**UNIVERSIDAD CATÓLICA DE
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TITLE OF PAPER

**Analysis of how a Teacher-Centered Class hinders Interactive
Communication of Second Grade Students of Colegio
Americano de Guayaquil**

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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE BACHELOR DEGREE IN ENGLISH
LANGUAGE WITH A MINOR IN EDUCATIONAL
MANAGEMENT**

PROJECT ADVISOR

Del Pozo Díaz, Natasha Cecibel

GUAYAQUIL, ECUADOR

2017

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CERTIFICACIÓN

We certify that this research project was presented by María Gabriela Mejía Ortega as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management.**

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I, Mejía Ortega, María Gabriela

HEREBY DECLARE THAT:

The Senior Project: **Analysis of how a Teacher-Centered Class hinders Interactive Communication of Second Grade Students of Colegio Americano de Guayaquil** prior to obtaining the **Bachelor Degree in English Language with a Minor 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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AUTHORIZATION

I, Mejía Ortega, María Gabriela

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **Analysis of how a Teacher-Centered Class hinders Interactive Communication of Second Grade Students of Colegio Americano de Guayaquil** in the institution's library. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

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f. _____

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INDEX

TABLE OF FIGURES

ACKNOWLEDGEMENTS

Firstly, I would like to thank God because he is the main reason why I have made it so far, and he is the one who has given me everything I have. I would also like to thank my family for all their support and love, which has been the engine pushing me to go beyond my own expectations. To my sister who always had the perfect words to calm me down and encourage me to keep moving, but especially to my mother whose advice and hugs would bring me back from all those times I was about to give up myself to the path of achieving my goals, she is my rock. I also feel very thankful to my project advisor for being so patient and a great guidance during this process, and for generously share her wide knowledge with me. Finally, I would like to thank my friends who have been supportive and positive.

DEDICATION

I dedicate this to my family since they raised me with so much love to feel confident enough to overcome anything, including my own fears and the obstacles I may encounter along the way. They are my constant reminder that with effort, hard work and by taking advantage of the opportunities life sometimes gives away, I can be successful. However, the most special dedication is to my mother for being that person who has worked very hard to give me the chance of studying what I always dreamt in the place I wanted.

ABSTRACT

The main goal of this research project is to analyze how a teacher-centered class hinders interactive communication of second grade students of Colegio Americano de Guayaquil. The specific objectives are to explain the effects teacher-centered education has on students' learning process, to determine what kind of instruction boots interactive communication in the classroom, and to decide which methods and techniques enhance interaction among students. The research methods used in this case study were a mix of qualitative and quantitative approaches. The data collection was made with a survey to know about students' learning experiences, and through observation of their communicative abilities recorded in a rubric. Thanks to the information gathered, it can be concluded that a teacher-centered class negatively affects interactive communication of students since such approach does not utilize practices and procedures that promote real interaction among students.

Keywords: (teacher-centered, interactive communication, approach)

INTRODUCTION

English is of great importance around the world because it is one of the most commonly spoken languages on the planet. Learning English could open doors for traveling, for giving professional opportunities to people, for having access to a world of knowledge where the most updated information is in English, for making new friends, etc. According to Fearon (2008), using an approach that addresses the students' needs and their learning styles is of most importance for giving students the tools to use the language effectively.

Unfortunately, several teachers have adopted teacher-centered methods over the years disregarding the fact that all students are different, and that they have different interests and different learning styles. Teacher-centered methods are easier to use, so teachers with lack of preparation feel more comfortable just following a textbook that sometimes is not even appropriate for the proficiency level of their students. Harmer (2015) indicates that teacher-centered instruction is an ineffective way of teaching since it leaves learners with no tools to communicate and interact with other students and teachers.

This study is important because second graders in Colegio Americano de Guayaquil are passive learners who do not interact with classmates and get bored. They work alone and do not learn to collaborate with other students, so their communication skills are limited. All of this because instruction is teacher-centered. Although teacher-centered education keeps classroom orderly, students are quiet, and the teacher controls the classroom and the

activities, it prevents students learning from each other. Learners who work together build social skills and self-esteem as they gain emotional and rational support from their peers.

Another significant aim of this study is to raise the authorities and teachers' awareness of the difficulties students have with the oral production of the language. Information about this topic and the results of the surveys and interviews made to parents and students might be of great help for them. Likewise, the outcomes of this thesis will give suggestions on how to give students an education that will lead to the successful acquisition of English as a foreign language.

Thus, this document will be relevant to the authorities of Colegio Americano, its teachers and mostly its students. The purpose is to analyze how teacher-centered instruction hinders interactive communication of second grade students at Colegio Americano de Guayaquil.

STATEMENT OF THE PROBLEM

Elementary second grade students of Colegio Americano de Guayaquil, which is a private institution, show problems when orally communicating with their classmates and their teacher. This happens because the kind of instruction used by the instructor is mainly teacher-centered. This is, the teacher is the one who decides what would be done and the way in which things would be done, without considering the students' learning-styles and needs; this raises anxiety and demotivation. In addition, as an approach that is typically controlled by the teacher, there is little or no collaborative work. Consequently, communication among learners is affected.

Research Questions:

What are the characteristics of a teacher-centered approach?

What are the characteristics of a learner-centered approach?

What activities are learner-centered?

What methods are learner-centered?

What is interactive communication?

General Objective

Analyze how a teacher-centered class hinders interactive communication of second grade students of Colegio Americano de Guayaquil.

Specific Objectives

- To explain how teacher-centered instruction affects students.
- To determine what kind of instruction boosts interactive communication.
- To decide which methods and techniques enhance interactive communication

LITERATURE REVIEW

Berk (2014), mentions Vygotsky and his sociocultural theory when stating that social practices are transmitted from one generation to another in a society, allowing the interaction between its members. Based on the same theory, the author sustains that in order to get involved in meaningful activities and face challenges successfully children need the help of more expert peers. All this interaction and practice with others will give learners the opportunity to develop their ability to solve problems.

Muriel Saville Troike (2012) also takes Vygotsky's sociocultural theory as a reference to say that interaction is not only relevant for the learning of the language but for its acquisition as it focuses more on the learner rather than on structures or anything that is not related to the pupil. Furthermore, Muriel states that interpersonal interaction in communicative events and situations is essential in the language learning process because it leads to mediation; interpersonal interaction will also guide students to realize their own intellectual skills helping them to have greater control of their thinking process.

Brown (2015) stands that constructivist perspectives focus on students' interaction with their classmates. According to Long (as cited by Brown 2015), interaction plays an important role in learning acquisition because the improvement of linguistic rules happen through interaction.

Westwood (2008) indicates that according to Vygotsky's point of view, learning is best enhanced through collaborative social interaction and communication; this includes working with discussions, feedback, sharing

ideas, etc. The author confirms that people learn better from their personal experiences, collaborating with others, interacting with peers; this type of approach is clearly learner-centered. A teacher-centered instruction will not reach this objective.

Teacher-centered approach

Celce-Murcia, Brinton and Snow (2014) mention authors such as McDonough, Shaw, Richards and Lockhart when talking about what teacher-centered instruction represents. They say that this kind of approach usually follows one only way of doing things where the teacher is the one who speaks the most, and the students only listen, follow instructions and do as they are told.

According to Harmer (2015), in a teacher-centered classroom teachers typically play the role of controllers, that means, they decide what happens in the class and the way it should be done. Moreover, controller teachers are in charge of transmitting knowledge to their students by giving explanations, lecturing, organizing drills, reading aloud, etc.; bringing a class to order is also a very important issue for them. This kind of instruction may be typical in a classroom where students do not express themselves, ask questions or direct their own learning, and where the instruction given by teachers is limited to what they know or to the syllabus contents.

Nevertheless, Harmer states that adopting this way of teaching could actually work if the teacher is charismatic and inspiring enough to reach the learners, considering that there are certain stages of learning where this role

might be beneficial, like in the presentation and practice stages of a lesson. However, using only this type of instruction could end up in failure as the teacher might not always have these qualities of charisma and inspiration. In addition, having everything focusing mainly on the teacher and the class acting as a whole will hinder students' opportunities to experiment their own learning, to speak widely and to work on a variety of realistic activities.

