



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART, AND COMMUNICATION

ENGLISH LANGUAGE CAREER

THESIS

TEACHERS TRAINING AND ITS RELATION WITH THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "CATAMAYO" HIGH SCHOOL, NIGHT SESSION. ACADEMIC PERIOD 2009-2010

THESIS PREVIOUS TO OBTAIN THE LICENTIATE'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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CERTIFICATION

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CERTIFIES:

To have directed and corrected this thesis, previous to obtain the Licentiate's degree with the title: TEACHERS TRAINING AND ITS RELATION WITH THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "CATAMAYO" HIGH SCHOOL, NIGHT SESSION. ACADEMIC PERIOD 2009-2010., under the responsibility of the undergraduate Students: Marco Vinicio Paredes and Nelli Elizabet Lalangui. Therefore, I authorize its presentation and defense.

Loja, Enero 2010

Mg. Sc. Lic. Carmen Dávila Vega

THESIS DIRECTOR

AUTHORSHIP

All the criteria, analysis, concepts presented in the present research work, are of their authors' absolute responsibility. It can be used as a resource or researching.

Marco Vinicio Paredes

Nelli Elizabet Lalangui

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To the authorities, teachers and students of the “Catamayo” Night Section High School, who provided us all the information needed to carry out the present research work.

THE AUTHORS

DEDICATION

I dedicate this work to my sister and my nephew who have supported me to achieve this goal.

MARCO

With special love and gratitude I dedicate the present work, firstly to God and then to my parents, brothers and sisters who have helped me to reach one of my goals.

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A. TITLE

TEACHERS TRAINING AND ITS RELATION WITH THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "CATAMAYO" HIGH SCHOOL, NIGHT SESSION. ACADEMIC PERIOD 2009-2010.

B. SUMMARY

The present research work was carried out with the purpose of establishing the relation between teachers' training and the learning of the English Language with the students of 8th, 9th and 10th years of Basic Education at "Catamayo" High School, Night Session. Academic Period 2009-2010.

In the field work of the research we applied the instrument of the survey as to the teachers as well to the students and during the research work we used the scientific method to give it the reliability and validity to the study; the analytic-synthetic methods to analyze and interpret the results, the descriptive method to describe the main results and the explicative one to draw some conclusions and recommendations.

Among the main results of the research, we found that the teachers' training is affecting the students' learning outcomes because they are not interested in their professional development.

We have also discovered that the teachers' competences are not enough in motivational strategies, teaching methodology, assessment techniques and the teacher as planner, organizer and as a resource, and this affects the students' learning outcomes. Their additional competences are poor in technological management and research.

The lack of training and the poor professional teachers' competences are reflected in the students learning outcomes because their average is placed in a regular level and this have supported us to prove the hypothesis stated in the project.

C. INTRODUCTION

The quality of an education system cannot exceed the quality of its teachers. This appears to be the area that resources should target; knowledge-intensive training institutions and knowledge-rich teacher development center should be provided.

It is a complex task to define teaching practices that have an impact on student's performance since an effective teaching strategy varies by student, age, group, personality, learning ability and social background, and different strategies called for different teachers skills.

The new law of education compiles a list of new requirements concerning teachers' competences, which combines issues of education policy and research in setting a direction for teacher training. They include: knowledge, skills and values that highlight to improve the quality of education. It involves a permanent professional training that let teachers to keep up to date with the last tendencies in the teaching methodology.

These requirements are substituted in the set of objectives by the following: "to exploit the pedagogical potential inherent in learner communities, assist an understanding of individual differences, make use of inter-cultural education programmes, develop co-operation skills"¹.

Greater emphasis should be placed on the training of the teachers because education is a priority in the development of any country. The professional development is very related to the competences that teachers get in their daily practice. Therefore government should give teachers pedagogical

¹FALUS, IVÁN (2006b). [New ways of teaching and educating teachers]. Budapest: Gondolat.

holders who can guide and train them during their working sessions because it is necessary to change the teachers' role addressed to more open educational methods. These changes, however, cannot be delivered unless the different actors of the teaching-learning process are involved in educational collaborative services.

Also it is important to point that there is not teacher's training in this specific area in the "Catamayo" High School. Night Session, therefore the most of the teachers don't apply new strategies in order to improve the students' learning; it is for that reason that we wanted to know which is the real situation of the English teaching-learning process taking into a count one of the institutions of our province.

These were among others the reasons why we chose as main problem "what is the relation between the teacher's training and professional competences and the learning of the English language with the students in 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session?. Academic Period 2009-2010.

In order to get some perspectives of change we stated as specific objectives: to find out the effect of the teachers' training on the English Language Learning and to identify the teachers' professional competences in relation to the English Language Learning of the students in 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

The general hypothesis says that the teacher's training and professional competences are related to the learning of the English language with the students in 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

Regarding the methodology we have used the scientific method because it helped us to prove the specific hypothesis about the same topic, and it also let us to carry out an ordered process accomplishing with all the steps required in a valid and reliable in a descriptive research.

Also we have made use of other particular methods such as the descriptive, the analytic-synthetic and explicative which have served as a support to develop all the researching process.

To obtain the field data we applied a survey as a main instrument to the teachers as well as the students of 8th, 9th and 10th years of Basic Education at "Catamayo" High School. Night Session.

Finally the present research work includes the following parts:

In the first place, the introduction that describes the presentation of the research work.

Next, it presents the summary, where we can find a brief description of whole work.

After, it describes the materials and methodology used to develop all the research work, the way that it was carried out the analysis of the obtained data and how we arrived to the conclusions and recommendations. It contains the techniques and instruments and the population who was researched.

