

English language teaching in general basic education for young learners and adults

Enseñanza del inglés en la educación general básica para estudiantes jóvenes y adultos

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Abstract

Nowadays, the English language is universal and is the official language of the world, developing in the need to facilitate a globalized commercial environment, generating an efficient world exchange of values. The objective of this research is to improve the level of knowledge of English teachers in order to provide quality education to students in the eighth, ninth and tenth years of elementary school. A sample of 243 students was taken, with a

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mixed approach, and a descriptive, explanatory and exploratory study, The techniques used were the interview, survey and seminar, the instruments were the questionnaire and the inventory. It was concluded that the teachers need preparation, the students are not aware of the importance of the language, there is a lack of didactic material and laboratories, and the parents have a low level of knowledge of the English language.

Keywords: Teaching, English language, youth, education, basic, education

Resumen

En la actualidad el idioma inglés es universal y se constituye el idioma oficial del mundo, desarrollándose en la necesidad de facilitar un medio comercial globalizado, generando un intercambio de valores mundial eficiente. El objetivo de esta investigación es mejorar el nivel de conocimiento de los docentes del área de inglés para impartir una Educación de calidad en los estudiantes de Octavo, Noveno y Décimo año de Educación Básica, se tomó una muestra de 243 estudiantes, con un enfoque mixto, y un estudio descriptivo, explicativo y exploratorio, las técnicas utilizadas son la entrevista, encuesta y seminario, los instrumentos el cuestionario y el inventario, se pudo concluir que los docentes necesitan preparación, los estudiantes no están conscientes de la importancia del idioma, existe falta de material didáctico y laboratorios, y los padres de familia tienen un bajo nivel de conocimiento en el idioma inglés.

Palabras clave: Enseñanza, idioma inglés, jóvenes, educación, básica

Introduction

In Latin America the knowledge of the English language is necessary for everyone, it is one of the priority needs and to which governments should pay much attention, especially because it is a fundamental method of communication for the good inclusion of people in this globalized world, it has become one of the most important characteristics of modern education, in addition to contributing to the development of students' skills to live together in different communities around the world. It can be said that knowledge of the

English language is recognized as the universal language par excellence, and is indispensable.

In Ecuador, education is imported and responds to the demands of global development, according to the economic, social and cultural reality of the country; the English language is a fundamental means of universal communication for the development of science and technology, it is a very important contribution to international trade and integral development. The learning of the English language is an essential base for the development of Ecuador in the XXI Century.

It was demonstrated in the time of pandemic by covid 19 that technology along with this language contributed enormously so that there is no shortage of resources in the different countries of the world, the Ministry of Education and Culture has established as state policy to encourage the learning of it, placing it with special hierarchy in the new curriculum of Basic Education, high school and specialization.

The global context considers it important to develop skills to express oneself in one's own language, but also challenges students to communicate in a foreign language. Networks transmit information of an ephemeral nature, and the speed of interpretation requires consultation in the original languages; job opportunities in the service of multinational companies, and understanding and tolerance towards diverse cultures in order to build a common space of collaboration and prosperity that is inclusive, are unavoidable challenges.

In Ecuador, the English program for the eighth, ninth and tenth years of Basic Education and the three years of high school have a functional communicative approach, through which the student is expected to develop the receptive linguistic competencies of listening and reading and the productive competencies of speaking and writing. The program focuses on teaching students to receive and share information through these competencies as a primary focus and in close relation to aspects of socialization, development of values and development of skills that are very useful in the study process and in future professional practice.

The National School "Metropolitan District" was born as a need to have an educational institution that provides attention to large sectors especially of scarce economic resources that are located near

the Ciudad Nueva Cooperative. However, the level of knowledge of the English language in the students of the eighth, ninth and tenth year of Basic Education has been declining over time, at present the performance of students is low so it is located at alarming levels. For this reason, I am interested in making a diagnosis of the level of knowledge of the English language in order to provide a quality education.

If the low level of knowledge of the English language continues in the students of Eighth, Ninth and Tenth years of Basic Education of the National School "Metropolitan District" and if the authorities, teachers and parents do not manage to overcome the learning problems in the subject of English detected in the present investigation, then the effort made by the Ministry of Education with the implementation of the English Curricular Reform and the allocation of five periods per week of class hours will be considered a failure, then the effort made by the Ministry of Education with the implementation of the English Curricular Reform and the allocation of five weekly periods of class hours will be considered a failure, and the objective of improving the quality of teaching and learning of the English language will not be achieved.

The students of the National School "Metropolitan District" will not have the recognition of the community and therefore the institution will lose credibility when their students enter the university classrooms and face complicated situations where the low level of knowledge of the English language will be a disadvantage in their professional preparation, since English today is an indispensable tool to compete in the globalized world in which we live, formulating the following problem.

How does the low level of knowledge of English teachers affect the quality education of students in the eighth, ninth and tenth years of elementary school at the National School "Distrito Metropolitano" of Bombolí Parish, Santo Domingo Canton, Santo Domingo de Los Tsáchilas Province, School Year 2011-2012?