Second language instruction has evolved, and a teacher-centered instruction is not considered the right approach. Teachers are aware that students need to develop their critical thinking skills to solve linguistic problems, and to be ready to respond in real cases where they have to communicate and interact with people who speak the target language. In other words, education must be based on the learners' needs and their learning styles.

Learning Styles

According to Allen, Sheve, Nieter and Kaiser (2010), learning style means a preferred way of thinking, processing and understanding data. This means how people prefer to go through their learning process. Besides, they stand that it is difficult for students to learn in their teacher's way and that in order to address learners' various needs, the activities teachers use must come across students' learning styles.

Additionally, Kamińska (2014) says that learning styles are the ways in which people prefer to use their abilities, and that they are related to physiology, sensory channels, learners' personalities and affective

differences. Thus, the mean learners use to acquire knowledge effectively is their learning styles since they are a reflection of the strategies students feel more comfortable using.

Lightbown and Spada (2013) in Reid's words, describe learning styles as the natural and preferred ways that individuals have to process and retain information and skills. The authors explain how people learn things differently; they say some learn through their eyes, what would be called 'visual' learners, while others learn by hearing, what would be called 'auditory' learners. Others who we would call 'kinesthetic' prefer a style where they interact with the world around them through role-playing for example.

According to Brown and Lee (2015) the learners' needs and styles are of great importance in student-centered teaching which have become an effective approach for learners. In addition, the authors say that this kind of instruction is useful to apply to all levels of proficiency students because of the variety of choices teachers can provide and the add-on factor of intrinsic motivation, same factor that will help to decrease learners' anxiety and enrich their self-esteem.

This notion of individualized learning styles have increased recognition in education theory, therefore, it is important for educators to consider students' different learning styles so they can enforce best practice strategies into their daily activities.

Learner-centered Approach

Brown and Lee (2015) indicate that a cooperative classroom is a characteristic of learner-centered instruction. This approach includes the use of techniques such as pair work and group work, where students share experiences and knowledge and help each other to figure out things; this type of instruction is creative and innovative. Teachers of course play a very important role because they are working together with the students in order to help them reach the lessons objectives.

Barnes (2013) states that in a student-centered classroom everything has to be more about the students than the teacher; in this type of classroom, teachers find a way to encourage the learners to be active participants of their own learning process. It is also stated by the author that increasing students confidence by lowering their anxiety and concern through motivation is an important issue; plus, students must be allowed to do things their own way, so eventually they will demonstrate their learning in their best way possible.

Jonassen and Land (2012) report that learner-centered learning environments promote interactive activities where students' learning needs and interests are accomplished. This approach eases pupils' self-directed learning. They add that student-centered environments highly concentrate on learners actively constructing meaning and deciding how to proceed. In this way, learners get the chance to go after their interest and be responsible for their own learning; expanding thus, their decision-making, self-monitoring

and attention-checking skills, which are essential to improve their learning experiences.

Reigeluth, Beatty and Myers (2016) explain that according to McCombs and Whisler, student-centered instruction focuses on learners, since it considers students' experiences, backgrounds, talents, needs and interests. They state that this approach is important because it might help learners to accomplish their learning potential despite the teachers' challenge of having students that learn in different ways. The same authors take Piaget and Vygotsky's constructivist thoughts to sustain their belief that learner-centered education is highly related to social interaction, what of course includes negotiation and conversation.

Learner-centered activities are useful to strengthen students' language skills and critical thinking. They take learners from their comfort zone and make them active participants in the classroom. Learner-centered activities encourage learners to collaborate, analyze, discuss, interpret, apply, practice, demonstrate and investigate, so their ability to relate what they learn with real life develops (Keengwe, Jared,Onchwari, & Grace, 2017)

According to Byrne (2016), creating activities that support learner-centered approach is not an easy job to do, probably because of the amount of time it takes and the complexity that is implied. However, such activities are very essential for students, since they are described as practices that encourage students to be active and to produce in the classroom instead of just listening to the instructor. They will eventually improve the students' learning and production of the language.

In the words of Diamond, Grob and Reitzes (2015), learner-centered instruction includes open-ended activities like science exploration, construction activities, dramatic plays, interviewing, discussing, and writing stories. Such practices are important because they help students to discover themselves and their abilities. They also encourage shy students to be more willing to speak.

One interesting way to encourage collaborative work is through project-based learning. In this approach students work in multi-skill activities called projects. Scrivener (2011) describes projects as activities where students usually work in groups and put in practice their knowledge about the language. The activities are focused on topics of investigation rather than on specific language targets. Students concentrate on producing a final product that will demand their efforts and attention.

Project work provide students with opportunities to recycle known language and skills. Examples of projects include writing a tourist guide, prepare a web page, creating a sketch, make a short film, prepare a presentation about their life, research to find possible solutions for real problems etc. In addition, some advantages of using projects involve allowing students of mixed levels to take part in tasks that suit with their English abilities; it also helps to increase collaborative work, and it encourages students' independence of the language.

Learner-centered Methods

Learner-centered teaching mostly involves methods of teaching that change the focus of instruction from the teacher to the student. These methods encourage students not only to answering questions, but also to formulating questions on their own. They inspire learners to solve problems, to participate in class, to work in groups or teams on projects that guarantee mutually reliant on each other and individual responsibility. Learner-centered methods are inductive because they require critical thinking, inquiry-based learning, problem-based learning, project-based learning, discovery learning, etc. (Westwood, 2008).

Several approaches have been developed in the history of second language teaching based on different theories of language learning, but not all of them have proven to be effective. Nowadays educators focus their attention on using methods that are learner-centered because it has been demonstrated that if the students' needs and interests are taken into consideration, the learning results will be optimal.

Kumaravadivelu (2006) for example acknowledges communicative language teaching as a learner-centered approach. Richards and Rodgers (2014) state that this approach emerged as a result of the changes in the British language teaching traditions from conventional methods, which were mainly based on memorization and repetition, to learner-centered methods where the emphasis is on communication. The communicative approach resulted as a combination of Chomsky's assumption that the structural theories of language accurately account for the creativity and uniqueness of

individual sentences, with British linguists idea that communication proficiency was more important than the mastery of structures.

Richards and Rodgers (2014) acknowledge Wilkins' proposal for the communicative definition of language as the most suitable because it analyses the communicative meanings that a language learner needs to understand and express rather than describing the core of language through traditional concepts of grammar and vocabulary. Actually, the effective implementation of what we now know as the communicative approach or communicative language teaching gave it rapid positive acceptance. In addition, they claim that for some, this method means the integration of grammatical and functional teaching, whereas for others, it demands the use of procedures that include pair and group work with problem-solving tasks.

Kumaravadivelu (2006) claims that the communicative method supports a learner-centered approach because of the relation between their theoretical principles and classroom procedures. In his theory of language, learner-centered pedagogics sustain that a person has to be able to use grammar correctly but also to communicate in the most appropriate way. Furthermore, he adds that classroom procedures such as pair work, group work, role-play, simulation games, scenarios and debates that enable interactive communication help learners to produce a grammatical as well as functional language.

Brown and Lee (2015), who support the effectiveness of communicative language teaching, suggest that this method is adopted in the classroom to provide learners with the tools needed for real-life communication; this will

lead students to achieve not only their linguistic accuracy but also fluency. Brown and Lee also explain that in this method the role of learners is to be active participants, highlighting the learner-centered approach. The role of the teacher is to be a facilitator and a guide for students when interacting with classmates to construct meaning and deal with unexpected situations.

In addition, Wan and Low (2015) note that the communicative language teaching method is effective since it focuses on encouraging learners to get involved in the process of learning as active participants through communicative situations that will result in the interaction with others. Wan and Low also hold that in this method the teacher may play the role of a facilitator and mediator during the learning process, as long as they do not exceed such help to the point of stopping students from being responsible for their own learning.

According to Richards (2015), real communication is a main feature of communicative language teaching; hence, its activities must be closely related to reality. In order to achieve such meaningful communication, the use of real-world resources is highly required. Moreover, this method involves collaborative activities like jigsaw, task-completion, information gathering and opinion sharing that usually consist of learners working together to achieve a shared goal.

Fazili (2007) explains that in real life settings, when two or more people are engaged in conversation, one may have some information that the other does not. Therefore, the purpose of communicating is to find the way to complete this information gap. Two students trying to complete an incomplete

picture, where one student has part of the total information and tries to transmit it verbally to the other student, is an example of an information gap activity. Actually, the doubt factor allows real communication among learners because it helps to untie their need to look for the information to fulfill the gaps.