After that, it includes the exposition of the results with the respective statistics tables and graphs which are representing the obtained data in percentages to facilitate the comprehension of them. It is important to mention that in the first place we developed the teacher's survey and next the students' one.

It also includes de discussion of the results where we prove the hypotheses based on the obtained results.

Finally this work contains the conclusions and recommendations that the group consider are the most important.

D. REVIEW OF THE LITERATURE

4.1. TEACHER TRAINING.

Every study focusing on a good strategy observed in teacher training highlights the importance of teaching practice and school placement. The massive expansion of teacher training has not been accompanied by a proportional increase in the number of schools participating in teaching practice schemes, which has had a negative impact on quality. A further problem is that participating schools are of excellent standards (far exceeding the national average) and are thus unsuitable for preparing trainees for the reality shock they are likely to encounter at their first workplace. The current 2–4 week period of in-school training is to be extended to six months, which requires several additional senior teachers, or mentors, assisting the trainees' work.

At present very few teacher training institutions offer mentor training (training programmes for teachers assisting teacher trainees during their practice). A programme of this kind can only be developed by a co-operative effort between subject specialist teachers, general educators and education policy professionals for each individual field. Instructors of teaching methodology (with the exception of those in charge of organizing placement) do not maintain regular contact with teachers at schools participating in teaching practice schemes. It is difficult enough to fit the observation of the growing number of trainees' practice classes into their work schedules, let alone accommodate training courses for mentors.⁸ While the extended period of teaching practice — one of the key components of quality teacher training — is a welcome change, both the necessary human resources and material conditions are missing.

4.2. SELECTIVITY IN TEACHER TRAINING.

“Countries with successful teacher training programmes enforce strict selection criteria in granting admission (one in six applicants are admitted to teacher training programmes in Singapore and one in ten in Finland). Countries with successful and unsuccessful programmes differ in their selection strategies. Successful countries are selective in admitting applicants while less successful systems allow great numbers of candidate teachers to obtain their academic degrees leaving the selection process to schools.

It is both impossible and uneconomical to deliver quality teacher training to congregations of big size. Trends in the number of applications indicate a decline in the proportion of school leavers who find a teaching career an attractive choice. The number of people who apply to nursery, primary or secondary school teacher training institutions as their first choice has recently plummeted and the school results of applicants are below the national average (NAGY & VARGA, 2006).

If students bring with them poor levels of knowledge and skills, training cannot maintain high standards. Those students are suitable for a teaching career who are equipped with entry competences that can provide the foundations for the acquisition of a set of effective methodological tools in the course of their studies. These competences include advanced literacy and numeracy, good social skills, effective communication, an aptitude for lifelong learning and a desire to share knowledge.

All of these can be assessed by a selection procedure, in the course of training or even at the time of resident training. In principle, the introduction of two-stage teacher training could have improved selectivity since teacher training has been transferred to master’s level and students now have to

pass two selection procedures: their school leaving examination results must meet certain criteria to be admitted to bachelor's courses and their suitability for master's courses will be assessed through a teacher training entrance examination to be introduced in 2009. There is no guarantee, however, that teachers graduating from the new system will be better than previous generations unless fundamental changes are introduced to make teaching careers more attractive. If this does not happen, no-one other than the weakest third of bachelor graduates will be motivated to take master's courses in education. Also, as no changes have been introduced in the structure of nursery and lower primary school teacher training, student quality is unlikely to improve.”²

4.3. PROFESSIONAL DEVELOPMENT

“Teacher development programmes have received considerable financial support in recent years and, as a result, an in-service training market has emerged. The first list of programmes on offer was published in 2000 with a wide range to choose from. As the market later saturated and less favourable funding conditions were introduced, a steady decrease in the number of new programmes followed. Close to 60 per cent of formally approved (accredited) professional development programmes are offered by institutions with a tradition of teacher training (higher education institutions and institutions providing pedagogical services).

Professional development programmes are currently financed and commissioned (i.e., their contents are decided) by the same body — essentially the government education authorities rather than research or teacher training institutions. These institutions can only hope to see their research results or experiences incorporated into the teacher development

² NAGY, MÁRIA (2004*b*). [New competence requirements and new training methods for teachers. The experiences of a European expert panel]. 2004 (4-5), 69-77.

process if their staff undertake advanced trainer functions together with the necessary propaganda and organisation activities, which require considerable sacrifices considering the worsening funding conditions.

However, while professional conditions and infrastructure are at least to some extent guaranteed by regular accreditation exercises at higher education institutions, there is no such control applying to small businesses dominating the in-service training market. Almost half of the programmes which are not officially approved to be offered have been founded by higher education institutions. 98.9 per cent of programmes accredited by higher education institutions, where the founders of the programmes correspond to the organisations offering them, have a one-time license to be run.

One of the gravest problems is therefore structural: continuing teacher training has been separated from the site of teacher training. A university instructor may find on demand employment at a business good at exploiting market opportunities but he or she will probably need to part with the ethics and requirement system of the university when offering programme delivery rather than programme development services. In-service training — similarly to pre-service teacher training— displays decentralisation right to the level of individual training institutions.

Course accreditation processes do not constitute quality assurance beyond the stage of planning — no data is gathered on how much of the proposed programme is in effect delivered. Self-respecting instructors doubtless teach effectively and seek to accommodate criticisms from participants, although there is no external force which encourages them to do so. Nevertheless, this several billion forint market deserves stronger and more transparent central control.

