <li>* After the T shows several images using a <u>PowerPoint Presentation</u> to introduce new vocabulary such as climb a mountain, cook dinner, dance in the street, etc.</li> <li>* Finally, using a <u>game-based platform</u> –Kahoot, the T evaluates the vocabulary learnt.</li> </ul> <p><b>Class 3-5</b></p> <ul style="list-style-type: none"> <li>* T As a warm up: The T reviews the previous class vocabulary; and, as a TPR activity, Ss stand up and mime the phrases the teacher says while miming them. The new lexis is presented as present perfect tense (“You have sent an email...”): <i>mailed a letter, sent an email / a text message, got a letter / an email / a phone call, called someone, checked your messages, left a message, surfed the net, invited someone to a party, made a mistake, gone to someone’s seat, walked to the door, scared the one next to you, started a relationship, done your homework, changed my pencil, moved to the right, joined a group, been sick, heard a gossip, and written on the wall.</i></li> <li>* <u>Task</u>: The class is divided in groups of five. Each group receives a different set of verbs and pictures. One member shows the verb to the group and the others match the pictures that are linked to the verb. The verbs are shown in the base form, but at the moment of matching, they speak out a complete sentence in present perfect. Once the group has finished, the verbs and pictures are interchanged.</li> <li>* In pairs, Ss create in a written way their own <u>story based on the pictures</u> presented in the handout. The T chooses at least four stories to share orally to the class.</li> </ul>		<p><b>I:</b></p> <ul style="list-style-type: none"> <li>* Game-based platform in Kahoot!</li> </ul>
<p>EFL 5.2.6 Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such</p>	<p><b>Class 6-7</b></p> <ul style="list-style-type: none"> <li>* Warm up: The T reviews the previous class vocabulary as a TPR activity. The T calls different Ss to perform some actions: “You have invited a friend to your birthday party”, “You have walked to the last seat”, “You have moved to the right”, “You have joined a group”, “You have been sick”.</li> </ul>	<p>Students’ books Workbooks Cd player</p>	<p><b>EI:</b></p> <ul style="list-style-type: none"> <li>* Perform the actions from the TPR activity.</li> <li>* Completes the sentences provided using the present perfect.</li> </ul>

<p>terms and expressions wherever appropriate and necessary. EFL 5.4.9 Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing. EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.</p>	<ul style="list-style-type: none"> <li>* Ss are asked to listen and read a conversation to answer some questions about it (p. 32).</li> <li>* The teacher asks them to pay attention to the tense form such as “have invited”. Ss highlight those forms in the dialogue and the T introduces the present perfect simple. The T gives examples and explains what the relation between the present perfect and the past participle form of the verbs is.</li> <li>* Ss complete some sentences with the tense studied using the verbs provided (p. 33).</li> <li>* The T checks the exercises and gives feedback.</li> </ul> <p><b>Class 8-10</b></p> <ul style="list-style-type: none"> <li>* Warm up: The T reviews the previous class vocabulary as a TPR activity. The T calls different pair of Ss, one tells the other the actions to perform: “You have invited a friend to your birthday party”, “You have walked to the last seat”, etc.</li> <li>* The class is split in groups of four, the T asks them to use some pictures to complete a crossword. Then fill in a chart about personal information (p. 84).</li> <li>* Ss complete a dialogue using the vocabulary provided. And, to practice the grammar point, they fill in the blank some sentences. Finally, they answer some questions using some prompts given (pp. 85-86).</li> <li>* Exercises are checked as a whole group, giving the necessary feedback.</li> </ul> <p><b>Class 11-12</b></p> <ul style="list-style-type: none"> <li>* Warm up: The T reviews the previous class vocabulary as a TPR activity. The T calls different pair of Ss, one tells the other the actions to perform: “You have invited a friend to your birthday party”, “You have walked to the last seat”, etc.</li> <li>* Task: In pairs, Ss ask their partner three things they have done this week. One of them is not true, and the partner has to guess which one. They first write the sentences using some suggested verbs. Once they are done, they report the class about their partners’ activities.</li> </ul>		<ul style="list-style-type: none"> <li>* Give complete answers to questions using the present perfect.</li> <li>* Report to the class what their partners have done this week.</li> </ul> <p><b>I:</b></p> <ul style="list-style-type: none"> <li>* Workbook exercises</li> </ul>
<p>EFL 5.2.4 Follow oral directions in classroom activities and projects</p>	<p><b>Class 13-15</b></p> <ul style="list-style-type: none"> <li>* Warm up: The T reviews the previous class vocabulary as a TPR activity. The T calls different pair of Ss, one tells the other the actions to perform: “You have</li> </ul>	<p>Students’ books Workbooks Cd player</p>	<p><b>EI:</b></p> <ul style="list-style-type: none"> <li>* Make questions in present perfect.</li> </ul>

<p>and provide directions to peers in selected interactions. EFL 5.2.6 Use new words and expressions which occur in conversations in the personal and educational domains, and make use of such terms and expressions wherever appropriate and necessary. EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.</p>	<p>invited a friend to your birthday party”, “You have walked to the last seat”, etc.</p> <ul style="list-style-type: none"> <li>* The T asks Ss to listen to a dialogue about an email received. Then, based on the reading, they choose some pictures related to the listening (p. 34). Now, Ss focus their attention to the questions found in the listening. They are asked: How are they constructed? How can you answer them? Then in pairs, Ss complete some questions (p. 34).</li> <li>* Task: Each S is asked to share, in front of the class, two or three things they have accomplished or have done that they are most proud of. The class is allowed to ask questions after each presentation. The teacher encourages them to use the adverb ‘already’ in their presentations.</li> </ul> <p><b>Class 16-17</b></p> <ul style="list-style-type: none"> <li>* As a warm up: The T reviews the previous classes by asking and eliciting complete answers: Have you surf the net recently? Have you called someone? Have you checked your Facebook messages? Have you started a relationship? Have you sent an email? Have you accomplished something important?</li> <li>* Then, in groups of three, Ss are asked to complete some questions and provide short answers to them (p. 35). Then, they write questions in present perfect and complete some sentences using <i>been</i> and <i>gone</i> (p. 86).</li> <li>* Using the questions from the previous exercises, they stand up, find a partner and ask at least three questions and share ideas.</li> <li>* Finally, using some prompts given, they write sentences in present perfect (p. 87)</li> <li>* The T gives feedback.</li> </ul> <p><b>Class 18-20</b></p> <ul style="list-style-type: none"> <li>* As a warm up: The T reviews the previous classes by asking and eliciting complete answers: Why have you surf the net recently? Whom have you called recently? Have you checked your Facebook messages? Why have you started a relationship? Why have you sent an email? How have you accomplished something important?</li> <li>* In pairs, Ss are asked to match some questions and answers provided. They listen and check the answers. Then they think of new answers to the questions given</li> </ul>		<ul style="list-style-type: none"> <li>* Complete the sentences provided using the present perfect.</li> <li>* Give complete answers to questions using the present perfect.</li> <li>* Report the class saying if their partners are good communicators.</li> </ul> <p><b>I:</b></p> <ul style="list-style-type: none"> <li>* Workbook exercises</li> <li>* Writings</li> </ul>
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	<p>(p. 35).</p> <p>* Task: In pairs, they answer the question “Are you a good communicator?” They have to use some questions suggested on p. 35. They record their partner’s answers and write a paragraph about them and their partner. The writing is shared orally with the class.</p>		
<p>EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.</p> <p>EFL 5.3.1 Find specific predictable information in short, simple texts in a range of age- and level-appropriate topics.</p>	<p><b>Class 21-22</b></p> <p>* As a warm up: The T reviews the previous classes by asking and eliciting complete answers: Why have you surf the net recently? Whom have you called recently? Have you checked your Facebook messages? Why have you started a relationship? Why have you sent an email? How have you accomplished something important?</p> <p>* The T asks Ss to match some pictures to a group of questions. Then they listen to a conversation and check the things the person has done (p. 36).</p> <p>* Ss write questions and answers using <i>ever</i> and <i>never</i> (p. 36).</p> <p>* Now, they write questions with <i>Have you ever...</i> Then they answer them. Also, they complete some dialogues with the correct form of the present perfect (p. 87). Ss complete a chart in which they write the past participle of some verbs given.</p> <p>* Memory game: Ss are asked to blow up a balloon. Then they hit the balloon with their elbow while repeating a verb at its different forms (base form, past simple and present perfect). At the beginning, the T proposes the verb to be repeated, and then it is Ss turn.</p> <p><b>Class 23-25</b></p> <p>* As a warm up: The T reviews the previous classes by encouraging one another to ask and elicit complete answers: Why have you surf the net recently? Whom have you called recently? Have you checked your Facebook messages? Why have you started a relationship? Why have you sent an email? How have you accomplished something important?</p> <p>* Ss read some short letters and find the answers to some questions. Then they guess the meaning of some words taken from the reading from the context (pp.</p>	<p>Colored balloons Students’ books Workbooks Cd player</p>	<p><b>EI:</b></p> <p>* Make questions in present perfect using <i>ever</i> and <i>never</i>.</p> <p>* Complete the sentences provided using the present perfect using <i>ever</i> and <i>never</i>.</p> <p>* Give complete answers to questions using the present perfect using <i>ever</i> and <i>never</i>.</p> <p>* Share in front of the class their partners answers.</p> <p>* Memorize verbs in past and past participle.</p> <p><b>I:</b></p> <p>* Workbook exercises.</p>