Additionally, Burns and Richards (2012) allege that communicative language teaching involves free speaking activities like discussions and drama-based activities, which foster students' active production of the language in the classroom.

According to González (2008), the use of role-play, simulations and small-group oral activities are important in the communicative language teaching method, since they can help students to learn how to use grammar rather than just know about it. Besides, González supports that instructional materials such as realia, which are real-life materials like signs, magazines, maps, pictures and charts, can be used to construct communicative activities.

Several other approaches are learner-centered. Nunan (2004) mentions that task based-language teaching belongs to this branch of approaches whose main issue is to focus on fluency without leaving form aside. He defines tasks as classroom activities that promote comprehension, manipulation, production and interaction in the language among students. Nunan endorses several principles related to task-based instruction. Scaffolding is one of these principles. "Scaffolding refers to providing contextual supports for meaning through the use of simplified language,

teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003, p. 345).

Nunan (2004) states that Lessons in task-based teaching should provide supporting contexts from where students will get knowledge. Task dependency is another principle of this approach. At the beginning, students spend more time working on listening and reading activities whereas later in the instructional cycle, they devote more time to the productive stage of language learning. Another principle is recycling. Learning occurs as students see how certain language forms and functions work in conjunction with other items related to the different content areas.

In addition, another principle specified by Nunan (2004) is active learning. Teachers' focused work does not dominate class time, instead, learners are provided with plenty of varied opportunities to use the language. Integration counts as another principle "Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning" (p.37). The next principle is reproduction to creation. This means that teachers will offer students language models of form, meaning and function, with the intention of providing the students with the skills to perform creative tasks. Finally, Nunan mentions the principle of Reflection. "Becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes". (p.38)

Brown and Lee (2014), contribute to clarifying what task-based teaching is, by saying that it depends on the completion of tasks. Tasks may be perceived as techniques that see meaning as a priority; those techniques

include problem solving, role-playing and practicing real-world activities that portray the learning process as a set of communicative tasks that address certain curricular goals. Furthermore, Richards (2005) refers to this kind of instruction as a methodology that focuses on classroom tasks where students can take part in situations that encourage interaction, taking advantage of the tools acquired in the classroom.

Chu and Reynolds (2017) report inquiry-based learning as another student-centered approach that concentrates on promoting questioning, critical thinking and problem solving; placing students' participation as the most important factor during the learning process. In this method, teachers get the opportunity to teach their students through meaningful tasks that can take place either inside or outside the classroom.

According to Blessinger and Carfora (2014), the inquiry-based method is effective because it addresses activities that foster knowledge and advanced thinking through authentic and meaningful situations. This approach is based on the constructivist educational philosophy where investigation and exploration play a very important role, encouraging students to work on the collection of data in order to solve a specific provided case.

Wallace and Husid (2017) also support inquiry-based language (IBL) by stating that this method gives learners the opportunity to work collaboratively in order to perform authentic investigations of specific issues through real-life experiences, assuring they will be beneficial for the growing of lifelong learners. Furthermore, in IBL the role of the teacher is to promote students' active participation in the process of achieving their goals, encouraging them

to use school libraries as an important source for research that will help them to develop their ability to create their own knowledge.

There are other learner-centered methods such as discovery learning, problem-based learning, project-based learning, resource-based learning and computer-assisted learning (Westwood, 2008). These approaches are similar in relation to their principles and practices and on their primary focus, which is promoting effective learning strategies and the construction of knowledge; nevertheless, they vary in the amount of guidance and structure given by the teacher.

For example, in the words of Seel (2011), in discovery learning students get involved in the resolution of cases where they develop their own thinking skills by constructing rules and concepts by themselves. In this method, the role of teachers is to provide the resources needed for the investigation and to give directions depending on the difficulty of each case. In some cases, students might require very little guidance, but in others, the instructor might need to lead them systematically through examples. However, it is important that teachers encourage learners to become independent in their learning.

In problem-based learning on the other hand, Chu and Reynolds (2017) report that students must work in groups and search for the essential information needed to find the best solution for a given real-life problem, while the teacher plays the role of a facilitator who does not control the investigation. This approach is very advantageous since it leads students to analyze real-life issues and encourages collaborative work, promoting interaction through the real world. McKay (2013) adds that this method main

advantage is its high appreciation for students' activeness in the classroom endorsing discussion and supporting student-centered approaches.

Additionally, project-based learning is described by Nunan (2006) as an approach where students work individually or in groups in a variety of tasks based on real-life situations, in order to deliver a final product. This kind of method force learners to get their own resources for the data collection and includes many task simulations during the investigation process, strengthening the students' communicative skills. Moreover, Larmer, Mergendoller and Boss (2015) claim that important characteristics of this method might include open-ended tasks where students' voice and choice is taken into account for the creation of a new product.

Another student-centered method is resource-based learning. Brown and Smith (2013) present it as a practice where students can work individually but mainly in groups, and typically with little teacher's direction. In this methodology, learners should be properly trained in the use of certain resources like knowing how to work with library catalogues, how to do electronic searches, details of how to make interviews, take and make effective telephone calls, etc., in addition to developing study skills required to accomplish tasks.

Finally, Wu (2012) defines computer-assisted learning as a method that came up to make things easier and faster for pupils; engaging students with technology is not so difficult since for them acquiring computer skills makes a lot of sense. They can carry out their project investigations using updated resources, and they can also share information through interactive programs

in a synchronous or asynchronous way; this type of work encourages independent as well as collaborative work and includes practices that promote motivation. This approach means teaching through technology, so it is very important to make it the most adaptable possible to the classroom needs (Smith, 2014).

Interactive Communication

The kind of approaches teachers decide to use in their classroom might influence students' communication by affecting their ability to interact with others. Brown and Lee (2015) allege that effective communication takes place when interaction and communicative elements such as grammatical, discourse, sociolinguistic, pragmatic, and strategic work together.

Kohonen, Jaatinen, Kaikkonen and Lehtovaara (2014) add that interactive communication includes negotiation and respect for diversity among participants. They also assure that culture plays a major role in a second language classroom because the study of another culture is implicit. Language and culture are intertwined. Teachers need to be aware of the similarities or differences of their students' culture who might come from varied backgrounds.

According to Jeyasala (2014), interaction gives students the opportunity to put into practice all the things they have learnt about the language after an array of real life experiences and exchange of information between them and their peers and teachers. Interactive participation in the classroom, like negotiations and discussions, are required in order to promote active

communication. In addition, fostering interaction among students helps them to identify their classmates' identities as well as to develop their own identity (Buch and Barron 2012).

Teaching cross-cultural communication and interaction among individuals groups and organizations promote interactive communication. Having interactive communication experiences is also very important when living in a multi-ethnic society, since it provides people with the tools needed to face certain situations that arise in such society environment (Osiyanova and Platova, 2014)

Hatch and Ellis (as cited by Nunan, 2004) say that conversation is essential to increase people's ability to interact in the new language. They also claim that for communication to take place, grammar should not be a matter of concern because it is something that comes naturally because of interaction. Besides, it is reported that interaction happens through the negotiation of meaning, which emerges as a consequence of daily conversations.

Brown and Lee (2015) claim that the main point of communication is interaction, which involves the participation of both the receiver and the remitter of the information. In addition, the need of communication is present in environments where students interact with their classmates. Scrivener (2011) states that in interactive communication, it is important to vary the classroom arrangements among pairs, small groups, whole-class working with the teacher, moving around and mixing with different partners, etc., since doing so might allow students to vary their experiences as well.

Scrivener (2011) adds that when working on communicative activities learners are encouraged to interact through realistic and meaningful use of the language. Such practices include discussions and conversations that consist on the exchange of information among students; and information gap where one pupil usually needs the information the other has.

Harmer (2015) holds that games can provide activities that foster interactive communication. For instance, information-gap games comprehend activities like puzzles that stimulate students to work collaboratively as they might have to work together to find a way to solve the puzzle given. Other activities such as twenty questions, fishbowl, discussion, simulation and role-play help learners to improve their speaking fluency.

Widdowson (2009) holds that communicative and meaningful activities highlight interaction over structure, and that an example of it are problem-solving activities. In support, McDonough and Shaw (2012) assure that this approach comprises practices such as problem solving, dialogues, role-play and simulation. In this method, students get the opportunity to use what they have learnt about the language to share and negotiate information. Additionally, it is stated that activities based on games are very useful for communication since they help students to increase their speaking skills by combining group work, information exchange and fun.

