

ECUADOR AND BILINGUALISM A ``MIRAGE OR REALITY?`` A CRITICAL LOOK AT ENGLISH AS A FOREIGN LANGUAGE

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RESUMEN

A critical review of government program on amplifying knowledge acquisition and professionalism in Ecuador to meet international standard and challenges. Based on this policy program, English language is required in every facet of education. Since inception, this cyclopean task has received accolade on the other hand a perverted criticism equally with an iffy of excuses probably a consequence on how the herculean curriculum is being managed mainly due to quality and caliber of apostles of this project. Before now however, this program was an absolute sham due to quack until government demonstrated unimaginable concern and decision to purge the program and rejuvenate teaching and learning of English proposed and execute capacitating programs as well as seasonal evaluation of teachers, teaching tools, strategies and approaches that gave a face-lift to the program and it's administration.

KEYWORDS: *Private speech, Paradigm of complexity, Second language acquisition, Zone of Proximal Development,*

ABSTRACT:

This research was induced by the problems, difficulties, frustration and limitations confronting beginners, pre-intermediate, intermediate and other learners of English as a second or foreign language. It is centered on proffering solution, devising strategy, methodology and approach to a hitch-free acquisition of second language particularly English language. The belief according opinion poll among students' of Latin origin about English being so difficult, even though many had no prior knowledge about English language but from tales and make believing stories by peers have created lack luster attitude that affects performance on the aggregate among students. The assertion that language learning is not communicative is voidable, I'm an ardent advocate that language is communicative. Speech sounds are anticipated discontinuously in the form of discrete units, as opposed to gradient-like discernment of an auditory perpetuity. Therefore, a child can categorize speech sounds despite variations in their phonetic details along the sarcastic dimension. They however, display perceptual constancy, in which certain variations are ignored and other variations are recognized in order to rearrange incoming information.

The research will employ statistical data analytical tables to reference and support its finding enumerate various obstacles plaguing learners and address their various FAQ such as students' phobia about learning the language, delve into why Pronunciation is different from writing in English, accent and listening difficulty, private speech, acquiring second language and would further analyze, scrutinize curriculum and its pertinence to language learning. Conceptualize ways to address these problems for easy and smooth learning of the English language.

INTRODUCTION

Evolution of English in Latin America and Ecuador in particular is yet to meet quality, vision, and government expectation substantiated by government investment and budget in education. They have been various subsisting complaints on the part of learners on curriculum, strategy, methodology and attitude of teaching the subject either in the high school, colleges and other institutions of higher learning.

Education system in Ecuador has evolved. In the past, Universities were traditionally designed for priesthood formation. Not until 1895 when President Eloy Alfaro came up with the idea that education should be separated from religion sector, which saw the birth of liberal ideologies into higher education. Before now, universities were created in 1946 by President Ibarra, and time immemorial, access to higher education was only for the super-rich and cream of the society which on the other hand could not satisfy the yearning of the private sector requirements. Due to this shortage, the university system was model to meet the demand of the market place to support workforce and create job opportunity which is widely agitated by the society, between 1980s and 1990s,

In 2008, the higher institution education Constitution was drafted in favor of education system which will enhance development program will boost Ecuador's economic development, which also guaranteed free education system at undergraduate level subject to entrance exams (Examen Nacional para la Educación Superior, ENES). This promulgation further saw to the extermination of private universities and colleges, and established norms evaluation and accreditation of every higher institution of learning in Ecuador in order to assure quality education for the citizenry. English language program has suffered astounding set back, a situation where

many students are struggling with the course while others that passed, cannot demonstrate proficiency

The concept of universal grammar as suggested by Chomsky can be seen in the integrated development of language acquisition across cultures. Therefore, child's expeditive learning of this type is dictated by linguistic parameters and principles congenital to human nature. Right from birth, kids have a preference for their mother's voice (Anthony .J. DeCasper & William .P. Fifer, (June 6, 1980))

in the language. Perhaps, this may account for the prejudice that motivated this research work ``Ecuador and bilingualism, a mirage or reality?

JUSTIFICATION

This research was prompted by the necessity to evaluate the success of bilingual education (English language) in Ecuador as well as to explore ways to strengthen learning opportunities , ameliorate difficulties , threats, weakness confronting students of English their learning attitude with the Implication of reshaping learning outcome, provide a befitting response to students assumptions; curiosity, phobia towards acquiring a second language among prospective learners across

Ecuador and Latin America at large. of this research, was due to urgent necessity to address frequently asked question this scientific investigation would proffer solution and allay disquietude, create a conducive attitude and provide explicit methodology cognitive for learning English; employ motivating tools to enhance language acquisition skill.

This investigation would benefit students, in the form of providing an answer to their obstacles and fears in reaching proficiency in English language learning. For teachers , in that it will expose new techniques, strategies and methodology for a successful teaching of English language with a social relevance of landing a good jobs in multi-national organizations , capability of communication to resolve stack problems and retarded philosophy held at large by second language learners such as English language superstitions held that English is difficult to acquire

At this point, it is pertinent to evaluate contributions of private speech development (Oral expression development nationally giving the level of government support and resources injected in learning English) by important researchers on language acquisition and development. According to Vygotsky most important learning by the child occurs through social interaction with a skillful tutor. Tutor may model behaviors and/or provide verbal instructions for the child. Vygotsky referred to this as cooperative or collaborative dialogue. In cooperative or collaborative dialogue, the child seeks to understand the actions or instructions given by the tutor (could be parent or teacher) then assimilate the information, using the information to guide or regulate his/her performance. (Vygotsky, Mind in society, 1978)

Vygotsky, noted that private speech does not solely guard a child's nimbleness but acts as a tool towards the development of a child to expedite cognitive processes, such as aiding task obstacles, promoting imagination, thinking, and conscious awareness. (Vygotsky, Thinking and speech, 1987)

``Berk Laura provided empirical fulcrum for the notion of private speech. She is of the notion that most private speech manifest by children serves to describe or guide the child's actions``. (Berk Laura .E, 1986)

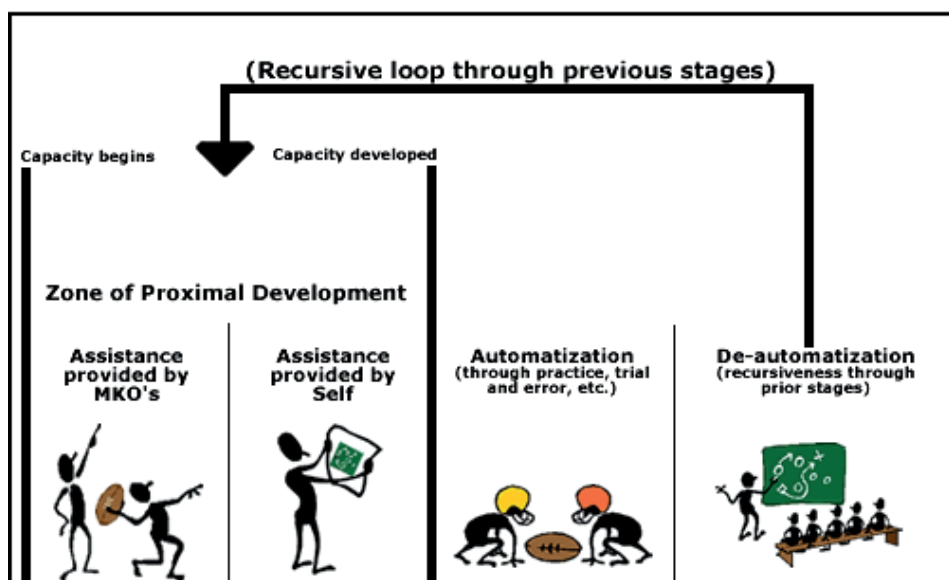
According to Adam Winsler, children use private speech most often during intermediate difficulty tasks because they are experiment to self-regulate by verbally planning and organizing their thoughts (Adams Winsler et al., 2007).