	<p>88-89).</p> <p>* Task: In pairs, Ss ask and answer questions taken from the exercise 12a. They record the answers to share them in front of the class (p. 37).</p>		
<p>EFL 5.2.14 Request and provide information and assistance orally for personal, social and academic purposes in order to clarify and extend meaning in spoken interactions.</p> <p>EFL 5.2.2 Identify the main idea and some details of recorded news reports.</p> <p>EFL 5.3.1 Find specific predictable information in short, simple texts in a range of age and level appropriate topics.</p> <p>EFL 5.2.10 Develop an argument well enough to be followed by a peer audience without much difficulty in prepared presentations.</p> <p>EFL 5.4.9 Use a variety of oral, print and electronic forms for writing to others or for writing for self, applying the conventions of social writing.</p>	<p><b>Class 26-27</b></p> <p>* As a warm up: The T reviews the previous classes by encouraging one another to ask: Have you ever climbed a mountain? Have you ever cooked dinner for your family? Have you ever cut your own hair? Have you ever been scared? Have you ever been to another country? Have you ever lived in another country?</p> <p>* Ss read an article from a newspaper about a swimming club with the topic “Have you ever swum with a crocodile?” After reading, they answer some questions and some vocabulary activities about it (p. 39).</p> <p>* Then the T plays an interview about “What do the people think about putting a crocodile in the pool?” Ss pay attention to people’s opinions (for or against).</p> <p>* Finally, Ss listen to a track and write next to some statements if they are true or false.</p> <p><b>Class 28-30</b></p> <p>* As a warm up: The T reviews the previous classes by encouraging one another to ask: Have you ever been in a play? Have you ever been on TV? Have you ever won a competition? Have you ever seen a ghost? Have you ever met anyone famous? Have you ever fallen on the street?</p> <p>* Ss read and listen again to the article from the previous class. Now, they prepare arguments for or against the question: “What do you think about putting a crocodile in the pool?” In small groups, they say their opinions. The T provides some suggested phrases to use when giving their opinions.</p> <p>* Finally, they record their opinions in a piece of paper to be published in the bulletin board after been read in front of the class.</p>	<p>Pieces of cardboard Markers Colors Students’ books Workbooks</p>	<p><b>EI:</b></p> <p>* Answers correctly some question about a reading. * Share to the class their opinions as well as respecting the others’.</p> <p><b>I:</b></p> <p>* Workbook exercises. * Opinion writing.</p>

**4. OBSERVATIONS**

The format used in this plan is based on the one proposed by the Ministry of Education. The evaluation criteria and the skills and performance criteria are taken from the English curriculum for Subnivel Bachillerato General Unificado (<https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf>).

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# APPENDIX

## Appendix 1: English Final Score of 1st Baccalaureate 2016-2017

**UNIDAD EDUCATIVA PARTICULAR  
"MAYOR HORACIO ZURITA BAYAS"  
INFORME ANUAL DE APRENDIZAJE  
AÑO LECTIVO 2016-2017**

CURSO: PRIMER CURSO DE BACHILLERATO GENERAL UNIFICADO TÉCNICO POLIVALENTE      JORNADA: MATUTINA  
FIGURA PROFESIONAL: ADMINISTRACIÓN DE SISTEMAS      ASIGNATURA INGLÉS

#	NOMINA	PRIMER QUIMESTRE		SEGUNDO QUIMESTRE		NOTA ANUAL DE APRENDIZAJE		EVALUACION DE COMPORTAMIENTO	ES PROMOVIDO	EXAMEN SUPLETORIO	EXAMEN REMEDIAL	EXAMEN DE GRACIA	OBSERVACIONES	PLAN DE MEJORAMIENTO ACADEMICO
		CUAN.	CUAL	CUAN.	CUAL	SUMA	CUAN.							
1	ALCIVAR GOMEZ WALESKA DEL PILAR	8,43	AAR	7,62	AAR	16,05	8,02	AAR	SI					
2	ALVIA CHOEZ DAMARIS MELISSA	7,71	AAR	7,08	AAR	14,79	7,40	AAR	SI					
3	ARBOLEDA TRIVIÑO CESAR XAVIER	5,01	EPAAR	5,44	EPAA	10,46	5,23	EPAAR	NO	5,10	7,00			
4	CARRASCO VALLEJO KEVIN MISAEL	7,16	AAR	6,96	EPAA	14,12	7,06	AAR	SI					
5	CEDÑO RAMIREZ CESAR AUGUSTO	4,08	NAAR	4,39	NAAR	8,47	4,24	NAAR	NO	5,65				
6	DAMIAN SORIA LUIS ANGEL	6,11	EPAAR	4,43	NAAR	10,53	5,27	EPAAR	NO	4,30	7,00			
###	DELGADO GONZALEZ JEFFERSON ANDRES	8,15	AAR	8,09	AAR	16,24	8,12	AAR	SI					
###	FLORES GARZON ELIAN JOSE	4,98	NAAR	4,64	NAAR	9,62	4,81	NAAR	NO	5,05				
###	GONZALEZ CAMBA DOMENICA NAYELI	9,46	DAR	8,75	AAR	18,21	9,11	DAR	SI					
###	INDACOCHEA GONZALEZ DIMAS JOSE	8,66	AAR	8,62	AAR	17,28	8,64	AAR	SI					
###	MIER CRUZ DANIEL ANDRES	9,22	DAR	9,09	DAR	18,31	9,16	DAR	SI					
###	MORA PINCAY JOEL BENJAMIN	5,27	EPAAR	5,29	EPAA	10,56	5,28	EPAAR	NO	6,50	7,00			
14	MORALES CASTAÑEDA SELENA GUADALU	9,20	DAR	8,56	AAR	17,76	8,88	AAR	SI					
15	MOSQUERA LIZANO DYLAN ADRIAN	8,28	AAR	7,43	AAR	15,71	7,85	AAR	SI					
16	ORTIZ MUÑOZ ANDREA ESTEFANIA	6,60	EPAAR	6,35	EPAA	12,95	6,48	EPAAR	NO	3,95				
17	PANCHANA PANCHANA KATTYA GISSELLE	9,93	DAR	9,86	DAR	19,79	9,89	DAR	SI					
18	PEÑAFIEL REYES ERICK GABRIEL	7,98	AAR	7,52	AAR	15,49	7,75	AAR	SI					
19	PERALTA LARA ASHLY BRITHANY	6,58	EPAAR	6,72	EPAA	13,30	6,65	EPAAR	NO	7,00				
20	PIGUAVE BARROS MARIA BELEN	7,77	AAR	5,85	EPAA	13,62	6,81	EPAAR	NO	7,00				
21	PILCO BAQUE JOSE ALEJANDRO	7,52	AAR	7,66	AAR	15,18	7,59	AAR	SI					
22	REYES PANTA JAMARA THAIS	6,90	EPAAR	4,68	NAAR	11,59	5,79	EPAAR	NO					
23	TRIVIÑO BERMELO CHRIS GIAMPIERE	6,07	EPAAR	5,08	EPAA	11,15	5,57	EPAAR	NO					
24	VERA VALAREZO MILENA BEATRIZ	6,36	EPAA	4,99	NAAR	11,35	5,68	EPAAR	NO					
25	VILLAFUERTE PONCE JOSUE DAVID	4,25	NAAR	4,94	NAAR	9,19	4,60	NAAR	NO	5,55				
26	VILLEGAS FARFAN JOHN DAVID	7,16	AAR	7,07	AAR	14,24	7,12	AAR	SI					
27	YAGUAL MACIAS PAULINA DAMARIS	9,28	DAR	9,33	DAR	18,61	9,31	DAR	SI					



**UNIDAD EDUCATIVA PARTICULAR**  
**“MAYOR HORACIO ZURITA BAYAS”**  
**INFORME ANUAL DE APRENDIZAJE**  
**AÑO LECTIVO 2016-2017**