This leads to the general objective of improving the level of knowledge of teachers of English to provide quality education to students in the eighth, ninth and tenth years of elementary education at the National School "Metropolitan District, Bombolí Parish, Canton Santo Domingo, Santo Domingo de los Tsáchilas Province,

School Year 2011-2012, and specific objectives, To diagnose the current situation of the level of knowledge of the teachers of English in the eighth, ninth and tenth years of elementary school, to analyze the level of knowledge of the students to suggest proposals for change to improve the quality of English language education, to propose training seminars-workshops for English teachers to learn how to apply methodological strategies to provide quality education. By virtue of the fact that Education, Science and Technology are of vital importance in the current times of globalization; and one of the tools or strategies for that importance is the learning of the English language, much more so now that it is applied to students from the beginning of their student life.

Thus, the cultivation of interest in learning a foreign language must be multilateral and harmonious for a complete education, and to achieve this, interlearning must be applied. For this reason this project is justified by the need to implement actions to raise the level of knowledge of the English language in students of eighth, ninth and tenth year of Basic Education of the National School Metropolitan District, of the Parish Bombolí Canton Santo Domingo, Province Santo Domingo de los Tsáchilas, School Period 2011-2012.

Raúl Rojas Soriano (1985:23) explains that "knowledge is a mental reproduction of objective reality, and since this is not static, since it is in continuous movement, knowledge about it must necessarily be adjusted, enriched or eliminated to make way for another that does not encompass and explain objective reality".

Along the same lines, Lizardo Carvajal (1990:26) defines knowledge as "a process by which man reflects in his brain the characteristic conditions of the surrounding world". These definitions allow us to affirm that human knowledge, in general terms, is nothing more than the relationship established between the cognizing subject and the object of knowledge, that is, the possibility that man has of mentally apprehending the reality that surrounds him, of acquiring internal representations of an object.

Materials and methods

The present investigation was located in the critical-propositive paradigm because it questioned traditional schemes, based only on instrumental and statistical data of the problem that was investigated, giving an explanation of the influence of the factors that affect the low level of knowledge that affects the learning of the subject of English of the students of eighth, ninth and tenth year of basic education of the National School "Metropolitan District" of the city of Santo Domingo. This research will not remain in the contemplation of the results or diagnosis, but will go further by proposing strategies to solve the problems encountered.

The research is field research since it was carried out in the National School "Metropolitan District" of the city of Santo Domingo, where the events under study took place, where direct contact was made with those involved in the study, collecting necessary information which was analyzed and general guidelines were deduced. It is also bibliographic-documentary because it was based on documentary and bibliographic data, which allowed a broad view of the problem. This study is explanatory because it determined the causes or determining factors of the problem under study. It is descriptive because it interpreted the facts as they were presented in the reality studied in a determined time and space. It described the problem and the causes that affect the low level of knowledge and how this affects the learning of the subject of English of the students of the eighth, ninth and tenth years of basic education of the National School "Metropolitan District", interpreting each one of the factors that affect the low knowledge of the English language and how the teachers affect it.

It is exploratory because it ventured into some fields in order to obtain the necessary information for the development of the theoretical framework and the collection of information from the participants in the research process. A population of 5 teachers of the foreign language area (English) and 614 students legally enrolled in the eighth, ninth and tenth years of Basic Education, 612 parents and the authorities of the National School "Metropolitan District" were used.

Table 1. *Information development*

Basic Year	Parallels	No. of Students		Teachers	Parents.	Authorities
		H	M			
EIGHTH	A-B-C-D-D-E	110	97	2	205	3
NINTH	A-B-C-D-D-E	89	107	2	196	—
TENTH	A-B-C-C-D-E-F	90	121	1	211	—
TOTAL	16	289	325	5	612	3

From the population of the 5 teachers, the entire group is taken because it is considered a small sample size. From the population of the 3 authorities, the entire group is taken as it is considered a small sample size.

The theoretical method was used, which allowed the conceptual interpretation of the empirical data found and the construction and development of theories, within a framework of scientificity and objectivity, raising the theoretical level from the phenomenological and superficial, to the explanation of the facts and the essential relationships of the processes. The empirical method, which made it possible to diagnose the current state of the object of research and its field of study and to confirm the hypotheses, but remains phenomenological, does not reach the essence of the research phenomena, which the theoretical methods do. The mathematical-statistical methods allowed the transformation of qualitative information into quantitative information collected and its subsequent processing and analysis, among the main ones are: sampling, organization and analysis of data, hypothesis testing and determination of probabilities.

Results

The results of the survey show that all five teachers have a Bachelor's degree in English, which guarantees student learning and therefore the acceptance of the institution in the community.

The results of the research indicate that 60% of the teachers have not received refresher courses in the subject of English and methodological management in the last two years, and 40% have taken them, which is an advantage for interlearning.

100% of the teachers surveyed research new strategies when the case warrants it and thus carry out the teaching-learning process in their students, always bearing in mind that continuous research is essential to provide our students with updated knowledge.