The principle of Zone of Proximal Development

The concept of More Knowledgeable order is integrally related to the second important principle of Vygotsky's work, the Zone of Proximal Development.

This is an important concept that relates to the difference between what a child can achieve independently and what a child can achieve with guidance and encouragement from a skilled partner.

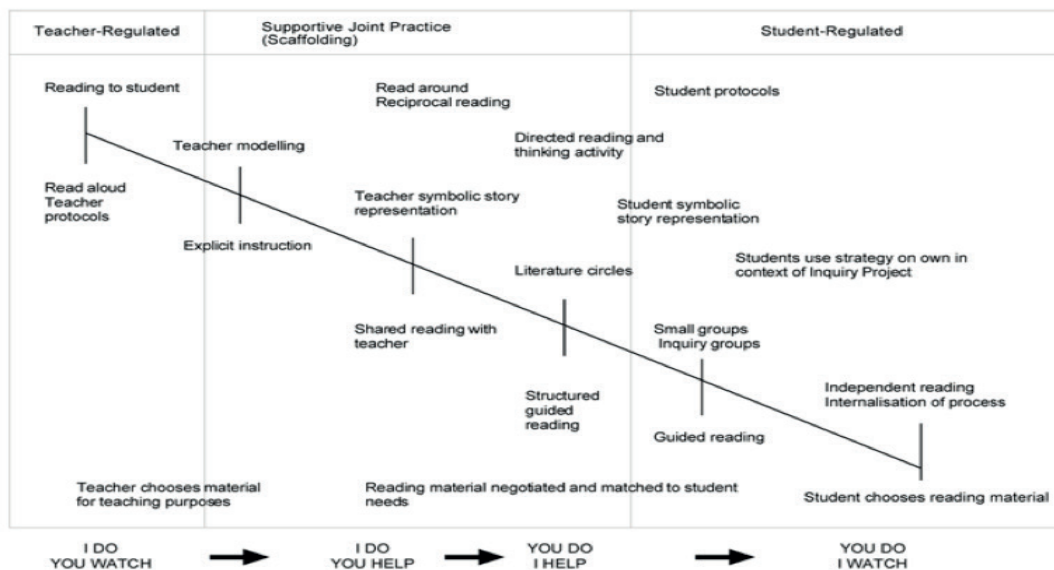
Vygotsky (1978) sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given - allowing the child to develop skills they will then use on their own – developing higher cognitive mental functions.



ANALYZING ZPD IN RELATION TO SCAFFOLDING PROCESS:

This analysis is pertinent, crucial, relative but necessary for language teachers across the globe. Vygotsky's view of zone of proximal development defines the ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers." (Vygotsky., 1978).

Ways of Assisting Readers Through Their Zones of Proximal Development: Modes of Scaffolding



Source: http://coe.sdsu.edu/eet/articles/vygotsky_zpd/index.htm

English as a foreign language teaching in Ecuador requires the above regulation process in order to achieve a better learning outcome. From teacher-regulated, reading has been a major set back for beginners since they hold the attitude that English is never pronounced the same way it's written for this incidence, teacher regulated reading enables learner to first learn pronunciation of words as they listen to their teacher read out the excerpt, this also happens in the case of kids learning skill most of their learning attributes is centered on listening to their mom speak and the way she pronounces these words. Modelling language teaching with serves as a guide for learner for which they needed a guide from either peers or a capable adult.

Reading and thinking activity couple with story representation boost learning activity as it facilitates high learning advantage since stories give a background incite to the topic if applied while you divide learners in group, it also helps learner to share sense of belonging as you know individuals have a distinct ways of understanding, this is why most time group activities avails learners opportunity to get explanation better from their colleagues better understood than the teacher.

Vygotsky was of the views that interaction with peers is an effective way of developing skills too difficult for certain kids to acquire. The application of this marvelous theory is a duck soup when students work in groups, it avails them the a ploy at opportunity to learn from each other through formal guidance exchange. You may agree with me that students learn faster among peers why working in group than most of them could why listening to teacher's instructions, this is why in language teaching, both conductive and constructive approaches should be encouraged while the traditional theory must be a forgone alternative. Vygotsky suggest that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers - within the zone of proximal development. Vygotsky believed that language develops from social interactions, for communication purposes. Vygotsky viewed language as man's greatest tool, a means of establishing communication with the outside world.

A CRITICAL ANALYSIS OF CHALLENGES ASSOCIATED WITH SPEAKING ENGLISH.

A cross review of Finocchiaro and Brumfit (1983) stated that speaking is the reaction related to the message, situation, articulation, by using the appropriate language, grammar rules, meaning and culture properly. The speaker sends the message using the appropriate stress, intonation, facial expression, gesture to help convey the meanings for the listeners. Sometimes the speech might lack the completion or improper grammar; however, speaking occurs between two people by using the language as the means of communication, most of the difficulties posed to language learners streams from strategy and methodology management; when a message articulation becomes multifarious, the end user becomes distraught giving such message a divergent understanding, but, if a message contains the appropriate language, grammar rules, supported with gesticulation, the speed of assimilation is faster than otherwise. Below, lets reconsider enormous problems faced by beginners of English; so we can see reasons why their behavior can be said to be polytomous:

PEDOGOGICAL

Method of instruction: Frankly speaking, English language is never first nor third language for Latin Americans therefore, The CEFR curriculum being used in most high school and colleges has failed in its test of positivity to colonized Latin American world. We should as a matter of urgency evolve a Latin American frame work which is potentially fit for learning in L2, L3, L4.....countries. }

A supporting argument for the above claim is the difficulty encountered throughout latin America in Listening skill due to accent problem which made Latino see almost every English audio as fast and they cannot comprehend the speed and trend; a typical example occur when a costeño(people from coastal part of Ecuador speaking with a mainland Ecuadorian there has been reports about not comprehending each other due to speed and accent problem, same applies to foreign accent to beginner or first time English student. We are not complaining here about CEFR accent but just calling on authors to reduce the speed of those audios so that learner can grab and learn gradual pace.

Improper design of materials and curriculum: This is among the top problems that needs urgent redress. A critical evaluation of the curriculum of English in this article you will agree with me that there is a potential anxious demand for this present curriculum to be reviewed. A new curriculum should introduce a compulsory core course (Major) for every student be taken in English this will put entrust more attention from the student to English program more than what is obtainable at present.