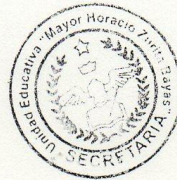
CURSO: PRIMER CURSO DE BACHILLERATO GENERAL UNIFICADO TÉCNICO POLIVALENTE

JORNADA: MATUTINA

FIGURA PROFESIONAL: CONTABILIDAD Y ADMINISTRACIÓN

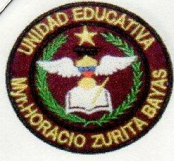
ASIGNATURA INGLÉS

#	NOMINA	PRIMER QUIMESTRE		SEGUNDO QUIMESTRE		NOTA ANUAL DE APRENDIZAJE		EVALUACION DE COMPORTAMIENTO	ES PROMOVIDO	EXAMEN SUPLETORIO	EXAMEN REMEDIAL	EXAMEN DE GRACIA	OBSERVACIONES	PLAN DE MEJORAMIENTO ACADEMICO	
		CUAN.	CUAL.	CUAN.	CUAL.	SUMA	CUAN.								CUAL.
1	ALVAREZ LUZARDO ALAN NAHUN	7,72	AAR	6,95	EPAAR	14,67	7,34	AAR	SI						
2	BAILON PONCE ALLISSON MAYLLIN	7,39	AAR	7,40	AAR	14,79	7,39	AAR	SI						
3	BANDA VILLACRESES JOSE ANTONIO	9,09	DAR	8,88	AAR	17,97	8,99	AAR	SI						
4	BELLO FIGUEROA THYANNY JORGELY	6,97	EPAAR	7,04	AAR	14,02	7,01	AAR	SI						
5	CAJAPE LEÓN ADRIAN JOEL	5,15	EPAAR	4,80	NAAR	9,95	4,97	NAAR	NO						
6	CANTOS ZAMBRANO ROSALIA ESTHER	7,35	AAR	6,70	EPAAR	14,05	7,02	AAR	SI		5,20	7,00			
7	DEMERA GARCES ANGIE SAMARY	8,09	AAR	8,13	AAR	16,22	8,11	AAR	SI						
8	DIAZ MORALES DANTE ANTONIO	7,17	AAR	6,93	EPAAR	14,10	7,05	AAR	SI						
9	LOPEZ FARRAGA JOSUA JENICO	5,60	EPAAR	4,73	NAAR	10,33	5,16	EPAAR	NO		5,05				
10	PINTO VASQUEZ BRYAN ALEXANDER	5,90	EPAAR	4,43	NAAR	10,33	5,17	EPAAR	NO						
11	SALTOS SANCHEZ ALLISON ELIZABETH	7,85	AAR	7,86	AAR	15,71	7,86	AAR	SI						
12	SAMANIEGO LEON GENESIS MAYELLI	7,12	AAR	6,63	EPAAR	13,75	6,87	EPAAR	NO		7,00				
13	SANCHEZ REYES EMILY SCARLETH	8,86	AAR	8,77	AAR	17,63	8,82	AAR	SI						
14	SUAREZ ALVARADO ELYAN JAIR	7,57	AAR	7,12	AAR	14,69	7,34	AAR	SI						
15	VALENTE CURICHUMBI CARLOS ALFREDO	4,84	NAAR	3,57	NAAR	8,41	4,21	NAAR	NO						





**Appendix 2: First and Second Examination Scores Belonging to the First Term 2017-2018**



**UNIDAD EDUCATIVA  
"MAYOR HORACIO ZURITA BAYAS"**  
CUADRO DE CALIFICACIONES  
PERÍODO LECTIVO: 2017 - 2018

QUIMESTRE	PRIMER QUINQUIMESTRE	PARCIAL	PRIMER PARCIAL
GRADO	SEGUNDO - BACHILLERATO GENERAL UNIFICADO TÉCNICO DE SERVICIOS CONTABILIDAD Y ADMINISTRACIÓN A	JORNADA	MATUTINA
ASIGNATURA	INGLÉS	PROFESOR	Prof. QUEZADA CALLE JHONNY AGUSTIN

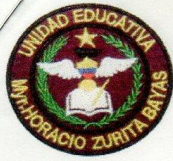
No	NÓMINA	PROMEDIO DE TAREAS	PROMEDIO DE ACT. INDIVIDUALES EN CLASE	PROMEDIO DE ACT. GRUPALES EN CLASE	PROMEDIO DE LECCIONES ORALES ESCRITAS	APORTE	NOTA PARCIAL	COMPORTAMIENTO
1	ALVAREZ LUZARDO ALAN NAHUN	9,65	8	8	8	5,70	7,87	A
2	AVILA MIRANDA YIL DENISSE	7	8	9	9,65	7,50	8,23	A
3	BAILON PONCE ALLISSON MAYLLIN	10	8,25	8,50	8	5,75	8,10	A
4	BANDA VILLACRESES JOSE ANTONIO	10	9	10	9	5,50	8,70	A
5	BELLO FIGUEROA THYANNY JORGELY	8,50	8	8,50	7,50	8,35	8,17	A
6	CANTOS ZAMBRANO ROSALIA ESTHER	8	8	8	7,50	4,60	7,12	A
7	CHOEZ LABORDE EMERSON SAUL	7	8	8	8	4,60	7,12	A
8	DEMERA GARCES ANGIE SAMARY	9,15	8,50	9	8,75	5,05	8,09	A
9	DIAZ MORALES DANTE ANTONIO	7	8	8,25	8	9	8,05	A
10	SALTOS SANCHEZ ALLISON ELIZABETH	8,50	8,05	8,25	8,50	4,80	7,62	A
11	SAMANIEGO LEON GENESIS NAYELLI	9,25	8	8,25	8	7,55	8,21	A
12	SANCHEZ REYES EMILY SCARLETH	9,15	8,50	9	9,40	4,50	8,11	A
13	SUAREZ ALVARADO ELYAN JAIR	8	8	8,25	8,25	4	7,30	B

ESCALA CUALITATIVA			# ALUMNOS	PORCENTAJE
Domina los aprendizajes requeridos	DAR	9.00 - 10	0	0%
Alcanza los aprendizajes requerido	AAR	7.00 - 8.99	12	92,31 %
Esta próxima a alcanzar los aprendizajes requeridos	EPAAR	4.01 - 6.99	0	0%
No alcanza los aprendizajes requeridos	NAAR	<= 4	1	7,69 %
<b>TOTALES</b>			<b>13</b>	<b>100,00 %</b>

  
 Lic. OSCAR STEVE ZURITA ARAUJO  
 DEPARTAMENTO DE SECRETARIA  
 Fecha: 14/06/2017 13:34:04


  
 Prof. QUEZADA CALLE JHONNY AGUSTIN  
 FIRMA DEL PROFESOR

Página 1



**UNIDAD EDUCATIVA**  
**"MAYOR HORACIO ZURITA BAYAS"**  
 CUADRO DE CALIFICACIONES  
 PERÍODO LECTIVO: 2017 - 2018

QUIMESTRE	PRIMER QUINQUIMESTRE	PARCIAL	PRIMER PARCIAL
GRADO	SEGUNDO - BACHILLERATO GENERAL UNIFICADO TÉCNICO DE SERVICIOS ADMINISTRACIÓN DE SISTEMAS A	JORNADA	MATUTINA
ASIGNATURA	INGLÉS	PROFESOR	Prof. QUEZADA CALLE JHONNY AGUSTIN

No	NÓMINA	PROMEDIO DE TAREAS	PROMEDIO DE ACT. INDIVIDUALES EN CLASE	PROMEDIO DE ACT. GRUPALES EN CLASE	PROMEDIO LECCIONES ORALES/ESCRITAS	APORTE	NOTA PARCIAL	COMPORTAMIENTO
1	ALVIA CHOEZ DAMARIS MELISSA	10	8	8	9	4,65	7,93	B
2	ARBOLEDA TRIVIÑO CESAR XAVIER	10	7	8	7,75	5,80	7,67	B
3	CARRASCO VALLEJO KEVIN MISAEL	10	8	8,25	8	7	8,25	B
4	DAMIAN SORIA LUIS ANGEL	9	7	7	8,50	4	7,10	B
5	DELGADO GONZALEZ JEFFERSON ANDRES	9,50	8	8,50	9,15	5,45	8,12	B
6	GONZALEZ CAMBA DOMENICA NAYELI	10	10	9,90	9,90	10	9,96	A
7	INDACOCHEA GONZALEZ DIMAS JOSE	10	9	10	9,20	5,10	8,86	B
8	LINO CASTRO JOSE ERICSSON	5	7,50	7	7,50	5,10	6,42	C
9	MIER CRUZ DANIEL ANDRES	10	9	9	9,50	8	9,10	A
10	MORALES CASTAÑEDA SELENA GUADALUPE	10	8,50	8,50	9,75	8,10	8,97	A
11	MORA PINCAY JOEL BENJAMIN	10	7	7,25	8,25	3,25	7,15	B
12	MOSQUERA LIZANO DYLAN ADRIAN	10	8	8	9	5,95	8,19	A
13	PANCHANA PANCHANA KATTYA GISSELLE	10	10	10	9,90	10	9,98	A
14	PEÑAFIEL REYES ERICK GABRIEL	9,75	7	8	9,75	5,05	7,91	B
15	PERALTA LARA ASHLY BRITHANY	10	7,50	8	8,60	5,50	7,92	B
16	PILCO BAQUE JOSE ALEJANDRO	10	7,25	8	8,75	5,75	7,95	B
17	VILLEGAS FARFAN JOHN DAVID	7	7	8	7,15	4,45	6,72	C