In the words of Rivers (1987), teachers need to open their minds to new techniques and approaches when choosing the most effective teaching methodology to apply in the classroom. She also claims that principles of interactive communication help instructors to be aware of what and how

things should be done in order to achieve a successful language learning process. Rivers (1987) recognizes several principles of interactive communication and mentions that students are the center of the language learning. Their needs and objectives should be considered in a language learning process that should focus on the use of the language. Students' creativity should be promoted by interactive activities. Tests should be seen as useful tools for learning. Finally, encouraging real-world language learning in and out of the classroom is necessary.

METHODOLOGY

This research comprises characteristics of case study, since the focus is the analysis of how teacher-centered class affects the interactive communication of second grade students of Colegio Americano de Guayaquil. In order to achieve the goals of this case, it was necessary to gather all the information possible from the people involved in it by using survey and observation rubric as instruments. The results obtained from the data collection aimed to understand the factors influencing the phenomenon being researched.

Webb (2014), states that case study focuses on a person, a group, an institution, a country or an event where certain phenomena is being studied. This method concentrates on a particular issue. The researcher must explain the reasons to perform the investigation and what makes it so unique and interesting. It is also suggested that looking at the case from different angles, can give a better view of its development process, guaranteeing a more accurate participation by the parties involved.

Swanborn (2010) adds that in case study, all the information needed for the investigation must be collected by the researcher through the study of the characteristics and relationships of the people involved in the case. It is also indicated that this approach is the best way to address the research questions, and it supports the use of surveys to achieve it.

In the words of Yin (2013), case study is a method that can be used in many settings such as psychology, sociology, political science, social work, business, education, etc.; independently of the field where the study takes

place, the research emerges from the need to comprehend specific social phenomena. This kind of approach helps researchers to concentrate on a case and have a real-world perspective of it. Additionally, this method helps investigators when developing quantitative data collection like constructing a questionnaire based on good evidence and reasons that later will be applied to a sample of the population (Gagnon 2010).

This study involves a mix of both quantitative and qualitative research. This research is quantitative because as part of the process students had to be surveyed and the results provided numerical results. It is also qualitative since learners were observed in order to obtain more information related to subjective issues like behavior and feelings.

Wimmer and Dominick (2013) comment that qualitative research might include instruments or techniques such as focus groups, observation and interviews; so the questioning process varies depending on the tool used. A benefit from this approach is that its different techniques can help researchers to understand better the phenomenon being studied, since their results provide information that might have been ignored before. The downside this method is that if the study is not well planned and designed, it might deviate from its main goal.

Taylor, Bogdan and DeVault (2015) refer to a qualitative methodology as the collection of data through the participants' own written or spoken words and the observation of their behavior. In this method, researchers must establish a connection with the people in the study in order to understand the way they view and do things in society and so to have a better perspective of

what decision to make. Besides that, an important characteristic of this approach is to ascertain that the theory and the data gathered fit together, and make sure there is a close relationship between the data and participants' real thoughts and words.

In addition, the goal of the qualitative research is to have access to participants' perspectives of the issue being studied and if possible their participation in the process. This method includes observation as an important tool during the investigation process where the researcher takes part into without surpassing the extent of such involvement (Merriam and Tisdell 2015).

Punch (2013) claims that quantitative research is a method that not only shows data in a numerical way but also conceptualizes reality in terms of variables (characteristics or attributes that vary); it measures them and it studies their relationship. In addition, Punch assures that doing research by using mixed methods that include the combination of quantitative and qualitative data, is something that has notably increased with time.

Muijs (2011) defines quantitative method as the collection of data through numbers in order to explain the phenomena being researched where questionnaires or tests seem to be the most suitable research instrument to be applied. It is also stated that this approach is flexible since it can adapt to various kinds of studies; however, it is important to consider that certain cases might fit better with other methods like the qualitative. Finally, Muijs assures that the most important issue is to choose the right instruments.

In quantitative approaches, results are gathered in numbers and with the help of participants; in the end findings will lead researchers to write the best possible conclusions. In addition, it is stated that survey is an effective instrument when performing quantitative research where the goal is to collect people's opinions, perceptions and beliefs about the issue being studied (Spaulding, Lodico and Voegtle 2013).

Additionally, Creswell (2013) claims that both quantitative and qualitative research methods examine the relationship between the variables addressed in the study. Instruments play an important role when measuring the variables and when reporting the results. Researchers must be very objective during the development of the investigation, so they can make sure their decisions are not biased.

INSTRUMENTS

The instruments used to collect data for this case study were a survey and an observation rubric.

Survey

Survey is a research instrument used to collect information in a less rigorous way than others are, and it is a useful tool when analyzing people's relationships and personal issues. During the process of investigation, the researcher must consider various aspects of the study such as the research problem, the sources of the information to be gathered, and the research objectives. Furthermore, variables from the research can be analyzed through this technique (Connaway and Powell 2010).

De Vaus (2013) reports that survey is a tool for data collection, and what makes it different from others is the way in which the information is gathered and the methodology used when analyzing a case; this instrument helps to find the causes triggering the research problem. De Vaus adds that this technique is not only useful to collect the data but to organize and analyze the information. Data collection methods like interviews, documents and observations typically come along with it (Denscombe 2014).

This research used a survey to investigate what was causing the lack of interaction between second grade students of Colegio Americano de Guayaquil. This tool was applied in this case because it was the most suitable considering the amount of people participating and their age.

Observation Rubric

Rubrics are observation instruments used to gather the data required during the development of the study. It involves the researcher observing and taking notes on what is being observed in order to be able to write conclusions. They are mainly utilized in qualitative research where the investigator's judgments are subjective. In addition, it involves reaching participants that are reluctant to be interviewed or surveyed, and finally, it helps to get the data that people like kids find difficult to express by other techniques (Mligo, 2016).

In the words of Klein (2012), an observation rubric is an instrument that allows researchers to get precise information about participants. Instead of writing conclusions based on people's responses, investigators do the observations themselves. Besides, in this technique, investigators can record what they see based on their own perspectives, obtaining qualitative data as a result.

The observation rubric used in this study was elaborated by the author to evaluate students' interaction in groups and to note their performance when working in several communicative activities. Observations were made in two sessions. Seven pairs and three groups of four students were observed.

Several activities were planned for the observations:

An information gap activity was elaborated where one student had to describe a house by giving details of the color, size, etc. and the other had to draw it.

In another activity, students were asked to talk about the differences they found in a picture, and in another, they had to participate in a bingo game.

Two role-play tasks were performed. In one, students had to simulate a situation where they were going to cinema and they had to decide what movie to watch. In the other, students had to work on an activity whose setting was McDonald's; one student was the cashier and the other was the customer.

Finally, in a problem-solving task, students had to discuss what could be done to improve the conditions of a zoo.

RESULTS

Survey

The data collected through this instrument was gathered from 26 second grade students of Colegio Americano de Guayaquil.
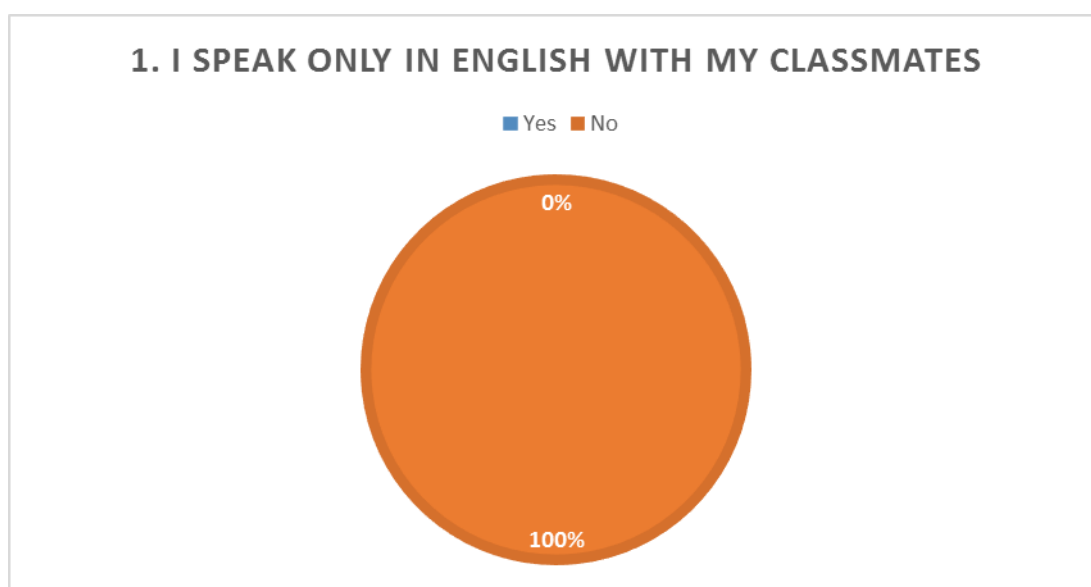
Figure 1. Survey for students. Question 1: I speak only in English with my classmates.