The private sector creates strong incentives for employees to participate in in-service training. Teachers, however, do not need to worry about being dismissed because of having obsolete knowledge since the great majority of them are employed on permanent contracts. Also, successful completion of professional development programmes has no bearing on teachers' pay. What this means is that beyond individual ambitions and a modest bonus, the only way to create a practical incentive to in-service training is to make it compulsory"³.

4.4. A FRAME OF REFERENCE OF TEACHERS' PROFILE

KNOWLEDGE AND UNDERSTANDING FOREIGN LANGUAGE

1. Training in language teaching methodologies, and in state-of-the art classroom techniques and activities

- “Teachers learn about and employ different language teaching methodologies.
- They know the different ways of achieving learning outcomes, and the different techniques necessary for teaching reading, writing, speaking and listening and for improving reception, production, interaction and mediation skills in learners.
- Trainee teachers learn how to use up to date classroom techniques and activities based on interactive, group, and peer-assisted learning.

2. Training in the development of a critical and enquiring approach to teaching and learning

³ NAGY, MÁRIA (undated). [Teachers on professional development programmes]. <http://www.sulinova.hu/rovat.php?sess=&alsite=26&rovat=70>

- Trainee teachers view teaching and learning as continually evolving processes.
- Their education as language teachers does not stop once their initial teacher education finishes.
- They are keen to experiment with different methodologies and resources after their initial teacher education.
- Their attitude to teaching is open-minded and experimental.

3. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence

- Trainee teachers study for a course to improve their language proficiency as part of their initial teacher education.
- This course aims to improve their language competences in correspondence with the learning scales outlined in the Common European Framework (CEF).
- The course aims to improve key skills and fluency in writing, reading, speaking and listening, and in the trainee's productive, receptive, interactive and mediating skills. Such a course is closely linked, if not integrated, with teaching about the CEF and ways of assessing learners' progress. The course also refers to the European Language Portfolio and other types of self-evaluation.
- The course begins with an extensive language competence Needs Analysis questionnaire to determine the trainee teacher's existing language levels based on the CEF.

4. Training in information and communication technology for pedagogical use in the classroom

- Trainee teachers are taught how to use information and communication technology (ICT) effectively. They recognise the added value of using ICT in the language classroom.
- Trainee teachers learn how to integrate ICT into other teaching areas and are aware of how it contributes to several learning outcomes at once.
- Trainee teachers use ICT as a support and resource, not as an end in itself.
- When using ICT in the classroom, trainee teachers encourage learner autonomy, combining ICT with tasks and projects that highlight how it can be used independently outside the classroom context as part of ongoing learning.

5. Training in information and communication technology for personal planning, organisation and resource discovery

- Trainee teachers are aware that information and communication technology (ICT) has numerous uses and can be used both effectively and ineffectively.
- They understand that ICT is a valuable tool for:
 - i. Organising their work;
 - ii. Creating and archiving lesson plans;
 - iii. Tracking progress within a framework of reflective practice;
 - iv. Communicating and exchanging ideas with colleagues.

- ICT gives trainee teachers access to a wide range of resources and information, and during initial teacher education, lecturers and mentors should inform trainees of useful sites for different teaching levels.
- Trainee teachers are able to develop skills in using word processing and data processing packages. They are aware of how to use online agendas and email, search engines, educational websites, interactive website forums, resources and databases.

6. Training in the application of various assessment procedures and ways of recording learners' progress

- Trainee teachers are aware of the criteria that affect methods of assessment.
- They have a comparative view of the advantages and disadvantages of various assessment methods such as oral and written tests or exams, summative assessment, written project-based work, continuous assessment, practical projects, group projects and portfolios.
- They experiment with different ways of recording learners' progress, analyzing the advantages and disadvantages of a range of methods.
- Their assessment methods either correspond with the CEF scales, or can be directly compared with them.

STRATEGIES AND SKILLS

7. Training in ways of adapting teaching approaches to the educational context and individual needs of learners

- Trainee teachers are taught to be responsive to the different reasons people have for learning foreign languages. They understand the different factors that affect people's abilities to learn, and to the different attitudes and cultural perspectives people bring to learning.
- The overall trend towards placing learners with special educational needs in main stream schooling means that trainee teachers must be prepared to adapt their teaching approaches to meet a variety of different special needs.
- Adapting teaching approaches involves thinking about classroom management issues, sensitive and suitable use of materials and resources and employing a variety of learning activities to achieve learning outcomes.

8. Training in the critical evaluation, development and practical application of teaching materials and resources

- Trainee teachers understand the role of different types of teaching materials and resources in their teaching.
- They are taught to apply them critically and effectively, not as a substitute for active teaching and personal interaction between teacher and learner.
- The materials in question include textbooks, authentic documents, video and tape cassettes, CD-ROMs and online materials.

- These materials relate to the curricula and syllabus framework within which the trainee teacher will work.

9. Training in methods of learning to learn

- Trainee teachers are aware of the specific goals and outcomes of learning.
- They are taught how to structure their learning strategies effectively and to reflect the different ways in which learning occurs.
- They are able to respond to the specific learning contexts they encounter in the classroom.
- Methods of learning to learn used by a teacher can then be fostered in their learners.
- Key points in methods of learning to learn are:
 - i. Organising time;
 - ii. Monitoring progress;
 - iii. Identifying areas of strength and weakness;
 - iv. Recognising different learning techniques and their contributions to learning.

10. Training in the development of reflective practice and selfevaluation

- Trainee teachers learn to develop systematic methods and strategies for assessing the effectiveness of their teaching.
- They capitalise on successful lessons and teaching techniques by assessing whether desired learning outcomes have been achieved.

- They see evaluation and improvement as connected and ongoing processes.