ESCALA CUALITATIVA			# ALUMNOS	PORCENTAJE
Domina los aprendizajes requeridos	DAR	9.00 - 10	3	17,65 %
Alcanza los aprendizajes requerido	AAR	7.00 - 8.99	12	70,59 %
Esta próxima a alcanzar los aprendizajes requeridos	EPAAR	4.01 - 6.99	2	11,76 %
No alcanza los aprendizajes requeridos	NAAR	<= 4	0	0 %
<b>TOTALES</b>			<b>17</b>	<b>100,00 %</b>

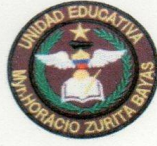
Lic. OSCAR STEVE ZURITA ARAUJO  
 DEPARTAMENTO DE SECRETARIA



Prof. QUEZADA CALLE JHONNY AGUSTIN  
 FIRMA DEL PROFESOR

Fecha: 14/06/2017 13:35:09

Página 1



## UNIDAD EDUCATIVA "MAYOR HORACIO ZURITA BAYAS"

CUADRO DE CALIFICACIONES  
PERÍODO LECTIVO: 2017 - 2018

QUIMESTRE	PRIMER QUIMESTRE	PARCIAL	SEGUNDO PARCIAL
GRADO	SEGUNDO - BACHILLERATO GENERAL UNIFICADO TÉCNICO DE SERVICIOS CONTABILIDAD Y ADMINISTRACIÓN A	JORNADA	MATUTINA
ASIGNATURA	INGLÉS	PROFESOR	Prof. QUEZADA CALLE JHONNY AGUSTIN

No	NÓMINA	PROMEDIO DE TAREAS	PROMEDIO DE ACT. INDIVIDUALES EN CLASE	PROMEDIO DE ACT. GRUPALES EN CLASE	PROMEDIO LECCIONES ORALES/ESCRITAS	APORTE	NOTA PARCIAL	COMPORTAMIENTO
1	ALVAREZ LUZARDO ALAN NAHUN	6,85	9,50	9,25	5,55	5,50	7,33	B
2	AVILA MIRANDA YIL DENISSE	8,85	9,90	9,75	9	0	0	A
3	BAILON PONCE ALLISSON MAYLLIN	3	8,83	8,75	6,63	6,75	6,79	C
4	BANDA VILLACRESES JOSE ANTONIO	9,83	9,90	9,75	8,63	4,75	8,57	A
5	BELLO FIGUEROA THYANNY JORGELY	7	8,50	8,50	7,25	4,05	7,06	B
6	CANTOS ZAMBRANO ROSALIA ESTHER	9	9,75	9,50	6	2	7,25	B
7	CHOEZ LABORDE EMERSON SAUL	7,95	5	3	6	0	0	C
8	DEMERA GARCES ANGIE SAMARY	6,68	6	4,25	7,50	5,25	5,94	C
9	DIAZ MORALES DANTE ANTONIO	6	8,90	6	5,50	9	7,08	B
10	SALTOS SANCHEZ ALLISON ELIZABETH	8,50	8,50	3,75	8	5	6,75	C
11	SAMANIEGO LEON GENESIS NAYELLI	8	9,75	10	7,50	4,50	7,95	B
12	SANCHEZ REYES EMILY SCARLETH	8	9,50	9,25	8,90	7,60	8,65	B
13	SUAREZ ALVARADO ELYAN JAIR	6,68	9,50	4,75	7,90	0	0	C
<b>PROMEDIO GENERAL</b>							<b>7,34</b>	

ESCALA CUALITATIVA			# ALUMNOS	PORCENTAJE
Domina los aprendizajes requeridos	DAR	9,00 - 10	0	0 %
Alcanza los aprendizajes requerido	AAR	7,00 - 8,99	7	53,85 %
Esta próxima a alcanzar los aprendizajes requeridos	EPAAR	4,01 - 6,99	3	23,08 %
No alcanza los aprendizajes requeridos	NAAR	<= 4	3	23,08 %
<b>TOTALES</b>			<b>13</b>	<b>100,00 %</b>

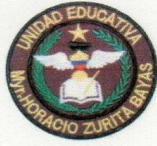
Lic. OSCAR STEVE ZURITA ARAUJO  
DEPARTAMENTO DE SECRETARIA

Fecha: 31/07/2017 13:29:35



Prof. QUEZADA CALLE JHONNY AGUSTIN  
FIRMA DEL PROFESOR

Página 1



**UNIDAD EDUCATIVA  
"MAYOR HORACIO ZURITA BAYAS"**  
CUADRO DE CALIFICACIONES  
PERÍODO LECTIVO: 2017 - 2018

<b>QUIMESTRE</b>	PRIMER QUIMESTRE	<b>PARCIAL</b>	SEGUNDO PARCIAL
<b>GRADO</b>	SEGUNDO - BACHILLERATO GENERAL UNIFICADO TÉCNICO DE SERVICIOS ADMINISTRACIÓN DE SISTEMAS A	<b>JORNADA</b>	MATUTINA
<b>ASIGNATURA</b>	INGLÉS	<b>PROFESOR</b>	Prof. QUEZADA CALLE JHONNY AGUSTIN

No	NÓMINA	PROMEDIO DE TAREAS	PROMEDIO DE ACT. INDIVIDUALES EN CLASE	PROMEDIO DE ACT. GRUPALES EN CLASE	PROMEDIO LECCIONES GRABADAS	APORTE	NOTA PARCIAL	COMPORTAMIENTO	
1	ALVIA CHOEZ DAMARIS MELISSA	10	9,55	9,38	8	5,50	8,49	B	
2	ARBOLEDA TRIVIÑO CESAR XAVIER	8,75	6,68	5	6	2	5,69	C	
3	CARRASCO VALLEJO KEVIN MISAEAL	8	9	9	7,50	6,25	7,95	B	
4	DAMIAN SORIA LUIS ANGEL	6,25	9	8,50	8,50	9,50	8,35	B	
5	DELGADO GONZALEZ JEFFERSON ANDRES	9,38	6,45	6	6,40	6,75	7,00	B	
6	GONZALEZ CAMBA DOMENICA NAYELI	10	10	10	10	10	10	A	
7	INDACÓCHEA GONZALEZ DIMAS JOSE	9,45	9	8,50	7,35	7,75	8,41	A	
8	LINO CASTRO JOSE ERICSSON	8,45	8	7,50	6,45	2,25	6,53	C	
9	MIER CRUZ DANIEL ANDRES	10	9,75	10	8,75	10	9,70	A	
10	MORALES CASTAÑEDA SELENA GUADALUPE	10	10	10	6,45	10	9,29	A	
11	MORA PINCAY JOEL BENJAMIN	7,85	5	6,50	6	2	5,47	C	
12	MOSQUERA LIZANO DYLAN ADRIAN	9,45	10	10	6	2	7,49	B	
13	PANCHANA PANCHANA KATTYA GISSELLE	10	10	10	10	10	10	A	
14	PEÑAFIEL REYES ERICK GABRIEL	7,45	8,75	8,75	7,25	3,50	7,14	A	
15	PERALTA LARA ASHLY BRITHANY	7,45	9	8,50	7	2	6,79	C	
16	PILCO BAQUE JOSE ALEJANDRO	9,45	6,45	6	6	7,50	7,08	B	
17	VILLEGAS FARFAN JOHN DAVID	9,55	5,55	4	6,75	2	5,57	C	
18	YAGUAL MACIAS PAULINA DAMARIS	10	10	10	8,50	6	8,90	A	
<b>PROMEDIO GENERAL</b>								7,77	

ESCALA CUALITATIVA			# ALUMNOS	PORCENTAJE
Domina los aprendizajes requeridos	DAR	9.00 - 10	4	22,22 %
Alcanza los aprendizajes requerido	AAR	7.00 - 8.99	8	44,44 %
Esta próxima a alcanzar los aprendizajes requeridos	EPAAR	4.01 - 6.99	6	33,33 %
No alcanza los aprendizajes requeridos	NAAR	<= 4	0	0 %
<b>TOTALES</b>			<b>18</b>	<b>100,00 %</b>

Fecha: 31/07/2017 13:30:25

Lic. OSCAR STEVE ZURITA ARAUJO  
DEPARTAMENTO DE SECRETARÍA



Prof. QUEZADA CALLE JHONNY AGUSTIN  
FIRMA DEL PROFESOR

Página 1

## Appendix 3: BIMS survey



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL  
FACULTAD DE ARTES Y HUMANIDADES  
CARRERA DE LENGUA INGLESA

### BIMS SURVEY

Directions: For each statement, please mark the response that best describes what you do in the classroom.  
There are no right or wrong answers. Please respond as honestly as possible.