Ability to speak can be marred by;

The ability to speak can be marred by the effect of Phonetic interference on Speech Sound and Production could be two major sources of contextual intensification of quality sound production according to Kent ; could be the major factors such as:

- (a) engendering factors weighing into misarticulating speakers.
- (b) perpetual features distorting the receiver, who is obliged to digest the process and interpret this sound on order to react sequentially otherwise or immediately. Assumptions on sentences stress generated during conversation, Campbell and Shriberg, pointed out that the pragmatic concern of stress; that is, its function in mapping out important information in a message, could bring about more standard productions in sound as a result of important attention given to verbal expression. The research obligation in this investigative article, is to elicit contrastive stress, including synchronous improved attention. Further information concerning physiologic and acoustic correlates relating to linguistic stress used by young Speakers is salient to a wider understanding of speech

production. As English language is a stress timed language, Therefore, we need to take the stress into cognizance while evaluating it. Stress can develop on both syllables and words in a sentence. This branch of language study can provoke difficulties for learners in both their expression and most crucial listening

Relevance (Pertinence) of this curriculum in relation to English learning.

A review of the curriculum above will surely spark up provocative questions about the output or expectations of students formulated through the application of this curriculum and the implication of their learning outcome. You may then understand why graduates hardly speak English fluently after they accomplish five levels of English program. The above curriculum does not prepare graduates to defend their core career using English language as the students are only trained to acquire basic English which doesn't concertize dominance in their core courses which is retrogressive to the system of education in Ecuador which is based on competency. In addition, this curriculum does not address the major competency which was the government main idea for Ecuadorian professionals to compete with their international rivals. This is because English as an international language has different terminology for different career. Meanwhile, a vivid analysis on the curriculum shows it's devoid of this ample necessity since we can simply estimate that the curriculum is designed for basic English teaching and learning. However, government policy makers must shift from designing basic English curriculum and come up with a technical curriculum in accordance to each career: such business and technical English as the case may require. In my opinion, each career must come up with a curriculum which provides for at least a general study course in English which will enable prospective students have an encounter with proper English terminology in his main core course which basic English designed in the above curriculum will never offer. In most foreign universities is called general study. How then do you expect learners to academic reading in line with their career.

Be able to meet the demands of a more functional educational system Have a strong cultural, specific and didactic preparation Have a training in line with the economic and social development of the country and the advancement of science, education, technology development and universal culture. He has a solid human background, with professional skills based on school experiences to bring him closer to the reality in which he will act. Mere examination of the curriculum of English above, it lacks pertinence because ; the curriculum does not provide for students to apply the language in their core course. Since terminologies differs in accordance to field of profession, a resulting situation is that students are not able to express themselves in their own course of study, when for example; an engineering students whose formation was based on the curriculum above can only graduate in speaking of basic English and being able to express himself and also sustain conversation but when it comes to his field of study; such students cannot sustain conversation because he/she lacks the fundamental and basic knowledge about terminologies applicable in his/her own discipline. Therefore, the idea of graduate training to international competence is virtually defeated.

ENGLISH LANGUAGE LEARNING STANDARDS (ELLS) ARE AS FOLLOWS.

CEFR reference levels in the Ecuadorian educational system

LEVEL GROUP	LEVEL NAME	LEVEL	SCHOOL GRADE
A	Basic user	A1 (Beginner)	Grade 1-6 (2nd, 7th EGB)
		B1 (Intermediate)	Grade 8 (9th EGB)
B	Independent user	B2 (Upper Intermediate)	Grade 9 (10th EGB)
		C1 (Advanced)	Grade 10 (1st BACH)
C	Proficient user	C2 (Proficiency)	Grade 11 (2nd BACH)
			Grade 12 (3rd BACH)

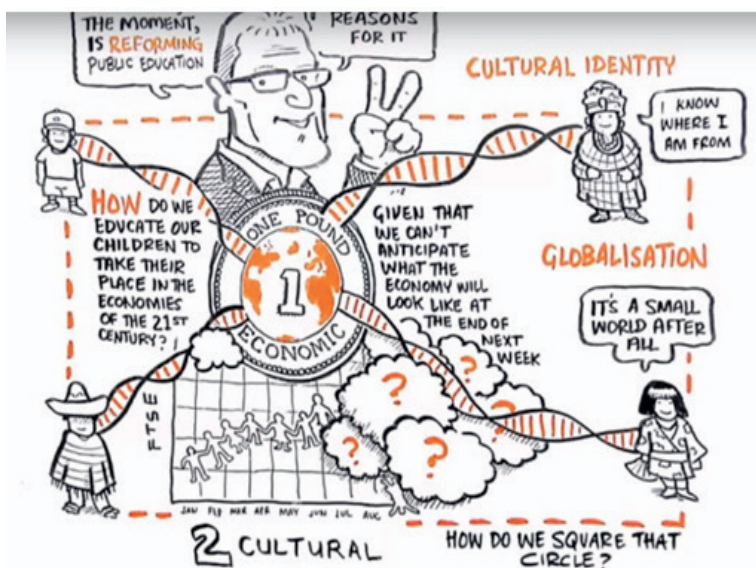
Source: Ecuadorian National English curriculum guidelines (2011)
The National Curriculum Guidelines, (2012)

The brain child of English Language Learning Standards (ELLS) was inaugurated to assist learner obtain proficiency level as the last level in the present curriculum in terms of knowledge and skills acquired throughout the process in his/her field of career and be able to defend himself/herself as a professional at international level. It therefore, entails that these standards will show what EFL students must know and be able to do as they move toward fluency in English. The ELLS are based on the reform strategies embarked on to prepare learners for entry into University of excellence round the world, but this project has been faulty due to its application and methodology owing to the fact that no capable hands and curriculum are not being followed strictly in the classrooms.

However, there is the need for competent hands and continuous capacitation of teachers if this project must reach its goals.

Council of Europe. (2003). Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, UK: Cambridge University Press.

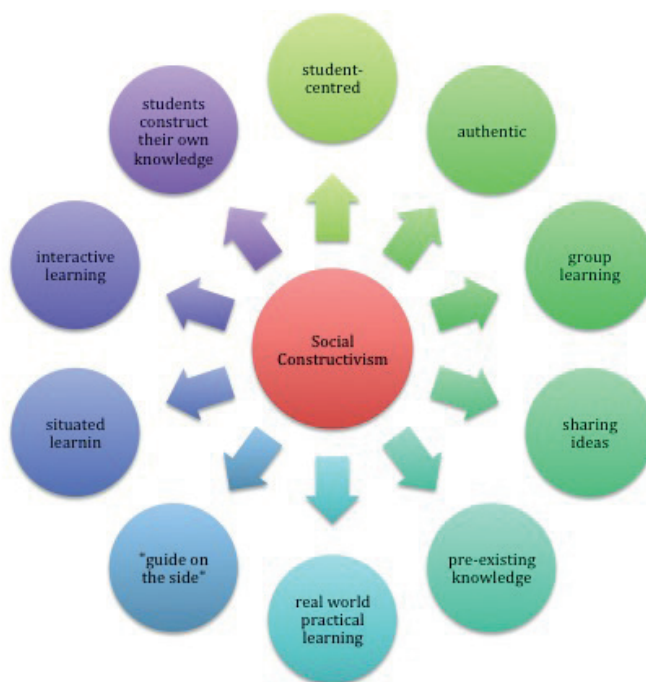
Cultural Sentiments and Implications:



Culture is a major player in the act of teaching – learning process as the moment is reforming public education. Although in a diverse society, English language teaching should take into cognizance, culture as a very sensitive determinant at each learning stage and how it could affect learning and social behavior, acceptance, dedication, attention and spirit of group socialization. Ecuador is a poly-cultural entity where there is the culture of ‘ I know where I’m from’ cultural diverse society need inculcate and acknowledge this diversity in order to accommodate this wonderful gift of nature, which on the other hand, this cultural diversity created distinct and epithet number of non-independent learner which is detractor to learning process. Therefore, learning attitudes are also diverse. But with the principle that respects each entity and strategy for both entities to work together should be encouraged through, sharing ideas, working as a group for mutual benefits and understand, while fostering positive cross-culture attitude is the goal for a better English teaching-learning method in a globalized world.

REAKING PARADIGM OF COMPLEXITY IN ENGLISH LANGUAGE.

Through social constructivism, paradigm of complexity can be broken to reach objective
<https://effectiveteaching20112013.wordpress.com/2013/04/03/social-constructivism>



In order to attain these objectives, a didactic methodology must be the focus of every teacher. This requires a strategic follow up of the above design which entails that a teacher must love what he/she does. If you don't love what you are doing, it will be absolutely difficult to achieve the task portrayed by "Social Constructivism". In social constructivism, students are the center of attraction that desires a clear, authentic and refined information void of noise. Once an information received by the students posses the above characteristics, the group learning process is faster and easier to assimilate, which drives the quest to sharing ideas; among each group within and outside the classroom. Through pre-existing knowledge, the students are able to relate what they learned to a practical world being guided by classmates whose cognitive understand is as fast as the velocity of light, this strategy, has a provocative advantage of sparking up an interactive section among each group of students. Each stratum in

the group is not only able to interpret the information but also able to explain even better among his/her colleagues in a manner easier to digest much better than the teachers example. This in turn vivify learning strategy and process that gears students towards constructing their own knowledge.

METHODOLOGY

Using quantitative and qualitative analysis:

To secure the authenticity of this project work, the students contributions in form of questionnaire and verbal interaction, interview were solicited and obtain from UPEC students about teaching and learning English language in UPEC (Universidad Politecnica Estatal de Carchi Tulcan). and the resulting teaching methodologies in their language center. This quantitative analysis was carried out meticulously with the aid of graphs statistical result and tabulation of statistical data with a universal sample of 500 students and sample size of 100 for each parallel divided into at most minimum of 30 students per circuit.

In UPEC, more than 500 students receive English classes per semester in different levels of English(1,2,3, 4, and 5 respectively).

Procedure:

When defining population of students up to 500, at the State Polytechnic University of Carchi, as the physical object of the research, the sample is said to be minimum of 20 students and maximum of 30 students per class, which involves the use of statisticians for statistical analysis.

The selection of experimental units, student-individuals, will proceed according to the probabilistic sampling of stratified type, with Proportional Sharpening, where each stratum has a number of elements in the sample proportional to its size. In each parallel, the selection of the experimental units, student-individuals, will be done according to the systematic random sampling.

To calculate the elevation coefficient (k), which is calculated by dividing the universe size (N) (500) by the size of the sample (n): $k = N / n$ - In the universe (N), the first element is chosen at random, with the condition that the number chosen is lower than the coefficient of elevation. - Then the others are chosen every certain interval (k), until the sample size (n)(30) is complete.

Graphs and statistics of the survey applied to students

In the Universidad Politecnica Estatal de Carchi where English is taught from 1st to 5th year in Central Academico de Idioma (CIDEN). From the 1st semester every fresh student has an obligation to enroll for English program. This implies that English is an obligation to graduate as students are not allowed to continue after the seventh semester without passing a sufficiency exam in English

The presentation of the results on the teaching methodology of English language teaching-learning in Universidad Politecnica Estatal de Carchi, a survey was carried out organizing, classifying, and data tabulated form of tables and graphs. A universal sample of 500 students were involved in this research project.

1) NUMBER OF STUDENTS INTERVIEWED ACCORDING TO SEX AND GENDER

Table No. 1

Gender	First		Second		Third		Fourth		Fifth	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Femine	275	55	315	63	285	57	305	61	290	58
Masculine	225	45	185	37	215	43	195	39	210	42
Total	500	100	500	100	500	100	500	100	500	100

NUMBER OF STUDENTS INTERVIEWED ACCORDING TO SEX AND GENDER

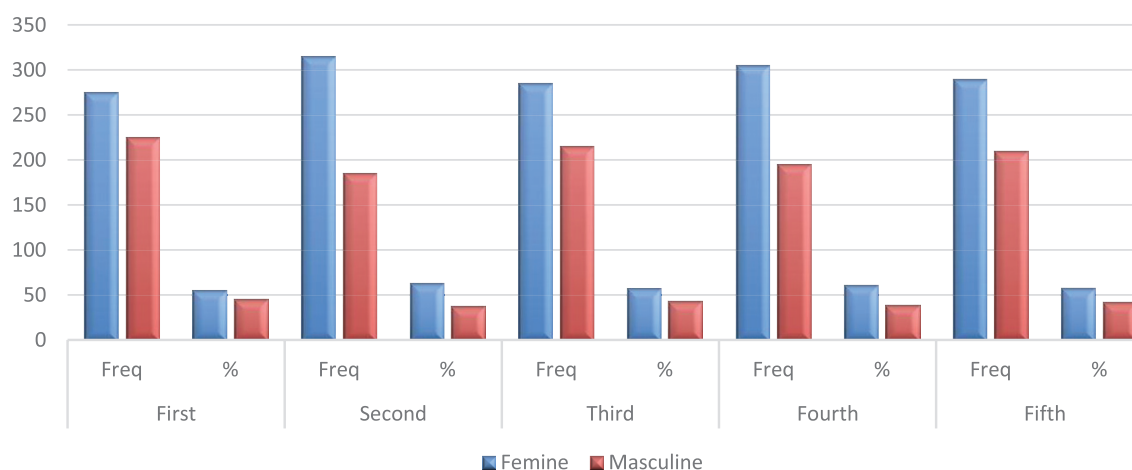


Figure No. 1

Analysis: These variables reflect that students population are mostly female, as was discovered that 60% of the students are female and 40% are male; In relation to the other courses, a constant variable could be noticed. In view of educational psychology, females are more dedicated to studies than males in the educational system of Ecuador

2) Number of students interviewed by age:

Table No. 2

Age	First		Second		Third		Fourth		Fifth	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
16 - 20	100	20	120	24	110	22	115	23	130	26
20 -24	95	19	115	23	88	18	98	20	105	21
24 - 28	75	15	80	16	72	14	69	14	74	15
28 - 32	70	14	60	12	75	15	55	11	78	16
32 - 36	50	10	45	9	55	11	49	10	63	13
36 - 40	45	9	35	7	54	11	45	9	33	7
40 - more	35	7	25	5	35	7	44	9	10	2
No. Of resp	30	6	20	4	11	2	25	5	7	1
Total	500	100,00	500	100	500	100	500	100	500	100

NUMBER OF STUDENTS BY AGE

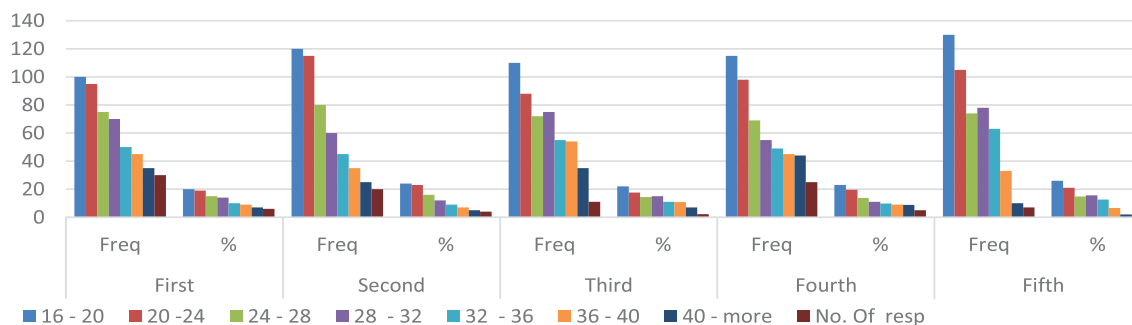


Figure No. 2

Analysis: Regarding the age, it is evident that the students' population of the Universidad Politecnica Estatal de Carchi are younger with an average of 60%, which is an indicator favorable to teaching process of the 1st, 2nd indicates levels that indicates population bracket of mainly students between ages 16-19 and 20 years. While 3rd ,4th and 5th oscillate in ages from 20 to 40 or more years.

3) Number of students interviewed who work daily

Table No. 3

Respo nse	First		Second		Third		Fourth		Fifth	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Yes	325	65	315	63	375	75	345	69	390	78
No	135	27	150	30	120	24	95	19	90	18
Unde cided	40	8	35	7	5	1	60	12	20	4
Total	500	100	500	100	500	100	500	100	500	100

NUMBER OF STUDENTS ENGAGED IN OTHER ACTIVITIES

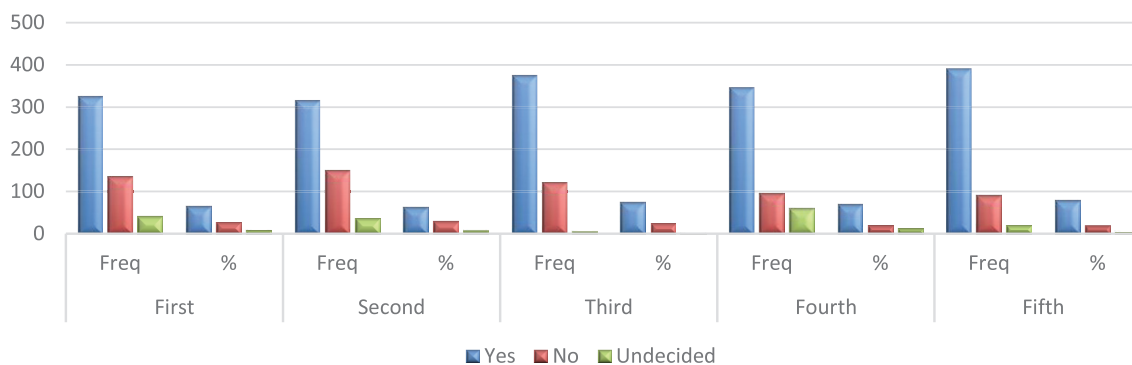


Figure No. 3

Analysis: The graph above shows that most of these students perform different tasks, such as assigning more time to other courses, practical, field excursions-time, working e.t.c; which are not favorable in teaching - learning of English as they become an obstacle to obtaining meaningful learning results due to lack of absolute dedications.

4) Number of students who are engaged in different labor sectors

Table No. 4

Response	First		Second		Third		Fourth		Fifth	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Always	225	45	315	63	365	73	343	69	390	78
Often	140	28	145	29	115	23	95	19	83	17
sometime s	115	23	35	7	17	3	60	12	20	4
Never	20	4	5	1	3	1	2	0	7	1
No Resp.	0	0		0	0	0	0	0	0	0
Total	500	100	500	100	500	100	500	100	500	100

DIFFERENT LABOR SECTORS

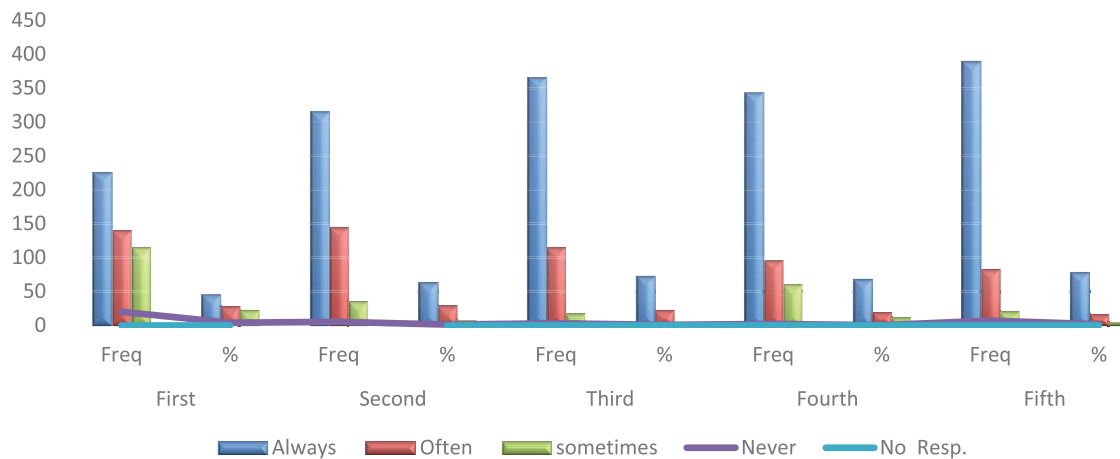


Figure No. 4

Analysis: On the job activities investigation shows that majority invest much of their time doing other classwork and homework which never avail them the opportunity to invest time studying English or engage in a meaningful English exercise, some due to economic reasons could not afford English textbooks while many were of the opinion that they course schedule does not allow them invest time for English language and this becomes difficult to carry out their daily task in Engli

The time does not favor them because 100% of the students are not English major. While the remaining percentage do not perform any work therefore, these sited cases is an obstacle to studying English.

5.) Do you think working and studying can affect academic performance?