None of the participants communicates in English with their classmates. This is because they do not have the chances to do so; they do not practice activities that encourage them to use the language. Another reason is that they do not have the need to speak in English because they are allowed to use their mother tongue.

2. I SPEAK ONLY IN ENGLISH TO MY TEACHER

■ Yes ■ No

0%

100%
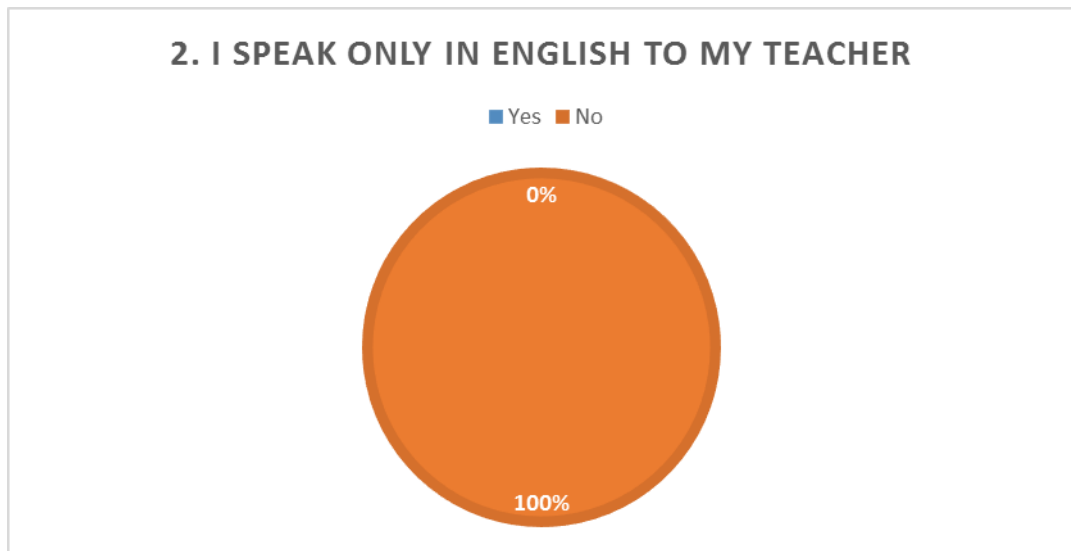
Figure 2. **Survey for students. Question 2: I speak only in English to my teacher.**

None of the students speaks in English with the teacher because that has never been compulsory in their English class setting. For example, when the instructor asks something in English and the students answer in Spanish, they are not encouraged to use the target language. This situation must be the result of instructions usually given in Spanish or in English but translated to their mother tongue. The type of instruction given, where communication is not the main goal, but to work on grammar exercises that turn out mechanical and meaningless, are some of the reasons why students do not communicate in English.
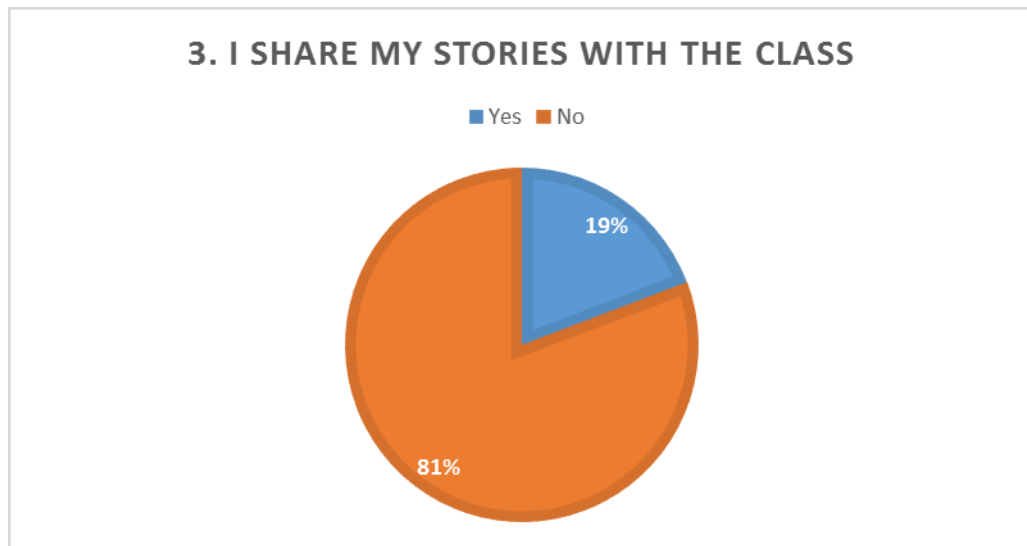
Figure 3. **Survey for students. Question 3: I share my stories with the class.**

81% of the learners do not share their stories with the class, probably because most of them are not used to sharing time with others since they have not been stimulated to do so through collaborative work. Actually, they are so used to work individually that the very few times they have performed group activities there have been problems like fighting, making noise, not completing the assignments, etc. Only 19% of kids said they share their stories with the class, probably because they are extrovert students that are not concern about mistakes and try to communicate freely.

4. I WORK IN PAIRS IN DIFFERENT ACTIVITIES

■ Yes ■ No

0%

100%
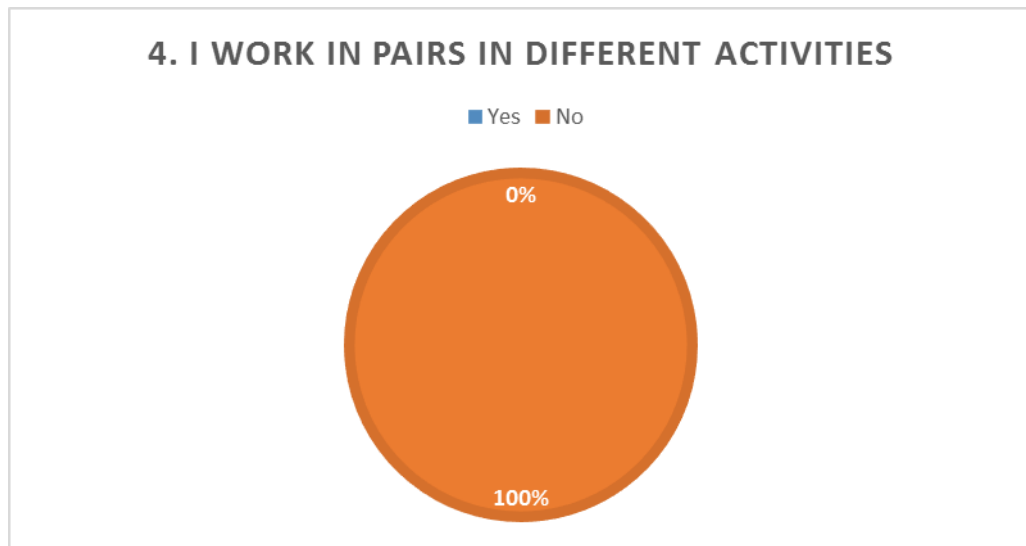
***Figure 4*. Survey for students. Question 4: I work in pairs in different activities.**