	STATEMENT	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1	I nearly always intervene when students talk at inappropriate times during class.		✓				
2	I use whole class instruction to ensure a structured classroom.	✓					
3	I strongly limit student chatter in the classroom.				✓		
4	I nearly always use collaborative learning to explore questions in the classroom.	✓					
5	I reward students for good behavior in the classroom.	✓					
6	I engage students in active discussion about issues related to real world applications.	✓					
7	If a student talks to a neighbor, I will move the student away from other students.			✓			
8	I establish a teaching daily routine in my classroom and stick to it.			✓			
9	I use input from students to create classroom rules.		✓				
10	I nearly always use group work in my classroom.	✓					
11	I allow students to get out of their seat without permission.						✓
12	I use student input when creating student projects.		✓				
13	I am strict when it comes to student compliance in my classroom.			✓			
14	I nearly always use inquiry-based learning in the classroom.		✓				
15	I firmly redirect students back to the topic when they get off task.		✓				
16	I direct the students' transition from one learning activity to another.		✓				
17	I insist that students in my classroom follow the rules at all times.			✓			
18	I nearly always adjust instruction in response to individual student needs.	✓					
19	I closely monitor off task behavior during class.		✓				
20	I nearly always use direct instruction when I teach.	✓					
21	I strictly enforce classroom rules to control student behavior.	✓					
22	I do not deviate from my pre-planned learning activities.			✓			
23	If a student's behavior is defiant, I will demand that they comply with my classroom rules		✓				
24	I nearly always use a teaching approach that encourages interaction among students.	✓					

Adapted from the work of Martin & Sass (2010)

Thanks for your cooperation!

## Appendix 4: BIMS observation checklist



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DE SANTIAGO DE GUAYAQUIL  
FACULTAD DE ARTES Y HUMANIDADES  
CARRERA DE LENGUA INGLESA

### BIMS OBSERVATION CHECKLIST

For each statement, please mark the response that best describes what the teacher does in the classroom.

Lesson length: 52 min (12:00 pm) Grade/Course: 2nd Baccalaureate Date: August 1st, 2014

	STATEMENT	Strongly agree	Agree	Slightly agree	Slightly disagree	Disagree	Strongly disagree
1	He nearly always intervenes when students talk at inappropriate times during class.			✓			
2	He uses whole class instruction to ensure a structured classroom.	✓					
3	He strongly limits student chatter in the classroom.		✓				
4	He nearly always uses collaborative learning to explore questions in the classroom.			✓			
5	He rewards students for good behavior in the classroom.						✓
6	He engages students in active discussion about issues related to real world applications.						✓
7	If a student talks to a neighbor, He will move the student away from other students.						✓
8	He establishes a teaching daily routine in his classroom and stick to it.			✓			
9	He uses input from students to create classroom rules.				✓		
10	He nearly always uses group work in his classroom.		✓				
11	He allows students to get out of their seat without permission.			✓			
12	He uses student input when creating student projects.				✓		
13	He is strict when it comes to student compliance in his classroom.			✓			
14	He nearly always uses inquiry-based learning in the classroom.			✓			
15	He firmly redirects students back to the topic when they get off task.		✓				
16	He directs the students' transition from one learning activity to another.			✓			
17	He insists that students in his classroom follow the rules at all times.					✓	
18	He nearly always adjusts instruction in response to individual student needs.			✓			
19	He closely monitors off task behavior during class.		✓				
20	He nearly always uses direct instruction when I teach.	✓					
21	He strictly enforces classroom rules to control student behavior.			✓			
22	He does not deviate from my pre-planned learning activities.		✓				
23	If a student's behavior is defiant, he will demand that they comply with his classroom rules		✓				
24	He nearly always uses a teaching approach that encourages interaction among students.			✓			

Adapted from the work of Martin & Sass (2010)

## Appendix 5: CLT classroom observation checklists



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FACULTAD DE ARTES Y HUMANIDADES  
CARRERA DE LENGUA INGLESA

### CLT CLASSROOM OBSERVATION CHECKLIST

For each statement, please mark the response that best describes what the teacher does in the classroom.

Lesson length: *52 min (12:00pm)* Classroom observed: *2nd Baccalaureate* Date: *August 1st, 2017*

STATEMENT	ALWAYS	FREQUENTLY	SOMETIMES	RARELY	NEVER
1. Teacher uses target English as the normal and expected means of classroom communication.			✓		
2. Teacher keeps use of the native (Spanish) language totally separated from use of English unless it is absolutely necessary.				✓	
3. Teacher avoids dominating the talk-time and does not rely on a word-for-word Spanish translation to explain meanings.				✓	
4. Teacher focuses on student's meaningful fluency rather than form/ structure/ grammar accuracy while communicating in English.			✓		
5. Teacher provides students with opportunities for extended listening.				✓	
6. Teacher uses authentic and social life communication to motivate English language use.			✓		
7. Teacher corrects students' errors with primary focus on exchangeable meaning rather than structure or form.				✓	
8. Teacher provides students with hands-on realistic situations and experiences accompanied by oral and written use of English.				✓	
9. Teacher accelerates communication by teaching class functional chunks of the English language.				✓	
10. Teacher makes sure that reading and writing for communication are strongly complemented and integrated with listening and speaking.				✓	
11. Teacher uses questions and activities that provide real exchange of students' knowledge and opinions.				✓	
12. Teacher encourages students to ask questions as well as to answer others' questions.					✓
13. Teacher introduces and practices grammatical structures and vocabularies in meaningful communication contexts.				✓	
14. Teacher plans lesson to emphasize English language in use.				✓	
15. Teacher balances language, culture and the subject content goals in lessons plans.			✓		
16. Teacher presents grammar through, and for, usage rather than critical analysis.					✓
17. Teacher draws information and experiences from the social life and target culture(s).				✓	
18. Teacher designs classroom activities to include experiences with literature or authentic sources from social life and target culture(s).					✓
19. Teacher plans activities that provide students with successful learning experiences.					✓
20. Teacher plans the lesson to incorporate both new and familiar material.				✓	
21. Teacher carefully plans, and follows up, individual activities as important part of the overall activities.			✓		
22. Teacher makes sure that the lesson, content and activities are appropriate to age and developmental level of the class and to the target culture(s).				✓	
23. Teacher provides logical, smooth and timely transition from one activity to the other.				✓	
24. Teacher gives clear classroom directions and concise examples and keeps English learning as a student-centered process.				✓	
25. Teacher gives many, varied and concrete materials and uses a diversity of classroom techniques and strategies to cope with different learning styles.					✓
26. Teacher uses visual and audio techniques as well as role play dramatization and group activities effectively to cover all learning styles.					✓
27. Teacher allows ample wait time after questions.				✓	
28. Teacher maintains a pace that keeps the learning momentum and creates a sense of direction.					✓
29. Teacher gives activities and games frequently to fit the lesson content and English communication outcomes rather timely and logically.			✓		
30. Teacher shows patience with student attempts to communicate fully in English and acknowledge students' differences in their level of fluency.			✓		
31. Teacher balances the score of classroom testing in terms of communication, i.e., to emphasize reading, writing, listening, and speaking.				✓	

Adapted from Ibrahim & Ibrahim (2017)



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CARRERA DE LENGUA INGLESA

CLT CLASSROOM OBSERVATION CHECKLIST

For each statement, please mark the response that best describes what the teacher does in the classroom.