Table No. 5

Response	First level		Second		Third		Fourth		Fifth	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Always	350	70	355	71	365	73	343	69	390	78
Often	85	17	100	20	115	23	95	19	83	17
sometime s	60	12	35	7	17	3	60	12	20	4
Never	5	1	5	1	3	1	2	0	7	1
No Resp.	0	0	5	1	0	0	0	0	0	0
Total	500	100	500	100	500	100	500	100	500	100

WORK STUDY SURVEY

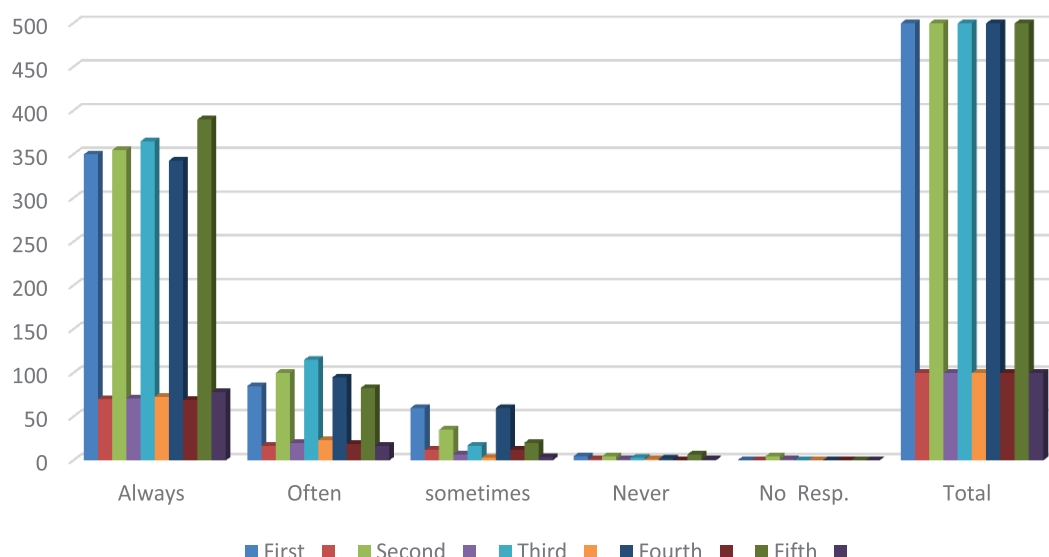


Figure 5

Analysis: According to results obtained from the students surveyed, showed that 70% in 1st level 71% in 2nd agreed that poor quality teachers, teaching strategies employed and teachers students communications channels and the rest should reviewed, however in 3rd, 4th, and 5th Level 73, 69, and 78 respectively mostly agreed that methodology, curriculum, course activities interfere with their studies, reason why time they have to perform their tasks is minimal.

6) Do you think teaching methodology and attitude displayed by your teacher in the classroom could affect learning outcome?

TABLE: 6

Response	First		Second		Third		Fourth		Fifth	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Always	385	77	327	65	453	91	343	69	372	74
Often	63	13	113	23	22	4	95	19	93	4
Sometimes	45	9	35	7	10	2	60	12	20	4
Never	7	1	22	4	12	2	2	0	14	3
No Resp.	0	0	3	1	3	1	0	0	1	0
Total	500	100	500	100	500	100	500	100	500	100

TEACHING METHODOLOGY

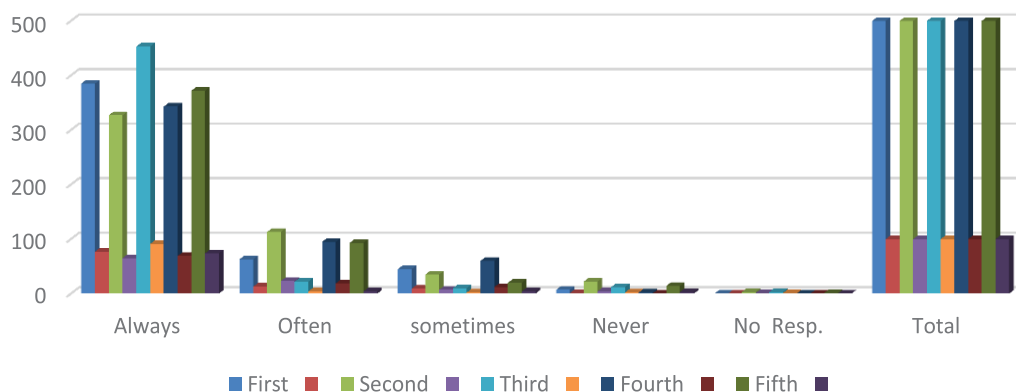


Figure No. 6

Analysis: No doubt from the above statistics result that working and study affects teaching strategy and methodology of every teacher show an appreciable percentage of poor learning result from the data analysis above 77% from Ist level 65% from the second level 91%, 69% and 74% respectively which is on a high side are of the opinion that teaching attitude and methodology affects learning outcome. Therefore, teachers should be conscious of talking time attitude displayed during teaching period and should find new ways of accomodating comportment of their students as that's the role of professional poised to making a difference, as professionals you will never compromise quality of the students you produce.

Possible set back to language learning

TABLE NO. 7

Yrs.	Agein g	Pover ty	Scho ol drop out	Pregn ancy	Phobi a for lectur er	Lack of intere st	Illness/D isability	Job	Quota syste m	Famil y probl em	Other reaso ns
2012 %	1,19	35,58	3,51	1,68	0,19	11,6	9,92	16,64	3,23	1,24	8,35
2013 %	1,15	31,35	5,01	2,32	0,77	15,54	12,46	9,65	3,26	1,49	7,88
2014 %	0,02	24,49	4,26	2,88	0	18,31	10,74	8,5	4,27	1,83	11,05