Forty percent of the teachers surveyed stated that the training they have received in the use of the texts used in the institution for teaching English does not allow them to perform efficiently in the classroom, so they must seek other sources of support. Another 40% said that the training they have received has not helped them much in the classroom and 20% agreed that it has not helped them at all.

60% of the teachers always ask for help from their colleagues in the area for some difficulty in a class topic; they consider it a strength to share their knowledge with each other and thus teach students in a sequential manner. Forty percent of the teachers surveyed rarely ask for help from their colleagues in the area, so they prefer to research from other sources.

100% of the teachers stated that they never use audio-visual material in their class periods because the institution does not have this didactic resource that is so indispensable for learning a foreign language.

90% of the teachers indicated that they rarely use games or motivational dynamics in the development of their class time, and 10% never do so, due to the fact that there are numerous parallel classes and there is not enough space to carry out some type of dynamic.

90% of the teachers indicated that they rarely elaborate creatively their own didactic material for each class hour, so they already sell materials elaborated by other people that can be used precisely in the class hour. 10% indicated that they always do.

65% of the students surveyed indicated that they have always liked the way their teachers teach them English, 26% stated that they rarely like the way their teachers teach them English because most of the time they only speak English and 9% have never liked the way

their teachers teach them English because they do not teach it dynamically.

The results obtained in the survey show that 83% of the teachers do motivate students to learn English. Rarely, 1% and 16% of the respondents said that their teachers never motivate them to learn English, they only give them the content and do not care about motivation, which is very important in the teaching-learning process. 94% of the students surveyed are aware that learning English will be useful in their life's journey because in this globalization everything revolves around learning English. Four percent felt that learning English would rarely be useful, and 2% said it would never be useful. In this question, 51% of the respondents said that they would like to have more hours of English classes, they are very interested in learning this language, while 49% said that they would not like to have more hours of English classes, as they find it tedious to learn this language.

The results of the survey show that 83% of students do not practice English in their free time, preferring to do other activities and only limit themselves to the hours of classes they receive during the week. Seventeen percent practice it rarely.

Of the total number of students surveyed, 46% stated that their teachers do translate into Spanish what they speak to them in English, 42% stated that their teachers rarely translate and 12% stated that their teachers only speak in English and that they never translate into Spanish what they speak to them and this somehow does not allow the student to be interested in learning this language. The results obtained indicate that 57% of the students surveyed participate actively and spontaneously in the practice of the different English language skills, they show a great interest in learning a second language; 37% rarely and 14% never participate in classes because they state that they do not understand when the teacher is expressing himself/herself.

50 Students surveyed equivalent to 21% stated that their parents always help them with English homework; 120 respondents equivalent to 49% rarely receive help from their parents when doing English homework at home, because their parents do not have the necessary knowledge for the help they provide to be very

satisfactory, and 73 students surveyed corresponding to 30% never receive help from their parents to do English homework at home.

Of the total number of parents surveyed, 11% stated that they have only elementary school education; 59% have high school education; and 30% of the parents surveyed have higher education. For this reason, the help that parents can provide to students is not satisfactory because their knowledge of the English language is limited or nonexistent.

82% of the parents surveyed have little knowledge of English; 7% have a lot of knowledge of the English language and 11% have no knowledge of this foreign language, which is why they cannot help much in their children's learning.

98% of parents surveyed agreed that it is important to learn English today and that their children need to learn English to be able to function in daily life, where knowledge of the English language is their doorway to a prosperous future. Two percent thought the opposite.

100% of the parents surveyed agree that their children should learn English, they are sure that learning this language will be very useful in their professional life.

The results of the survey indicate that 59% of the parents do motivate their children to learn English; 35% rarely motivate their children to learn English and 6% do not motivate them. As a result of these results, the students' lack of interest in learning English is often reflected.

According to the results of the survey, 65% of the parents surveyed said that if their children receive the correct teaching of English, this is reflected in the academic performance of their children, which in some way or another is ensuring their future with the learning of the English language; but 35% said the opposite.

Seventy-six percent of the parents surveyed do attend the English teacher's call, demonstrating their interest in having their children learn this language that will allow them to benefit in their daily lives; while 24% rarely attend.

100% of the parents surveyed agree with receiving talks to help them help their child with homework at home and in some way contribute in a satisfactory way in learning English.

Discussion

According to the results obtained in the research, these reveal that teachers need preparation and training to teach the subject correctly, since the English teachers of the eighth, ninth and tenth years of Basic Education of the National School "Metropolitan District" do not apply the appropriate methodological strategies to better carry out the teaching-learning process of the English language.

Students are not aware of the importance of learning another language, especially English, which today is an effective tool for the future professional in any work environment.

The lack of didactic material and of a laboratory equipped with the technological resources that modern pedagogy demands for the teaching-learning of English does not allow the teachers to carry out a more efficient work in the teaching of this subject. Within the group of parents surveyed, there is a low level of knowledge of the English language; therefore, they can contribute very little to their children's learning.

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