Lesson length: 45 min (8:35 am) Classroom observed: 2nd Baccalaureate Date: August 9th, 2017

STATEMENT	ALWAYS	FREQUENTLY	SOMETIMES	RARELY	NEVER
1. Teacher uses target English as the normal and expected means of classroom communication.			✓		
2. Teacher keeps use of the native (Spanish) language totally separated from use of English unless it is absolutely necessary.				✓	
3. Teacher avoids dominating the talk-time and does not rely on a word-for-word Spanish translation to explain meanings.					✓
4. Teacher focuses on student's meaningful fluency rather than form/ structure/ grammar accuracy while communicating in English.				✓	
5. Teacher provides students with opportunities for extended listening.				✓	
6. Teacher uses authentic and social life communication to motivate English language use.				✓	
7. Teacher corrects students' errors with primary focus on exchangeable meaning rather than structure or form.				✓	
8. Teacher provides students with hands-on realistic situations and experiences accompanied by oral and written use of English.				✓	
9. Teacher accelerates communication by teaching class functional chunks of the English language.				✓	
10. Teacher makes sure that reading and writing for communication are strongly complemented and integrated with listening and speaking.				✓	
11. Teacher uses questions and activities that provide real exchange of students' knowledge and opinions.				✓	
12. Teacher encourages students to ask questions as well as to answer others' questions.					✓
13. Teacher introduces and practices grammatical structures and vocabularies in meaningful communication contexts.					✓
14. Teacher plans lesson to emphasize English language in use.				✓	
15. Teacher balances language, culture and the subject content goals in lessons plans.				✓	
16. Teacher presents grammar through, and for, usage rather than critical analysis.				✓	
17. Teacher draws information and experiences from the social life and target culture(s).				✓	
18. Teacher designs classroom activities to include experiences with literature or authentic sources from social life and target culture(s).			✓		
19. Teacher plans activities that provide students with successful learning experiences.				✓	
20. Teacher plans the lesson to incorporate both new and familiar material.				✓	
21. Teacher carefully plans, and follows up, individual activities as important part of the overall activities.					
22. Teacher makes sure that the lesson, content and activities are appropriate to age and developmental level of the class and to the target culture(s).				✓	
23. Teacher provides logical, smooth and timely transition from one activity to the other.			✓		
24. Teacher gives clear classroom directions and concise examples and keeps English learning as a student-centered process.			✓		
25. Teacher gives many, varied and concrete materials and uses a diversity of classroom techniques and strategies to cope with different learning styles.				✓	
26. Teacher uses visual and audio techniques as well as role play dramatization and group activities effectively to cover all learning styles.				✓	
27. Teacher allows ample wait time after questions.					✓
28. Teacher maintains a pace that keeps the learning momentum and creates a sense of direction.					✓
29. Teacher gives activities and games frequently to fit the lesson content and English communication outcomes rather timely and logically.			✓		
30. Teacher shows patience with student attempts to communicate fully in English and acknowledge students' differences in their level of fluency.			✓		
31. Teacher balances the score of classroom testing in terms of communication, i.e., to emphasize reading, writing, listening, and speaking.			✓		

Adapted from Ibrahim & Ibrahim (2017)



## Appendix 6: Moderator's guide for the focus group



UNIVERSIDAD CATÓLICA  
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FACULTAD DE ARTES Y HUMANIDADES  
CARRERA DE LENGUA INGLESA

### Moderator's Guide - Student Focus Group

Course: 2nd Baccalaureate N° of students: 7 (seven) Date: August 5th, 2014

#### Introducción

Hola, soy Richard Barreto, estudiante de la Carrera de Lengua Inglesa de Santiago de Guayaquil. Quiero agradecerles por estar aquí. Ustedes me ayudarán respondiendo algunas preguntas relacionadas con su desempeño académico, el manejo de la clase del docente de inglés y la metodología que él usa para impartir sus clases.

#### Propósito

El propósito de hoy es conocer de qué manera influiría el manejo de la clase y la metodología aplicada por el docente de inglés en su rendimiento académico. Siéntanse cómodos de expresar sus opiniones y de discutir de manera clara, sencilla y respetuosa.

#### Preguntas

##### Manejo didáctico y de comportamiento

1. ¿Cómo son las actividades propuestas por el docente?  
¿Son incentivadoras?  
¿Cubren sus expectativas e intereses?  
¿Son difíciles o fáciles de realizar?  
¿Da instrucciones claras?  
¿Establece límite de tiempo?
2. ¿Con cuánta frecuencia trabajan en grupos?  
¿Provee actividades extras para quienes terminan rápido?  
¿Los mantiene siempre ocupados?
3. ¿Cómo perciben al docente?  
¿Se siente seguro de lo que enseña?  
¿Comprende claramente la lección que enseña?
4. ¿Se respetan las reglas de comportamiento establecidas por el profesor?  
¿Cómo maneja o reacciona ante el mal comportamiento de alguien en el salón de clases?  
¿Mantiene la calma o confronta al estudiante?

##### Método de enseñanza

1. ¿Con qué frecuencia usa el docente su lengua materna para explicar algo?
2. ¿En qué aspecto del idioma se enfoca el docente: en la gramática o en la conversación?
3. ¿Qué tan de acuerdo está con las estrategias aplicadas por el docente de inglés?  
¿Son atractivas?  
¿Contribuyen a su aprendizaje y desempeño académico?  
¿Promueven de manera comunicativa y real el uso del idioma?  
¿Tienen las actividades relación con el tema y siguen un proceso lógico?

#### Conclusión

Gracias por su tiempo y participación. La información recolectada de este grupo será traducida en el idioma inglés y se usará para saber si influye o no en sus calificaciones el manejo de la clase y la metodología aplicada por el docente de inglés. Nuevamente gracias por la ayuda brindada en este proyecto.

## Appendix 7: Permit application



UNIVERSIDAD CATÓLICA  
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FACULTAD DE ARTES Y HUMANIDADES  
CARRERA DE LENGUA INGLESA


Guayaquil, 25 de julio del 2017

### SOLICITUD DE PERMISO PARA REALIZAR INVESTIGACIÓN

Yo, **Richard Moisés Barreto Barzola** con CI **0926064148**, estudiante de la Universidad Católica de Santiago de Guayaquil, Facultad de Artes y Humanidades, Carrera de Lengua Inglesa, con motivo de terminar mis estudios y de estar en la Unidad de Titulación Especial me encuentro realizando un proyecto de investigación cuyo tema es **"The influence of EFL methodology and classroom management on the achievement of second baccalaureate students at Unidad Educativa Mayor Horacio Zurita Bayas"** (La influencia de la metodología del inglés como lengua extranjera y el manejo del aula en el desempeño de los estudiantes del Segundo de Bachillerato en la Unidad Educativa Mayor Horacio Zurita Bayas), por lo cual solicito su permiso para recabar información del maestro que imparte la asignatura de Inglés en Segundo de Bachillerato y los estudiantes del mismo curso. Este proceso incluye el análisis de sus calificaciones de los dos primeros parciales del presente año y las calificaciones finales del mismo curso del periodo lectivo anterior, observaciones áulicas, y un grupo focal con los estudiantes participantes durante la primera y segunda semana de agosto del presente año.

Le agradezco de antemano su tiempo, amable atención a la presente y favorable respuesta a la misma.

Atentamente,

  
Richard Barreto B.

Estudiante de la Carrera Lengua Inglesa, UCSG

---

### AUTORIZACIÓN

Yo, **Lcda. Nelly Zurita Araujo**, en calidad de Vice-Rectora General y dueña de la misma, autorizo al Sr. **Richard Moisés Barreto Barzola** la realización de la investigación antes descrita en la Unidad Educativa Mayor Horacio Zurita Bayas

FIRMA: 

SELLO:



## Appendix 8: Focus group transcript

TRANSCRIPT
------------

**Researcher:** Good morning, students. My name is Richard Barreto, English Language student at Catholic University of Santiago de Guayaquil. I want to thank you for being here. You will be answering some questions related to your academic performance, the EFL classroom management and the methodology the English teacher uses to teach his classes. The purpose is to know how would influence the handling of the class and the methodology applied by the English teacher in your academic performance. Feel comfortable to express your opinions and to discuss in a clear, simple and respectful manner the topics that we are going to cover ... Well, let's start with a round of questions; first referring to the instructional and behavioral classroom management... How are the activities proposed by the teacher? Are they encouraging? Do they meet your expectations and interests?

**Student 2:** The truth is that... as the teacher explains... they are very encouraging. But sometimes our behavior makes us not understand and not know how to do some activity.

**Researcher:** Do you agree, student 4?

**Student 4:** Yes, I do. The teacher explains us well. We are the ones that are a bit boisterous affecting our misunderstanding.

**Researcher:** So, the activities that the teacher proposes are encouraging and creative... Are they difficult or easy to perform?... Student 7...

**Student 7:** Well, the truth is that all the activities that the teacher does are according to what he has covered in his class.