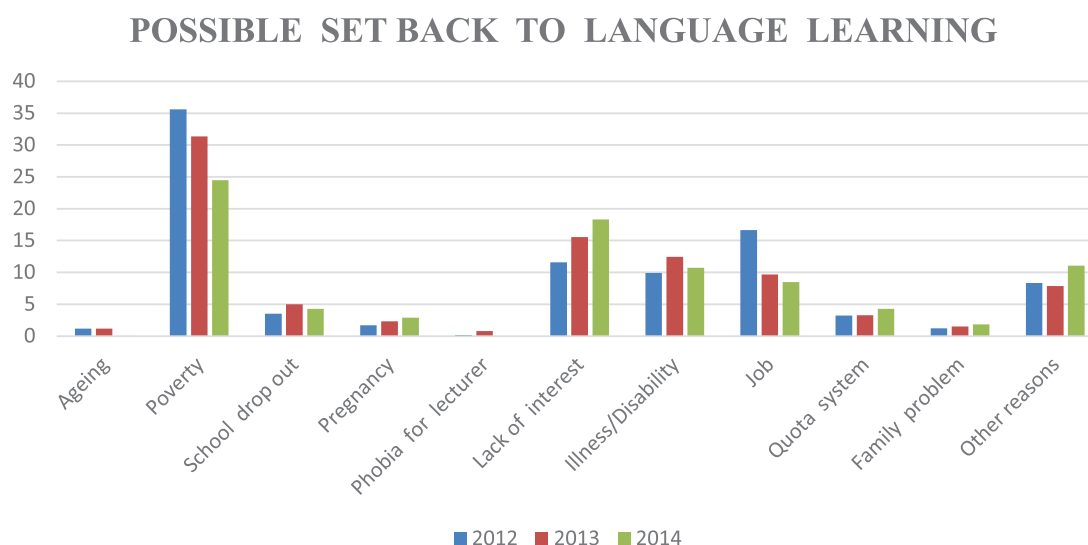


Figure: 7

Source: ENEMDU—INEC (2012—2014). As elaborated by: DNAIE

These flimsy excuses given by individuals and learners for being illiterate have in so many ways affected the next generation learners and culminated into phobia. This can be substantiated with the fact that many uneducated families never auspice nor encourage their wards to go to school despite government and individual philanthropic effort from the society. This epidemic philosophy, have truncated the success of English program in the country. To buttress this point, most students from the countryside, never perform well in their first few years. There is always the struggle between teachers trying to polish student's philosophy and integration to a new environment. This difficulty can be equated to a hydra-headed situation the teacher student difficulty over teaching English to student from the countryside, as most of them never heard of English not even a foundation from their respective countryside high school. Evidently, the above enumerated excuses degenerated to the present day trouble learning English in the higher institution.

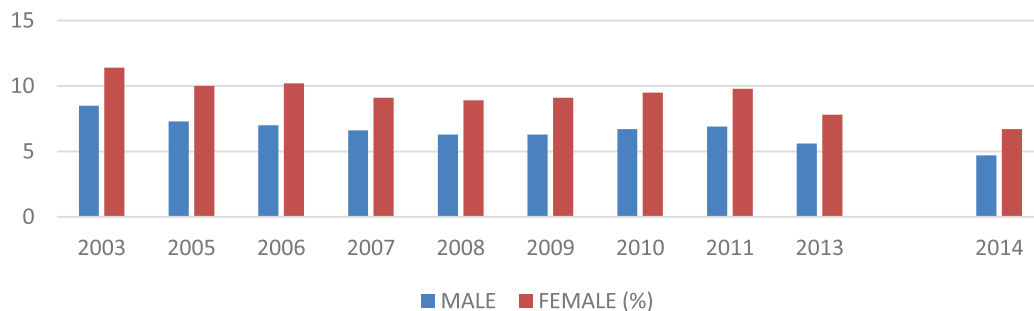
In accordance to this scientific investigation, the aforementioned are the statistical variables applied in the process of this research to determine the success of English program and the possible plagues and obstacles toward the attainment of English learning objectives.

TABLE : 8 LITERACY LEVEL.

NO. OF YEARS	MALE (%)	FEMALE (%)
2003	8,5	11,4
2005	7,3	10,0
2006	7,0	10,2
2007	6,6	9,1
2008	6,3	8,9
2009	6,3	9,1
2010	6,7	9,5
2011	6,9	9,8
2013	5,6	7,8
2014	4,7	6,7

Illiteracy level was on geometric proportion. This success was accredited to government and educator including players in this sector who has taken it as a task upon themselves to sustain quality in education at all cost. A sharp contrast in the decrease on illiteracy among women was credited to campaign for proper education for women, as we can deduce from the statistical report above.

LITERACY LEVEL CHECK.



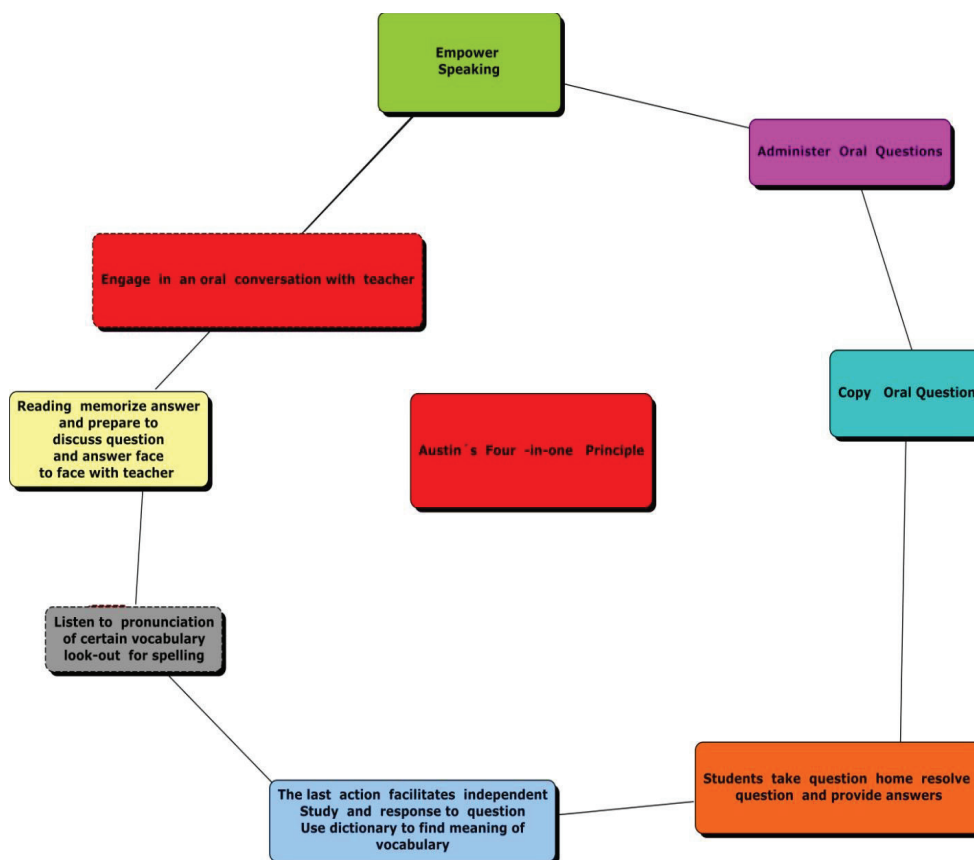
Scholarship period- Rural and Urban. Source: ENEMDU-INEC(2003-2014)

Figure: 8

Research has not only shown that rate of illiteracy was on the surge in men folks compared to their women counterpart and soonest, women will displace men not only in the offices but also in events and other phases of live, this statistics shows that in no distance future, the ratio of educated women will outwit men. This will be possible if literacy rate is measured only for literate folks who can speak and write English proficiently, which might spark up societal debate as to how this author arrived at this conclusion. Bet me, we are present in 21st century and a global world. This will be discussed in the next publication.

The above graphical analysis also shows a boost in literacy level through scholarship awarded by the government and how it's sustainability will boost professionals who will compete within international scope due to their ability to speak and defend their projects in English. Which would in turn not only attract personal but international honor beneficial to their referent countries. During this research response about literacy in men folks, showed that the level of drop-out was due to economic reasons and family pressure to assume responsibility more on men than female who mainly are dependent on family. Usually, people study English language to increase their cultural and professional level. English language is increasingly required in business, international transaction and almost every facet of life. So it is necessary to expand professional and personal horizon. English is crucial to finding a better job opportunity and access to better education. Therefore, studying English is a gateway to learn about new culture and interesting people, visiting incredible locations and generally enjoying an unforgettable vacation. According to (ENEMDU), the aforementioned obstacles have been militating against reaching the zenith of this bilingual program.