100% of respondents said they never work in pairs in different activities. This is because collaborative activities such as role-plays, simulations, projects, discussion, etc. are not commonly used in the classroom, since instruction is mainly teacher-centered.
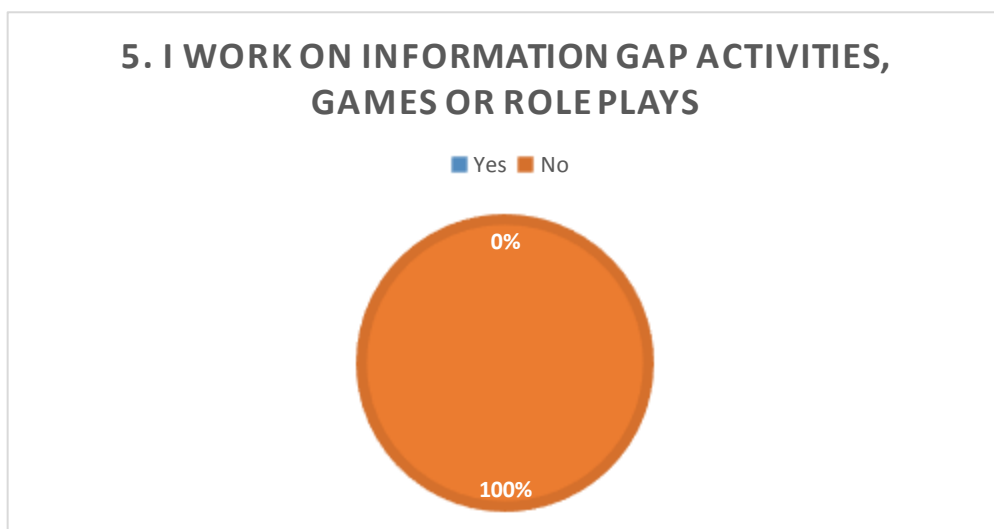

5. I WORK ON INFORMATION GAP ACTIVITIES, GAMES OR ROLE PLAYS

■ Yes ■ No

0%

100%

***Figure 5*. Survey for students. Question 5: I work on information gap activities, games or role plays.**

All of the participants said they never work on information gap activities, games or role-plays. These types of activities encourage interactive communication, negotiation of meaning, collaboration, critical thinking, etc. Students' communicative competence is highly affected by the implementation of a teacher-centered approach where the instructor is the center of attention and decides on everything that has to be done in class.
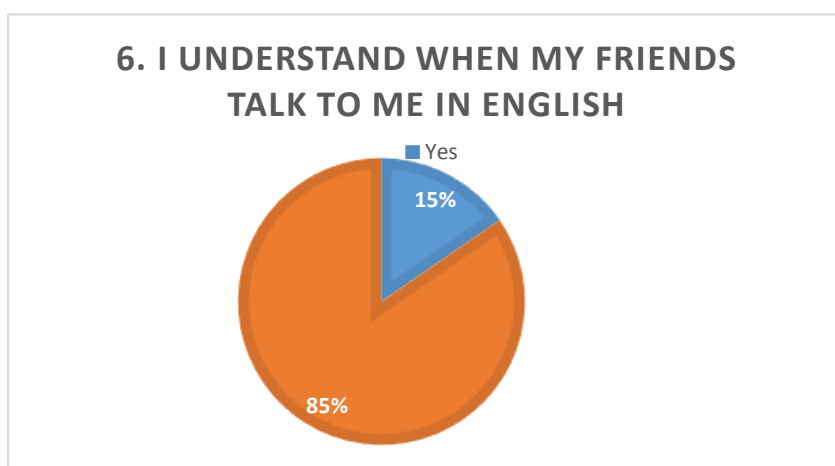

Figure 6. **Survey for students. Question 6: I understand when my friends talk to me in English.**

Most of students do not understand when their friends talk to them in English. This is a consequence of the lack of development of the communicative competence of the students of second grade. They have not been encouraged to participate in interactive activities before. Only 15% of the students claim they understand probably because they have some background knowledge received outside school.
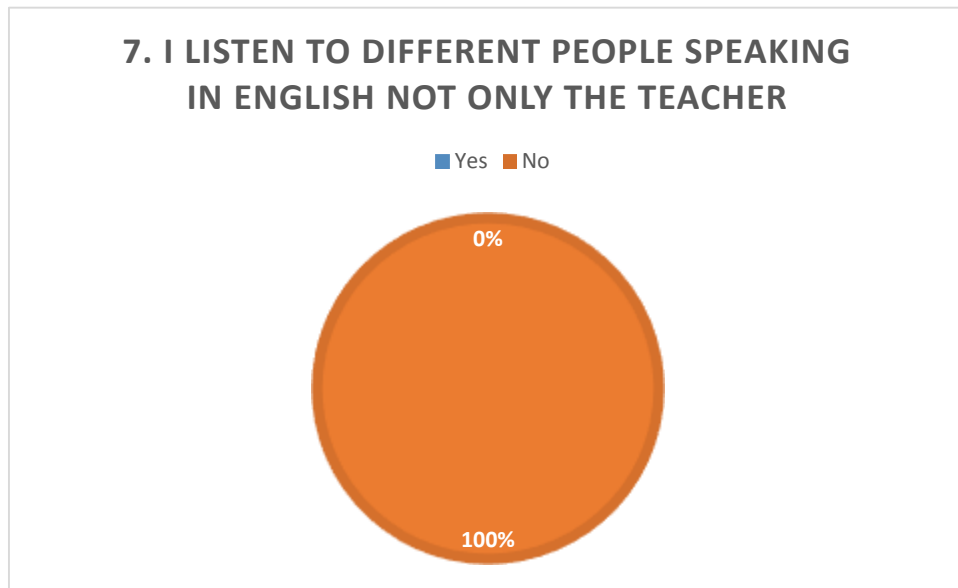
7. I LISTEN TO DIFFERENT PEOPLE SPEAKING IN ENGLISH NOT ONLY THE TEACHER

■ Yes ■ No

0%

100%

Figure 7. **Survey for students. Question 7: I listen to different people speaking in English not only the teacher.**

None of the students listens to different people speaking in English besides the teacher. They should have the opportunity to be exposed to different type of authentic materials like videos, audios, interviews, songs, etc., so they could listen to different types of dialects and accents. Receptive skills permit the development of productive skills.

8. I WATCH VIDEOS IN ENGLISH IN CLASS

■ Yes ■ No

0%

100%
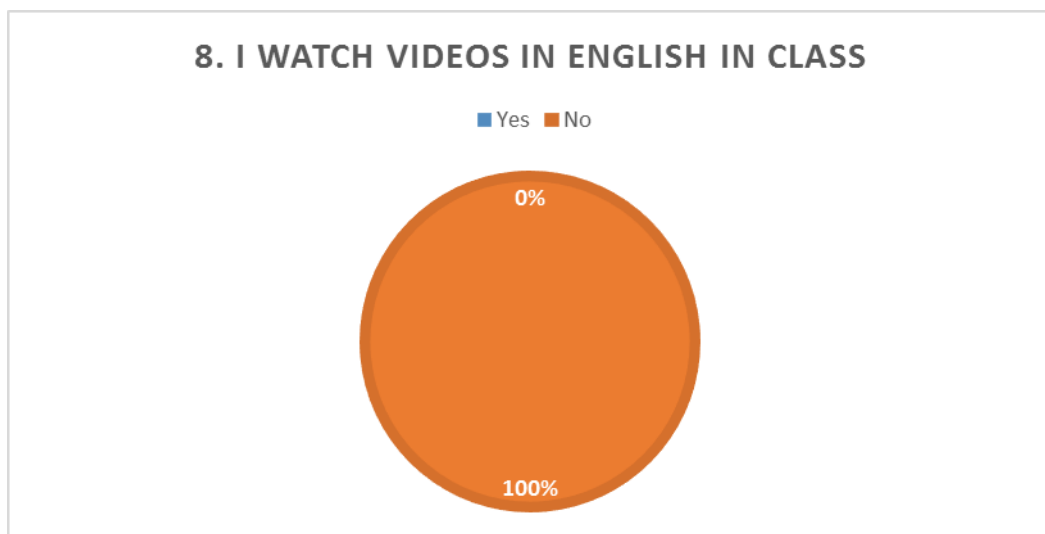
Figure 8. **Survey for students. Question 8: I watch videos in English in class.**