**Researcher:** Does he give clear instructions?

**All students:** Yes, he does.

**Researcher:** Does he set a time limit to solve any activity?

**All students:** Yes.

**Researcher:** How often do you work in groups? Student 6...

**Student 6:** Very often because we always need help among us. There are activities that, although they are explicit, some classmates do not understand. That's why the teacher makes us work in groups... to help each other.

**Researcher:** Does he provide extra activities for those who finish fast? Let's suppose there are six groups in the classroom and there are always one or two groups that end quickly. Do you bring other activities? Student 5...

**Student 5:** No.

**Researcher:** Does he always keep you busy? Or is there a time when three or four groups end, but others are still ending?

**Student 7:** Well, sometimes that's the case.

**Researcher:** So, do you wait until they finish or have anything else to do?

**Student 7:** We actually wait until the others finish. Then we are able to do other activities.

**Researcher:** Now, how do you perceive the teacher? Do you feel confident about what the teacher teaches you? What do you think, student 1?

**Student 1:** I always see the teacher confident. He teaches well. He gives us clear instructions. Everything is okay ... Sometimes we are the ones that misbehave.

**Researcher:** Okay... Do you clearly understand the lesson he teaches? What do you think, student 3?

**Student 3:** We understand everything. Well, sometimes there are some classmates that do not understand well something, but he helps us to do it... and better.

**Researcher:** Are the rules of behavior established by the teacher respected? What do you think, student 5?

**Student 5:** Not all the time... There is a group that obeys the orders and executes them; but there is another group that don't.

**Researcher:** How does he deal with or respond to someone's bad behavior in the classroom? What do you think, student 6?

**Student 6:** In case we make noise, the teacher gets angry, but try to calm us down. Not in a grotesque way, but in a professional one.

**Student 4:** Rather, it advises us for our bad behavior and tells us that sometimes that is reflected in our scores. So, when we do not pay attention in class, sometimes we have low grades.

**Researcher:** Well, there's always one that misbehaves. Does he keep calm or confront such a student?

**Student 4:** He stays calm.

**Researcher:** Well, these questions we have discussed had to do with classroom management and behavior. Now we will see those that have to do with his teaching methods... How often does the teacher use his mother tongue, that is, Spanish, to explain something?

**Student 6:** Very often. When we do not understand what he says in English he explains in Spanish in order to get the idea.

**Student 1:** Sometimes in advanced topics, he explains first in Spanish and then in English.

**Student 7:** Well, we are in a course where we generally do not speak English, so in one way or another the teacher has to speak in Spanish to make us understand and get the idea.

**Researcher:** So, is it good what he does or not so much?

**Student 2:** I think it's OK because we are beginners and we do not know much English.

**Student 1:** It helps us a lot.

**Researcher:** ... although you are in a second of baccalaureate?

**Student 7:** Well, there are schools where you only hear English since the very first day of school. If you understand, it is okay, if not, it is careless... In case you do not understand, you have to ask the teacher... the best way one can learn English is by listening and speaking. That is the correct way.

**Researcher:** Do you agree, student 5?

**Student 5:** Yes, I agree. The teacher gives us the easiest way to learn but we need to practice more by listening and speaking. It isn't worthy if you listen in Spanish and at the same time in English, you get tangled.

**Student 3:** I think it's okay... the teacher makes us practice English by doing presentation, for example.

**Researcher:** Okay... Now, in what aspect of the language is the teacher focused: in grammar or in communication?... Students 1 ...

**Student 1:** I think both equally. I would say that we practice more orally... because we do dialogues, expositions, etc.

**Researcher:** Well, I mean when the teacher is in class, you see a tense, like the one seen in your previous class ... does he focus on the structure? In how do you make a sentence in past simple, for example? Or rather focus on communicating ideas about things using the simple past?

**Student 4:** He first focuses on the structure, then we change sentences into the past.

**Researcher:** But is there a balance or not?

**All students:** Yes, there is a balance.

**Student 2:** First, he explains then he makes us do activities to see if we understand.

**Researcher:** Mm ... and how are these activities? What kind of exercises do you do?

**Student 2:** We make sentences, or he brings us paragraphs to change them into past simple.

**Student 7:** We also have to complete sentences, make paragraphs ... For example, the other day, we were reviewing the "going to". Then, he gave us a paragraph where the person had to make a trip and we, in that role, had to complete it with things we would do using the "going to"... The teacher prepares us for the grammar, for listening, as in the quizzes. I consider that it is a good way to learn English.

**Researcher:** So, how much do you agree with the strategies applied by the English teacher? Are they attractive? Do they really contribute to your learning and academic performance? ... Student 6...

**Student 6:** I think the activities are very explicit for our learning. There are activities in the book that are not so explicit, but the activities that the teacher brings cover everything we have reviewed in class.

**Student 4:** Yes, the teacher tries to explain concretely everything, and then we do the activities.

**Student 5:** I agree with it because they help us in grammar, in listening and that helps us in the development of the target language.

**Researcher:** So, if you are in a real situation, where you are speaking to a native speaker or a person who knows English... or if you going to a country where English is spoken, do you think that the activities that the teacher brings to class would help you to use the language?... Student 1...

**Student 1:** Honestly... maybe yes.

**Researcher:** So, would you be able to talk in English to that person?

**Student 1:** Well, maybe over time... and practicing more... yes.

**Student 2:** In my case, a little bit... maybe just the basic things... yes, but practicing more.

**Student 3:** Personally, no... well, maybe with the dialogues we have practiced in class, I could just say hello, say my name, but having an extended conversation, no ...

**Student 4:** In my case, to have a conversation ... no. Maybe, I could talk a little. But for an extended conversation, no!

**Student 5:** I think, in my case, no. What I have learnt here, it is just the basic thing; but to have a conversation with native people who have their language well developed and speak fast, I would not understand...

**Student 6:** Honestly no. It is different to speak English than to write it. It would be easier for me to write than to speak. Even our pronunciation would be different from theirs and I would not understand what they would want to say.

**Student 7:** I believe that to have a dialogue with a native person or someone that have studied English would take some time. One must like the English language, practice it, listen to it, speak it... in that way, he or she would

develop that ability. Then, the moment you meet such a person, you could try it, even if we are not native and have an Ecuadorian accent. But it could be achieved, if we prepare ourselves. I would like to share my experience. I study at Centro Ecuatoriano Norteamericano (CEN). There, since the first day of the class, English is spoken. So, they prepare us by level and we can develop different skills. Sometimes you may know what to say, but when another person talks to you, you may not understand.

**Researcher:** Well, it will depend. When we speak to a person who studies English as a foreign language, he has a standard accent, that is, he manages an international English. On the other hand, there are native people who have their own accent, ways of expressing. That variation of the language may not allow us to understand. That person can speak very fast, or slowly, or hesitant. The same happens here in Ecuador. The ones who live in the coast have their own way of expressing themselves and speaking. Those living in Quito also have their accent, and so on. So, there are some who have standard English, but others have their accent depending on where they lived, born or learned English. And in that sense, it may be difficult to understand them... Now... in the case of the activities that the teacher brings to class, are they related to the subject and follow a logical process to make you communicate in English? Student 2...

**Student 2:** I think so, besides the teacher follows the rules ...

**Researcher:** In the case of this week, for example... what was the subject that was treated in class? Student 4 ...

**Student 4:** The simple past and the past continuous...

**Researcher:** That, in terms of grammar, yes, but I meant the subject that involves that grammar ... do you remember?

**All students:** No...

**Researcher:** Well, talking about the activities, what were they addressed to?

**Student 4:** All the activities were directed to the simple past. We even worked in a group activity, a reading comprehension one.

**Researcher:** So, did they follow a logical process?

**All students:** Yes.

**Researcher:** Okay guys, that's all. Thank you for your time and participation. The information collected from this discussion will be translated in English and will be used to know whether or not influences in your academic performance the classroom management and the methodology applied by the English teacher. Thank you again for your help in this project.