11. Training in the development of independent language learning strategies

- Trainee teachers develop independent language learning strategies to improve their language competence and to be able to transfer these skills to their own learners.
- New learning environments such as virtual resources, language centres, multicultural learning environments as well as up to date course books and materials play a major role in this process.
- Knowledge of independent strategies allows teachers to set tasks for their learners that foster the ability to improve language competence beyond the classroom without the explicit guidance of the teacher.
- Independent language learning strategies help foster the practice of life-long language learning.

12. Training in peer observation and peer review

- Peer observation and peer review are ways to capitalise on the trainee teacher's learning process.
- Peer observation and peer review develop skills such as team-working, communicative ability, cooperation and practical analysis.
- Peer observation involves seeing how one's colleagues teach and deploy what they have learnt, while peer review asks for a critical response to this process.

- Other benefits of peer observation and review include the ability to provide sensitive and constructive feedback, to value approaches different to one's own, and a sense of professional community spirit.

13. Training in action research

- Action research involves trainee teachers identifying a particular issue or problem encountered while teaching, gathering information about it, developing a plan of action, evaluating its results and sharing them with colleagues.
- Action research encourages reflexivity and an enquiring approach and gives teachers a substantial theoretical framework for resolving difficult issues.
- Action research shows trainee teachers how evaluation, dissemination and requests for feedback from colleagues help integrate research findings into teaching practice.

14. Training in incorporating research into teaching

- Trainee teachers learn how to incorporate research into their teaching from fields such as teaching methodology, applied linguistics, language acquisition, testing and evaluation, special needs education and so on.
- Trainee teachers are able to turn to teacher educators, mentors and peers for advice on integrating education-related research into their teaching.

- Trainee teachers develop an open-minded attitude to educational research and are keen to experiment with research conclusions within the limits of institutional or national teaching and learning frameworks.
- Trainee teachers learn techniques such as micro-teaching, team-teaching, minicase studies, brainstorming and new learning environments as ways of incorporating research into their teaching.

15. Training in the use of the European Language Portfolio for selfevaluation

- Trainee teachers learn about the European Language Portfolio (ELP) from the earliest stages of their initial teacher education. Trainee teachers understand how the ELP is structured in three parts (language passport, language biography and dossier) and recognise that its proper compilation is an ongoing process.
- Trainee teachers are aware of the importance of adding to the ELP based on periods of study, work and training abroad.
- Trainee teachers refer to it regularly in order to evaluate their own language competence and to assemble evidence of their achievements and experience.
- The ELP is an important way of encouraging mobility and recording the experience of trainees abroad.

VALUES

16. Training in social and cultural values

- Trainee teachers are taught that teaching and learning foreign languages help promote social and cultural values such as respect for difference, active communication, a participatory attitude to society, and experience of a range of different cultures and lifestyles.
- These values are fostered through inclusive and context-sensitive classroom management strategies, a choice of teaching materials that reflects social diversity and cultural plurality, and the development of international networks of communication and exchange between learners from different contexts and countries.

17. Training in the diversity of languages and cultures

- Trainee teachers are taught that respect for and promotion of diversity are key elements in their teacher education and subsequent teaching.
- Trainee teachers know about the linguistic profile of countries in which the languages they teach are spoken as native.
- Trainee teachers see the importance of maintaining linguistic diversity in Europe, given the growing trend towards English as a global lingua franca.
- Trainee teachers are able to identify the diverse range of language contexts and backgrounds of their learners.

- Trainee teachers are aware of the central notions of plurilingual competence and pluricultural competence set out in the CEF.

18. Training in team-working, collaboration and networking, inside and outside the immediate school context

- Trainee teachers develop such skills during initial teacher education.
- Using peer observation, peer review and team-teaching, they acquire interpersonal and communicational skills that will contribute to their ability to network and collaborate as teaching professionals.
- During time spent working, studying or teaching abroad, trainee teachers are conscious of building up and maintaining networks with schools and other institutions with which they are associated.
- Trainee teachers are aware of institutions like the European Centre for Modern Languages (ECML) that act as centres for exchange, networking and collaboration at a European level.

E. RESOURCES

5.1. HUMAN RESOURCES

- Marco Vinicio Paredes
- Nelli Elizabet Lalangui
- Teachers of 8th, 9th and 10th years of Basic Education
- Students of 8th, 9th and 10th years of Basic Education

5.2. MATERIAL RESOURCES

Office material, books, copies, computer, printer, paper, folders and paper clips

5.3. INSTITUTIONAL RESOURCES

DESIGN OF THE RESEARCH.

- Catamayo High School Night Session
- National University of Loja. English Language Career.

5.4. DESIGN OF THE RESEARCH

The present research work was defined as a **no experimental** work because it is an educational theme and the researchers did not have the chance to manipulate the variables. They only described the object in the same way as it is represented in the reality and it was developed through a critical analysis of the results in order to propose some alternatives of solution to the problematic found.

5.5. METHODS, TECHNIQUES AND INSTRUMENTS

5.5.1. METHODS

The main method that used in this project was the **scientific one** because it let us carry out a systematic and an ordered process to do a logical explanation of the relations that are established in the researched object and its variables which allow us to derivate some alternatives of solution to the found problem.

As particular methods we used the descriptive, the analytical-synthetic and the explicative one.

The **descriptive method** was used to describe the main results that we reached in the applied instruments and it facilitated the description of the training that the teachers have received and the main competencies that they have in their professional practice. It also let us to research the relation of the teachers' training with the students' achievement in the English Language.