Austin's Four in-one language learning process map



FOUR IN- ONE QUICK LANGUAGE TEACHING -LEARNING PRINCIPLE

The principle of four in one states that : Learners consciously or unconsciously acquires new skills in an attempt to explore, harness and develop a particular skill. (Austin Halim, january 2017)

The concept of this principle is to enable quick self-learning using a stone throwing system to kill more birds, which in turn facilitates and motivates speaking unimaginably, with a sharp contrast advancement in oral express (speaking). As can observe from the process map above.

HOW THE PRINCIPLE OPERATES

Teacher create quiz (Oral based quiz) on the topics taught in previous classes. Students are asked to write down the questions, could be as many as ten question or more depends. Thereafter, students take home the quiz. Since their level of English is shoddy, they should be motivated to translate the question in L1, consequently, the drive to translate led to constructivism that is self-teaching and learning at same time, unknowingly, developing the four skills reading, writing, listening. During this exercise, students may be confronted with little difficulties in new words, pronunciation, reading which provokes quest for exasperate learning research. This is true because of the penchant to know all would likely arise, such as; what is the dictionary meaning and how is it pronounced and spell? Curiosity as the mother of invention plays a major role in that learners are tempted to involve dictionary, Google pronunciation apps to listen to pronunciations, memorize spellings, thereby developing auto-learning or conductivism

theory which the traditional theory was unable to achieve. Frankly speaking, individuals have peculiar ways of learning that varies from one person to another.

Subsequently, they end up reading, memorizing and assimilating the context due to the preemptive task that engages them in an open conversation with the teacher before their classmate and pressure not to be mocked and optimistic tendency to get good grade. All these factors motivates students towards unknowingly navigating the four skills and acquiring self-learning; which is a supportive evidence for conductivism and constructivism theories of learning. This theory however extends as to help students check new vocabularies, research they meaning, listening to understand how the pronunciation goes since one of the task is oral expression. Most of these students accomplishes learning new words in their L1 with an understanding in L2 using Google translators, a lot of students have testimonies applying this theory.

Conclusion: Learning is a gradual process, frustration may confront you at the initial stage, and it's absolutely normal. This situation just means you're making good progress by exhausting your comfort zone and advancing yourself further than you may know. Paradoxically, this is the stage where most learners come up with complaints and may abandon the process immediately with excuses that English is difficult, pronunciation is quite different from writing but be encouraged, persist and be optimistic to reach your goal.

Language learning process could be related to the Irony of a flight taking off at first the flight wobble as it's beaten by gravity but with persistence and determination overcome. Upon breaking- through this epileptic stage, learning becomes fun and enjoyable. Remember winners are those who never thrown –in –the towel. Cultivate the attitude of quest if your objective is to be a fluent English speaker then give your zeal a treat, make it a challenge to learn at most 10 new words daily in a week you will be surprised you have learnt fifty new words.

Always be conscious of the fact that, effective learning requires: doing interactivity or engagement learning and motivation to know.

Tips for a successful teaching

Discover the spice in each topic you are going to teach, meaning that in each topic there is a secret sweet sensation in the pudding. That recharges your class and students will enjoy your teaching methodology if:

1. Find ways to link your explanation to real life activity. Use such connections to demonstrate the new concept will act as a glue to help socialize the topic.
2. Find links between the lesson and lives of the students. The topic practical examples lies in relationship between fact and students' reflection .
3. Prepare in time before going into the classroom proper. Role-play the class in your conscience.
4. Discover areas the difficulties associated with each student in order to know how to follow up with tutorial class.
5. Always engage students in group work there is talent and energy in that as you know students have a special way of learning faster among peers.
6. Watch-out for activities that captures students' attention take advantage of that as part of your teaching activities to engage students.
7. Be sure to carry your students' along and account for each of them this gives them a sense of belonging and facilitates students' active participation
8. Beware of teacher's talking time to enable you manage your class better.
9. Accept suggestions and contributions from your students as a way to make progress and make your class lively, also apply the theories of constructivism and conductivism to encourage scholar and academic formation.

RECOMMENDATIONS

1. Government should review English language teaching curriculum and expand learning-teaching dragnet to adult education (both distance learning) level. This will create opportunities for the masses especially the less privilege.
2. Looking at the curriculum as indicated above, in the production column, we can testify that government projection is not being met with the present level of English language teaching, as many graduates cannot even make a simple present sentence completely and correctly. This brings to question not only teaching methodology but also students interest in the language. Teachers should always 'find new roads'.
3. The program should be reviewed, and divided into sections from basic to high school and university level. Meaning basic English should be taught in the high schools but at the university level the government's that's focus should be followed strictly; Technical English should be strictly taught and uphold to a high esteem instead of same curriculum and methodology(Basic English) . University graduates should be able to defend their profession in English language this will encourage competence and high performance and participation of Ecuadorians in international Affair that will afford Ecuador participation in international political decisions. This is true because many high level investigation achievements made by professionals from Latin America remains with them because of barriers to speaking and writing those projects in English
4. More efforts should be rekindle on basic and initial level of language learning so learners can start learning the language earlier as they learn Spanish. This, would help them overcome language phobia.
5. For this project to be successful, Government should oblige same grade point for English like other courses apart from making compulsory. This is very important to curb non- chalant attitude by students who apportion much time, energy weight to their core- course more than English. This is the major straw that breaks the camel's back. For this attitude is catastrophic and has constitute a major setback to accomplishing this delicious proposal in which every non English speaking countries that is nursing the baby project call English as a foreign language. Believe me honestly. This is true because many efforts made by teachers in the classroom never reflected in the learning outcome due to students attitudes since English is only an option not a compulsory. This will facilitate the outcome of this program.
6. Except schools and colleges go bilingual, the program of English teaching-learning in Ecuador definitely will almost be impossible to reach, reference point will be made on bilingual high school graduates, who has demonstrated little difficulty to adapt and excel in the universities compared to their folks that come from a non-bilingual or local high schools from remote areas of the country.
7. English should be made compulsory as a prerequisite exam for admission into Universities. This will only be possible when government is able to reinforce teaching of the language from initial, basic, and high school levels. Also English should share same grade point like other core courses in the university, this has become very important to curb deficiency and ineptitude and non-commitment to this project by students
8. Debates, such as inter-college competition municipal, provincial and regional levels should be rebirth to make the language teaching and learning attractive and premium in form of scholarship, cash, and other gift awarded.
9. Government in order to guarantee quality should invest more resources at improving this pet project of English in Ecuador, with persistent capacitation of teachers.
10. Finally, a national examination body approved and accredited by the SENECYT and affiliated to an international English body should be vested with the authority for final examination for FINAL EXAMINATION this is to ensure quality and success in this English program. If final exam comes from an accredited body, there are minimal

chances graduate with pseudo profile; cheating and favoritism.

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