100% of learners said they do not watch videos in the English class. The use of audio visual aids in teaching increase the interest of the students in the contents being presented in the classroom. According to different studies when teachers use multimedia they can share information that the students might not have access to, present images, share culture, show opinions of other people, etc. There are so many advantages of using videos in class that this should be part of daily teaching routines.
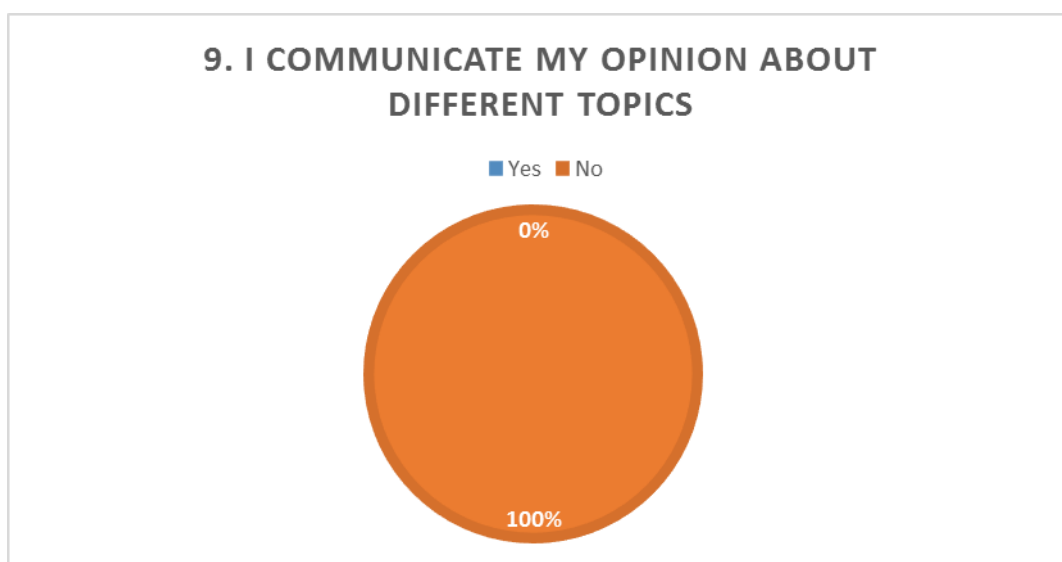

Figure 9. **Survey for students. Question 9: I communicate my opinion about different topics.**

100% of the respondents said they do not communicate their opinion about different topics. This happens because they are not encouraged to do so, and because instruction is based only on the needs of the teacher and not on the needs of the students. They do not usually share their opinions about any topic or participate in interactive activities. As a result, the lack of interactive practices stops learners from effectively developing communicative skills like explaining and expressing.
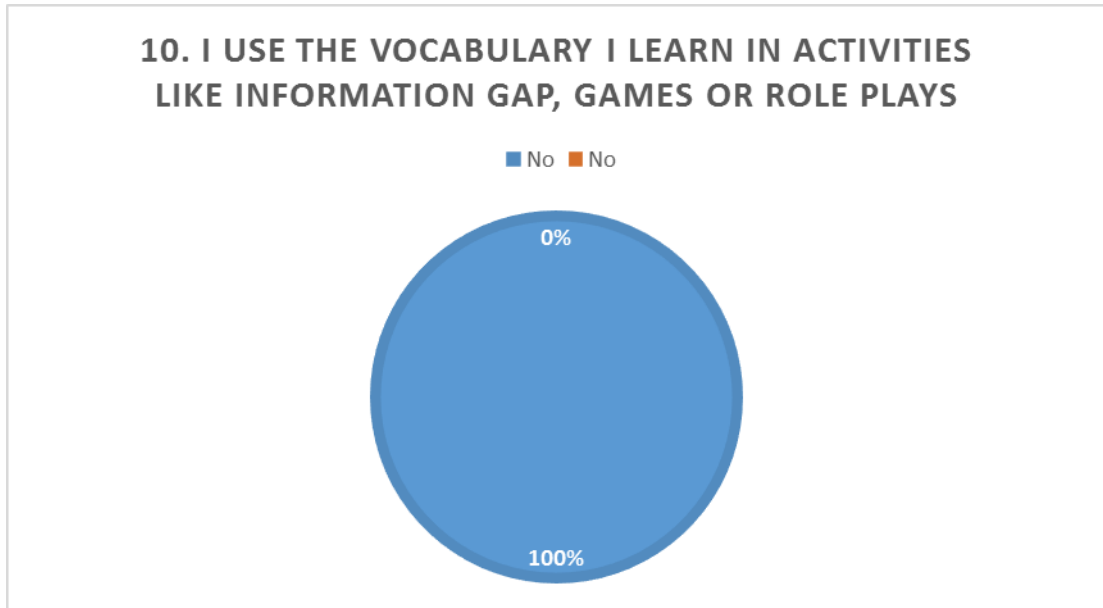
.

10. I USE THE VOCABULARY I LEARN IN ACTIVITIES LIKE INFORMATION GAP, GAMES OR ROLE PLAYS

■ No ■ No

0%

100%

Figure 10. **Survey for students. Question 10: I use the vocabulary I learn in activities like information gap, games or role plays.**

None of the students uses the vocabulary they learn in meaningful activities like information gap, games or role-plays. They certainly are taught many words in the classroom; every week they learn many new words by using the same technique of pasting pictures and writing sentences related to the word being taught. Unfortunately, they do not use vocabulary in meaningful activities or engage in techniques to make vocabulary part of their everyday vocabulary.
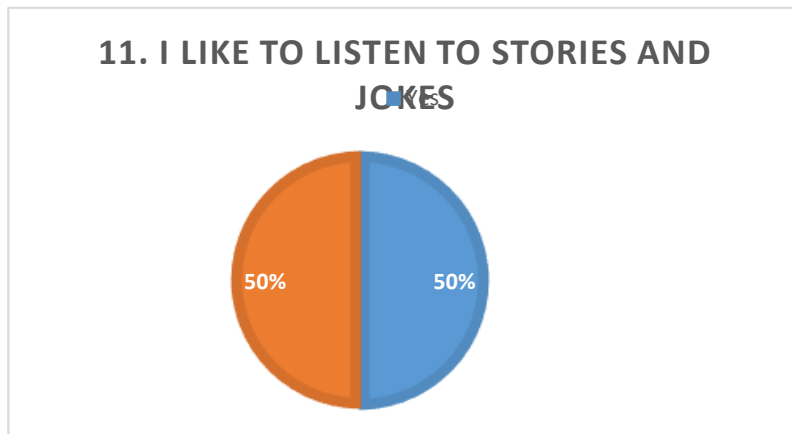
11. I LIKE TO LISTEN TO STORIES AND JOKES

50%   50%

Figure 11. **Survey for students. Question 11: I like to listen to stories and jokes.**

As it is shown in the figure, 50% of the learners like to listen to stories and jokes. This type of activity represents a satisfying situation for them that possibly results because of their auditory learning style. The other half of students are probably visual. In the end, listening to stories is an excellent receptive activity teachers should take advantage of to provide their students with the opportunity to understand culture and familiarize them with the different accents, vocabulary, intonation, etc. of the target language.
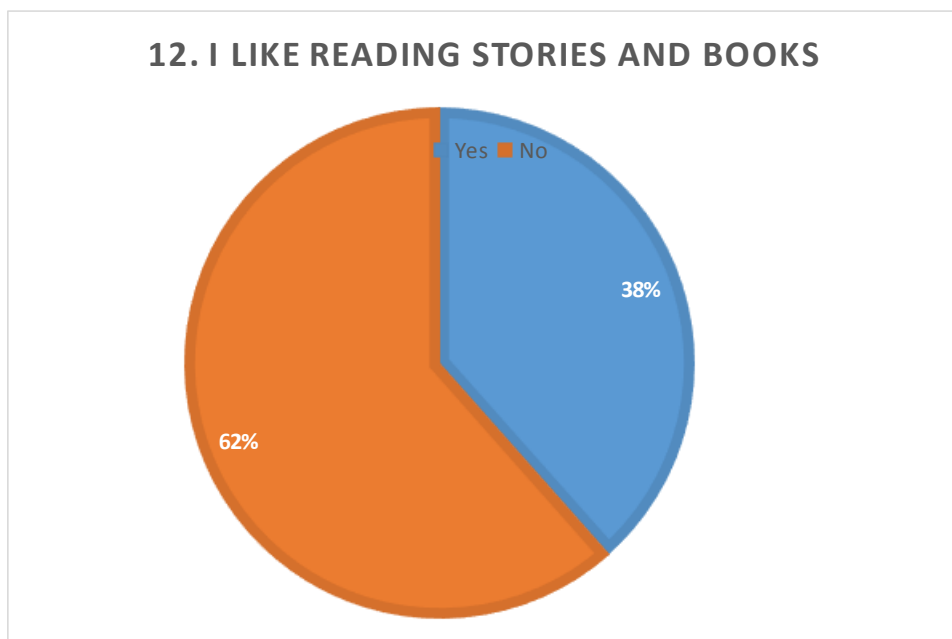
12. I LIKE READING STORIES AND BOOKS

Yes ■ No

38%

62%

Figure 12. Survey for students. Question 12: I like reading stories and books.