The **analytic-synthetic** method was used to analyze the obtained results through the field instruments and to make the interpretation of the data and to establish the conclusions based on the results of major tendency. It also helped us to analyze the relation between the teachers' training and the students' learning of the English Language.

The **explicative method** served to explain the implicit relation of the variables established in the research object, to give our point of view according to the obtained results and to explain the theoretical

referents about the teachers' training and the learning of the English language in the researched High School.

It's important to mention that the descriptive statistics was used as a tool that facilitated the representation of the data in tables and graphs that let us the comprehension of the information.

5.5.2. TECHNIQUES AND INSTRUMENTS

In order to get the empiric information about the researched object we used the following techniques and instruments.

A **survey** was applied to the teachers of the English Language in order to know the training that they have received in the last years and their competences in the professional practice.

It also was applied to the students of 8th, 9th and 10th years of Basic Education to know their achievement in the English Language Learning. It was applied through a questionnaire that was elaborated with closed questions about the indicators that guided our research work. To apply the survey we explained the purpose of the project and the intention of the survey to the actors so that they did not deny supporting in the development of this important work.

5.5.3. PROCEDURES

To make the present research work we will develop the following procedures:

After we have picked up the research instruments we made the processing of the information that involves the following steps:

- ◆ The tabulation of the data making use of the descriptive statistics in the case of the closed questions and the criteria questions were classified by categories in order to facilitate their interpretation. The tabulation of all the applied instruments let us a contrast of the information and the analysis of one indicator since two points of view.
- ◆ The organization of the empiric information was made according to the specific variables that guided the classification of the questions by hypothesis.
- ◆ The Graphic representation of the empiric information in tables and graphs that let us the visualization of the data easily, and the tendency of the indicators in each variable.
- ◆ The analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data was necessary to check again the principles of the main categories developed in the theoretical frame.
- ◆ The formulation of conclusions were done with worth judgments that were derived from the analysis and interpretation of the data and they was based on the specific objectives which have guided the investigative process.
- ◆ The verification of the hypothesis was done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.
- ◆ To elaborate the final report it was necessary to integrate all the components of the investigative process procuring logic integration

among them; this required a new revision of the theme, objectives, hypothesis and theoretical frame so we got a good relation among them. We also took into account in the report the National University of Loja regulations about the Graduation requirements to deliver the research work.

5.6. POPULATION AND SAMPLE

The population that helped us in the field work is constituted by all the teachers that teach in 8th, 9th and 10th years of Basic Education, who are two and it was considered as a small population.

The students of 8th, 9th and 10th years of Basic Education are 295, this population is represented in the following chart:

POPULATION

POPULATION	Group "A"	Group "B"	Group "C"	TOTAL
8 th year of Basic education	44	45	42	131
9 th year of Basic education	46	44		90
10 th year of Basic education	36	38		74
TOTAL				295

The group believes that the population is a little big. Therefore, the group considered convenient to take a sample using the following formula:

$$n = \frac{PQ \times N}{E^2}$$

$$(N-1) \frac{K^2}{4}$$

PQ = First quartile (0,25)

N= Population

n = sample

K = Constant of proportionality (2)

E = Error of sample (10%, 0,1)

$$n = \frac{0,25 \times 295}{(0,1)^2}$$

$$294 \frac{(2)^2}{4} - 0,25$$

$$n = \frac{95,25}{0,01}$$

$$294 \frac{-0,25}{4}$$

$$n = \frac{95,25}{294 (0,0025) - 0,25}$$

$$n = \frac{95,25}{0,485}$$

n= 196

Therefore we applied the surveys to 196 students of 8th, 9th and 10th years of Basic Education who we show below. To do the sample distribution we applied the following formula and the result must be multiplied by the total of each course.

$$n = \frac{n}{N}$$

$$N = 0,66$$

SAMPLE

COURSES	STUDENT'S POPULATION	PARALLELS	SAMPLE BY PARALLEL	SAMPLE TOTAL
8th Year of Basic Education	131	A	29	88
		B	29	
		C	30	
9th Year of Basic Education	90	A	29	59
		B	30	
10th Year of Basic Education	74	A	24	49
		B	25	
TOTAL	295			196

F. RESULTS

6.1. SURVEY APPLIED TO THE ENGLISH TEACHERS OF THE RESEARCHED HIGH SCHOOL

HIPOTHESIS NO. 1

The teachers' training affects the English Language Learning on the students of 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

1. Which are your professional degrees?

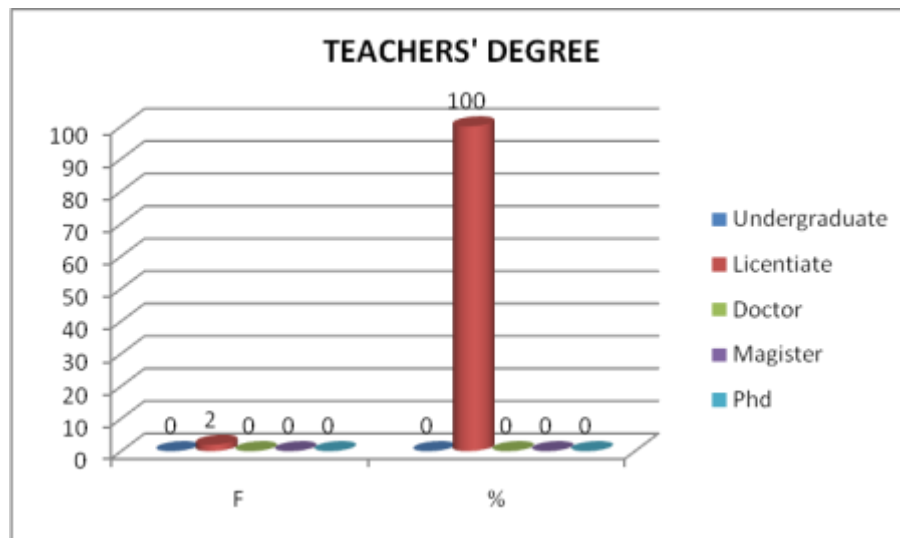
a) Statistics Chart

TEACHER'S DEGREE	FREQUENCY	%
Undergraduate	0	0%
Licentiate	2	100%
Doctor	0	0%
Magister	0	0%
Phd	0	0%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

The graph shows us that 100% of the teachers in the researched High School have the Licentiate's degree.