## Appendix 9: Activities for the proposal

### KAHOOT! GAME

The screenshot shows the Kahoot! game creator interface. At the top, there is a navigation bar with 'Exit', 'K! Quiz', and 'Save' buttons. Below this is the 'Description' section, which includes the Kahoot! logo, the title 'VOCABULARY', and a brief description: 'A vocabulary exercise in which players need to complete the missing word, it can be a verb or and object.' The privacy setting is set to 'Everyone'. The 'Game Creator' section contains three questions:

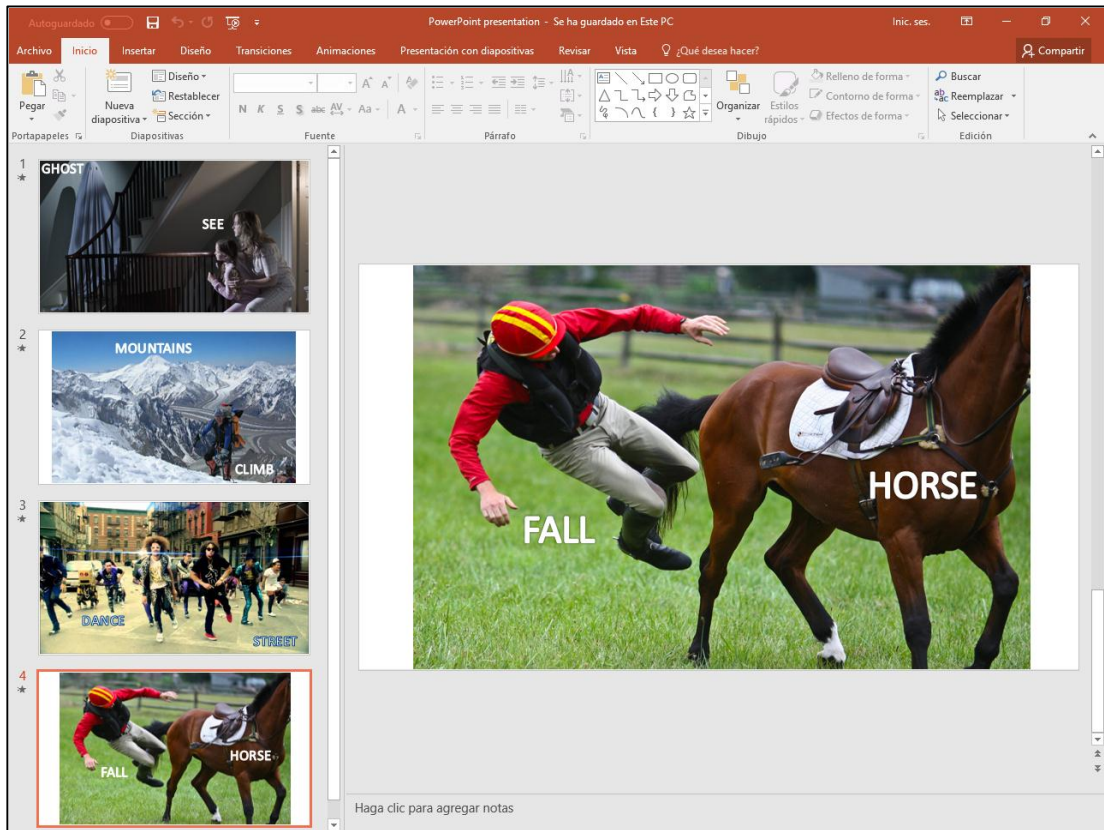
- Question 1:** A \_\_\_\_\_ is a place where stamps are sold and from where letters are sent. Time limit: 10s.
- Question 2:** \_\_\_\_\_ is a card for sending a message by mail without an envelope. Time limit: 20s.
- Question 3:** \_\_\_\_\_ are a system of postal codes used by the United States Postal Service. Time limit: 10s.

The screenshot shows the Kahoot! game player interface. At the top, it says 'Adam has seen ...' and has a 'Full Screen' button. The main area features a large purple graphic with the Kahoot! logo and a hand. On the left, a purple circle contains the number '4'. On the right, there is a 'Skip' button and a score of '0 Answers'. Below the graphic are four answer options in colored boxes:

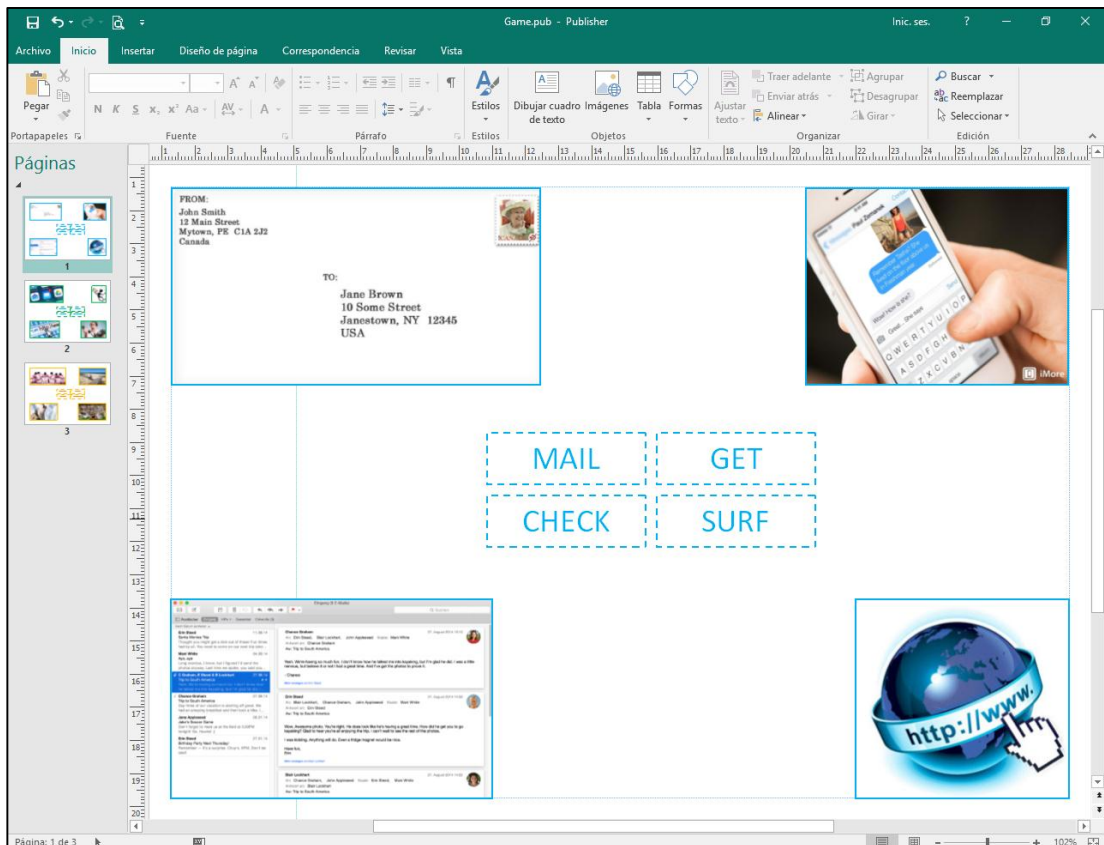
- Red box:** ▲ a clap
- Blue box:** ◆ a wind
- Yellow box:** ● a song
- Green box:** ■ a ghost



## POWER POINT PRESENTATION - VOCABULARY



## WORDS AND PICTURES FOR THE TASK



# HANDOUT FOR THE STORY

## CREATE A STORY

(USE THE VOCABULARY LEARNT)



## DECLARACIÓN Y AUTORIZACIÓN

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Guayaquil, **14 de septiembre** de **2017**

f. \_\_\_\_\_

Nombre: **Barreto Barzola, Richard Moisés**

C.C: **0926064148**



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<b>AUTOR(ES)</b>	Barreto Barzola, Richard Moisés		
<b>REVISOR(ES)/TUTOR(ES)</b>	Alvarado Mejía, María de Lourdes; Vásquez Barros, Mariela Fátima		
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<b>PALABRAS CLAVES/ KEYWORDS:</b>	EFL, classroom management, EFL methodology, academic performance, communicative approaches, English language teaching.		
<b>RESUMEN/ABSTRACT:</b>	<p>This study aimed at determining the ways in which the current EFL teacher's methodology and classroom management techniques may be contributing or not to academic performance in an EFL second baccalaureate class at Unidad Educativa "Mayor Horacio Zurita Bayas". The data was collected through the analysis of the English records provided by the institution, a Communicative English Language Teaching (CELT) classroom observation checklist, a Behavior and Instructional Management Scale (BIMS), and a focus group. The findings showed that this group of students have scored low in this subject, that the teacher employs only few aspects of a communicative approach, that the teacher follows an interventionist style regarding classroom management, and that the actual teaching methodology and management strategies applied in class affects negatively in students' academic performance. Thus, a lesson plan based on the application of communicative approaches was designed and proposed to solve the problems found in this research project and assure students to improve their English academic performance.</p>		
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<b>CONTACTO CON AUTOR/ES:</b>	<b>Teléfono:</b> +593-9-86310503	<b>E-mail:</b> richand8.3@hotmail.com	
<b>CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE):</b>	<b>Nombre:</b> Jarrín Hunter, Ximena Marita		
	<b>Teléfono:</b> +593-4-6043752; +593-9-99613680		
	<b>E-mail:</b> xjarrin@yahoo.com; ximena.jarrin@cu.ucsg.edu.ec		
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