62% of the students dislike reading series and books. Reading is important because it can be entertaining and educational. In learning a foreign language, reading has several benefits that help students learn the language faster and more completely. When students read, listening, speaking and writing skills improve too. It is important to mention that reading is the best way to learn and remember vocabulary, spelling and grammar. Teachers should encourage their students to read books or stories that are of their interest and at their proficiency level.

Observations

Students were observed as they participated in different interactive activities. The indicators selected for evaluation were pronunciation, vocabulary, interactive communication, and fluency. The results are the following:

In pronunciation, 84% of the students need improvement, the rest of students show a performance that goes from satisfactory to good. Regarding vocabulary, 78% of the students need to improve, the rest show satisfactory to excellent achievement. Concerning interactive communication, 84% of the learners need improvement, whereas the rest of the group communicate in a good to excellent way. 88% of second graders need to improve their fluency, and what is left from the group show a satisfactory to excellent accomplishment.

According to the results, most of students need to improve their ability to express their ideas and opinions in conversations as well as their vocabulary range and pronunciation. A low percentage of students showed satisfactory participation when expressing themselves, giving simple responses, and using basic vocabulary to communicate. Few students demonstrate to be good at using the appropriate words and pronunciation during speaking. Only a very small group of learners communicates fluently, using precise vocabulary with clear and exact pronunciation.

CONCLUSIONS

- Second grade students of Colegio Americano de Guayaquil communicate mainly using their mother tongue in their English class.

- The students have not been exposed to the language in real settings. They do not read stories, watch videos or participate in conversations where they have to solve communicative problems.

- The approach used in class is mainly teacher-centered. The teacher has full control of the classroom activities and the learners are passive receptive individuals.

- Students do not work in pairs or groups, so their interactive communication skills have not expanded as expected. They do not have enough speaking time, or develop their social skills when interacting with peers. They do not do collaborative work or participate on tasks that consider their learning styles and needs to encourage their class participation.

- Learners' vocabulary knowledge is not good enough to use it to communicate. They are taught many words, but they are not given the opportunities to practice how to use them in real communication.

- Indicators of pronunciation, fluency, vocabulary development and interactive communication observed in students of second grade show poor performance.

RECOMMENDATIONS

- It is advisable students' speaking time be increased. Producing English speech sounds and sound patterns, using word and sentence stress, practicing intonation patterns and rhythm of the second language is necessary to improve students' communicative competence.

- It is advisable students use the target language inside and outside the classroom. The use of the mother tongue reduces the students' opportunities to practice English, and they fail to realize that using English is essential to improve their language skills.

- Explicit instruction of vocabulary should be part of lesson plans and incidental learning of new words from reading should be encouraged in the classroom, so the second graders can improve their reading comprehension abilities and raise their confidence to communicate in English.

- Communicative language teaching is based on real-life situations that require communication. It is recommended this method be used with second graders for them to have the opportunity to interact and communicate with each other in the target language.

- Producing a guideline based on methods and techniques that enhance interactive communication of second grade students of Colegio Americano de Guayaquil is recommended.

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ANNEX 1

Survey

	Yes	No
1. I speak only in English with my classmates		
2. I speak only in English to my teacher		
3. I share my stories with the class		
4. I work in pairs in different activities		
5. I work on information gap activities, games and role plays		
6. I understand the stories my friends tell me in English		
7. I listen to different people speaking in English not only the teacher		
8. I watch videos in English in class		
9. I communicate my opinion about different topics		
10. I use the vocabulary and I learn using activities like information gap, games or role plays		

11. I like to listen to stories and jokes		
12. I like reading stories and books		

ANNEX 2

Observation Rubric

Category	Needs Improvement 1	Satisfactory 2	Good 3	Excellent 4
Pronunciation				
Lexical Resource				
Interactive Communication				
Fluency				

ANNEX 3

	Fluency	Lexical Resource	Interactive Communication	Pronunciation
Needs Improvement 1	Pauses before most words. Little communication possible	Only produces isolated words or memorized utterances	Simple ideas and opinions are presented incoherently. The conversation is disjointed	Speech is often unintelligible
Satisfactory 2	Speaks with long pauses, limited ability to link simple sentences and gives only simple responses	Uses simple vocabulary to convey personal information, insufficient vocabulary variety	Simple ideas and opinions are presented with difficulty. The conversation does not flow coherently.	Mispronunciations are frequent and cause difficulty for the listener
Good 3	Speaks without noticeable effort or loss of coherence. There is rare hesitation, repetition or self-correction	Uses some less common vocabulary and shows some inappropriate choices	Ideas are presented with difficulty. The conversation generally flows.	Features of pronunciation are precise with only occasional lapses. It is easy to understand throughout.
Excellent	Speaks with not	Uses	Simple and complex	Features of

4	repetition or self-correction; speaks coherently	vocabulary with full flexibility and precision in all topics	ideas are generally presented clearly. The conversation flows.	pronunciation are precise, and it is effortless to understand

ANNEX 4

Observation Rubric Results

Pronunciation

Code	Indicators	Students	Percentage
1	Needs Improvement	22	84%
2	Satisfactory	2	8%
3	Good	0	0%
4	Excellent	2	8%

Vocabulary

Code	Indicators	Students	Percentage
1	Needs Improvement	21	78%
2	Satisfactory	2	8%
3	Good	2	7%
4	Excellent	1	7%

Interactive Communication

Code	Indicators	Students	Percentage
1	Needs Improvement	22	84%
2	Satisfactory	1	4%
3	Good	1	4%
4	Excellent	2	8%

Fluency

Code	Indicators	Students	Percentage
1	Needs Improvement	23	88%
2	Satisfactory	2	8%
3	Good	0	0%
4	Excellent	1	4%

URKUND RESULTS

URKUND

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**SOLICITUD DE PERMISO PARA
REALIZAR INVESTIGACIÓN**

Con motivo de mis estudios de titulación, seguidos en la Universidad Católica de Santiago de Guayaquil, me encuentro realizando la investigación titulada: "Analysis of how a Teacher-Centered Class hinders Interactive Communication of Second Grade Students of Colegio Americano de Guayaquil"

Solicito su permiso para recabar información de los estudiantes; el proceso incluye observaciones a los alumnos.

Le agradezco de antemano su tiempo y su amable atención a la presente.

Atentamente,

María Gabriela Mejía Ortega

Estudiante de Lengua Inglesa, UCSG

Guayaquil, marzo 09 del 2017

_____

Autorizo a María Gabriela Mejía Ortega la realización de la investigación antes descrita en el plantel a mi cargo.

Institución: Colegio Americano de Guayaquil

Autoridad: Mgs. Silvia Córdova de Moreno

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Mejía Ortega, María Gabriela**, con C.C: # 1205135450 autora del trabajo de titulación: **Analysis of how a Teacher-Centered Class hinders Interactive Communication of Second Grade Students of Colegio Americano de Guayaquil** previo a la obtención del título de **Licenciada en Lengua Inglesa con mención en Gestión Educativa Bilingüe** en la Universidad Católica de Santiago de Guayaquil.

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

RESUMEN/ABSTRACT (150-250 palabras):

The main goal of this research project is to analyze how a teacher-centered class hinders interactive communication of second grade students of Colegio Americano de Guayaquil. The specific objectives are to explain the effects teacher-centered education has on students' learning process, to determine what kind of instruction boots interactive communication in the classroom, and to decide which methods and techniques enhance interaction among students. The research methods used in this case study were a mix of qualitative and quantitative approaches. The data collection was made with a survey to know about students' learning experiences, and through observation of their communicative abilities recorded in a rubric. Thanks to the information gathered, it can be concluded that a teacher-centered class negatively affects interactive communication of students since such approach does not utilize practices and procedures that promote real interaction among students.

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