According to the theory teachers should view teaching and learning as continually evolving processes because their education as language teachers does not stop once their initial teacher education finishes. On the opposite they must be fond of experimenting with a continuous process of training after their initial teacher education and keep an open-minded and experimental attitude to up-dated teaching.

2. How do you consider your teaching?

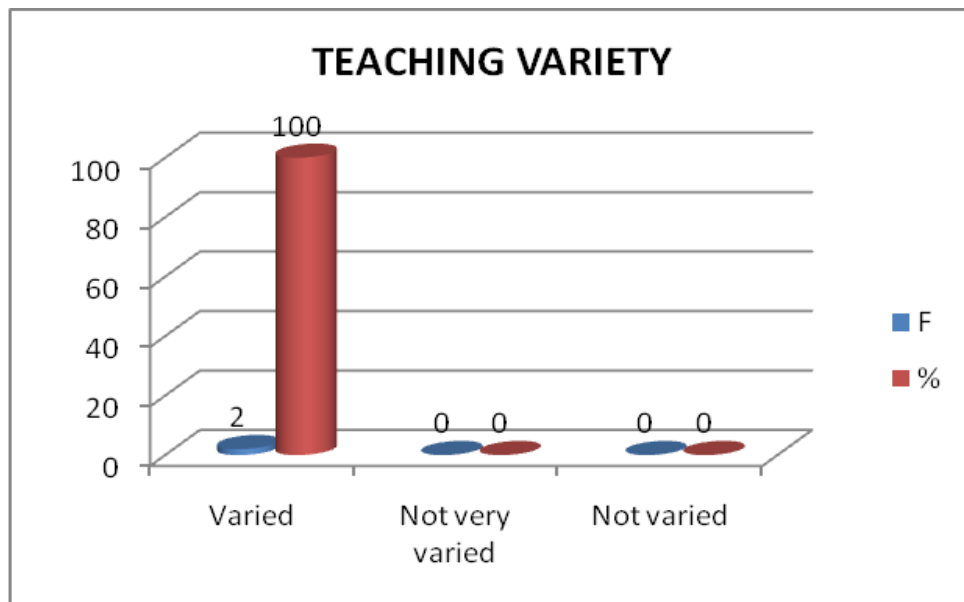
a) Statistics Chart

TEACHING VARIETY	FREQUENCY	%
Dynamic	2	100%
Not very dynamic	0	0%
Not dynamic	0	0%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

According to the results, 100% of teachers answered that their teaching is dynamic.

We know that teachers are required to complete a special profile in order to incorporate their new skills and knowledge into their teaching. They must be able to employ a number of different teaching methodologies, approaches and techniques in order to deliver their lessons in interesting and dynamic ways which meet the learners' needs.

3. Tick the activities that you develop in your class?

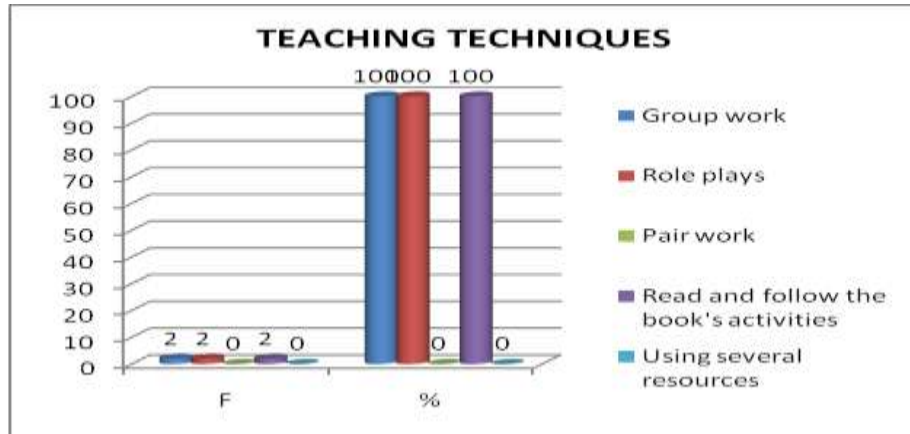
a) Statistics Chart

TEACHING TECHNIQUES	FREQUENCY	%
Group work	2	100%
Role plays	2	100%
Pair work	0	0%
Read and follow the book's activities	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

100% of the teachers answered that they apply the techniques of group work, role plays and read and follow the book's activities.

Teacher must be interested in improving their profile continuously; it would give them the possibility, to get a better performance into their teaching. They must learn about and employ different language teaching methodologies and about the different ways of achieving learning outcomes, the different techniques necessary for teaching reading, writing, speaking and listening and for improving reception, production, interaction and mediation skills in learners and even they must learn how to use up to date classroom techniques and activities based on interactive, group, and peer-assisted learning.

4. What do you emphasize in your teaching?

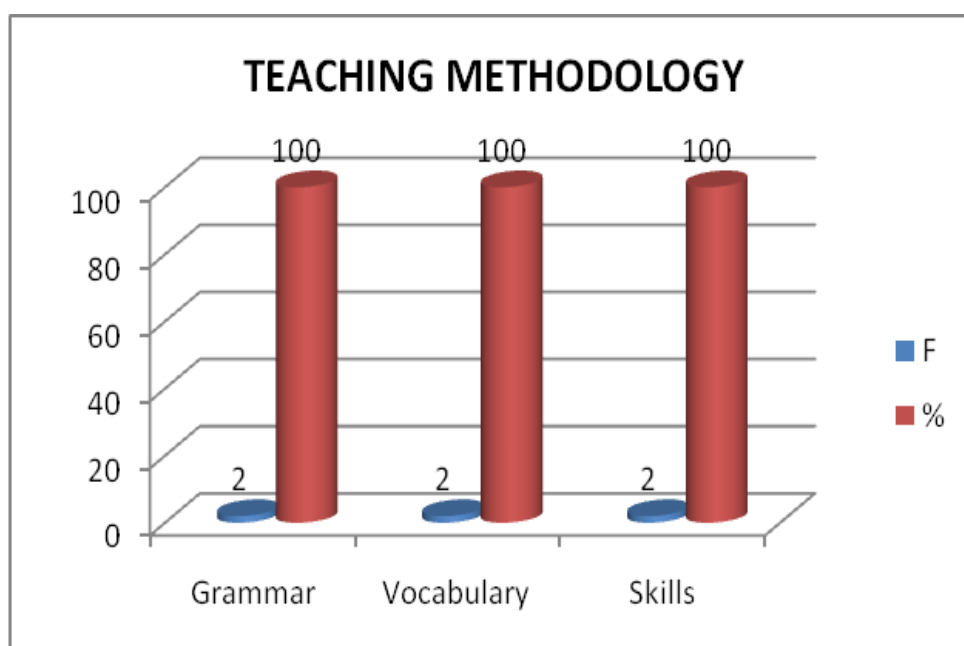
a) Statistics Chart

TEACHING METHODOLOGY	FREQUENCY	%
Grammar	2	100%
Vocabulary	2	100%
Skills	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

This graph shows that 100% of the teachers emphasized: grammar, vocabulary and skills of the English language learning.

Emphasizing in grammar more than in the skills to teach is noted as a traditional approach of teaching the English language. It is necessary that teachers change their view to a critical pedagogy by increasing autonomy and learning about how to enhance the students' skills and competences independently. A critical and enquiring approach is fostered through cooperation and exchange with peers, contact with different methodologies and other national education systems and practices.

5. How do you evaluate?

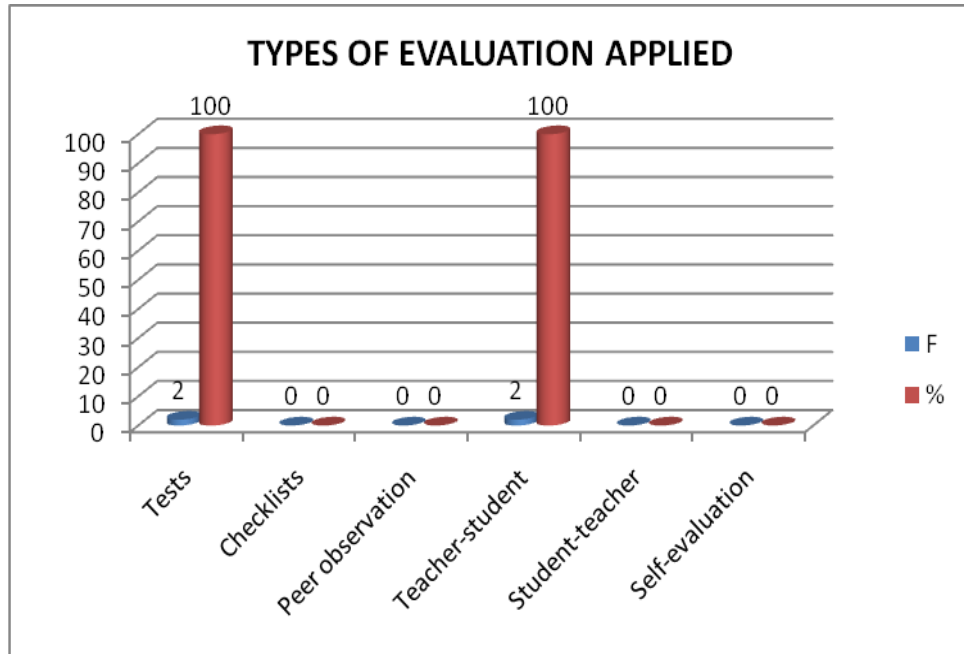
a) Statistics Chart

TYPES OF EVALUATION APPLIED	FREQUENCY	%
Tests	2	100%
Checklists	0	0%
Peer observation	0	0%
Teacher-student	2	100%
Student-teacher	0	0%
Self-evaluation	0	0%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

100% of the surveyed teachers said that they apply tests to assess the students' progress and they apply the hetero-evaluation teacher-students.

The results show that teachers just work with tests to evaluate the student's learning and inside the procedures they also apply only the teacher-student assessment. The theory points that teachers must be open-minded and evaluate teaching situations by themselves. It is important to manage methods of assessment because it let them have a comparative view of the advantages and disadvantages of evaluation procedures and techniques that permit to extend the range of techniques such as oral and written tests or exams, summative assessment, written project-based work, continuous

assessment, practical projects, group projects and portfolios and experiment with different ways of recording learners' progress.

6. Which of the following resources do you use to teach English?

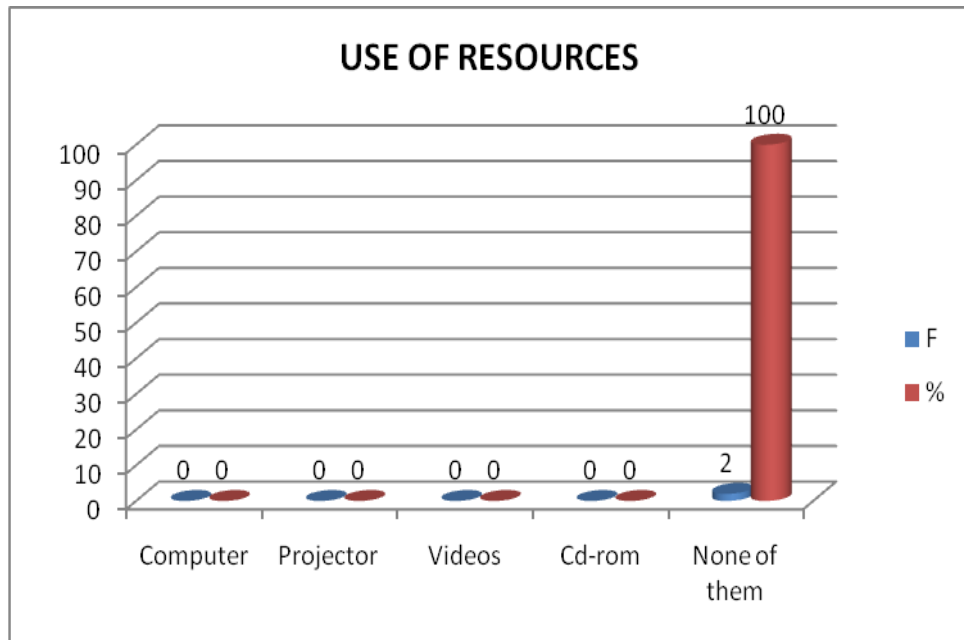
a) Statistics Chart

USE OF RESOURCES	FREQUENCY	%
Computer	0	0%
Projector	0	0%
Videos	0	0%
Cd-rom	0	0%
None of them	2	100%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

In the question about the use of the technology into teaching 100% of teachers answered that they do not use any of them.

Most of the teachers said that they do not count with these resources at the High School and at their house. Nowadays Teachers must be aware that information and communication technology (ICT) has numerous uses. They can be used for: i. organising their work; ii. creating and archiving lesson plans; iii. tracking progress within a framework of reflective practice; iv. communicating and exchanging ideas with colleagues. ICT gives the teachers access to a wide range of resources and information, and during initial teacher education, lecturers and mentors should inform them of useful sites for different teaching levels. They must be able to develop skills in using word processing and data processing packages and how to use online

agendas and email, search engines, educational websites, interactive website forums, resources and databases.

7. Do you incorporate research into teaching?

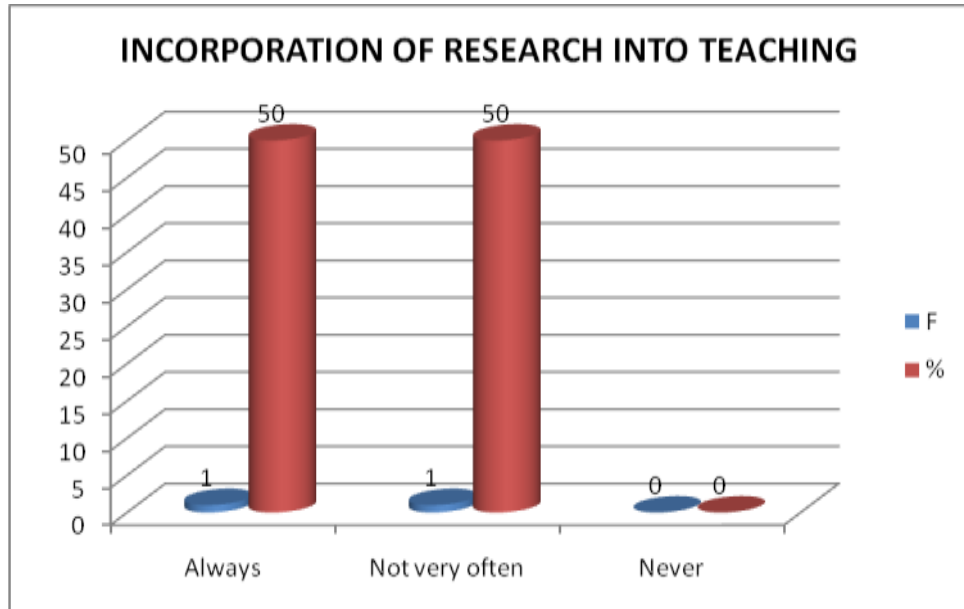
a) Statistics Chart

INCORPORATION OF RESEARCH INTO TEACHING	FREQUENCY	%
Always	1	50%
Not very often	1	50%
Never	0	0%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

The graph shows that 50% of teachers said that they always incorporate research into teaching while the other 50% told us that they do not very often.

Teachers must be shown how to recognize good practices emerging around the world and where to find new scientific results in connection with teaching. They must be equipped with the skills needed to participate in research activities, to contribute to research and development projects and to make use of research conclusions in their teaching practices. Research-based teacher training goes even further: a teaching career is seen as a continuous research and development process, whereby the teacher makes use of scientific evidence to generate the knowledge needed to improve teaching activities.

8. How do you believe your language management is?

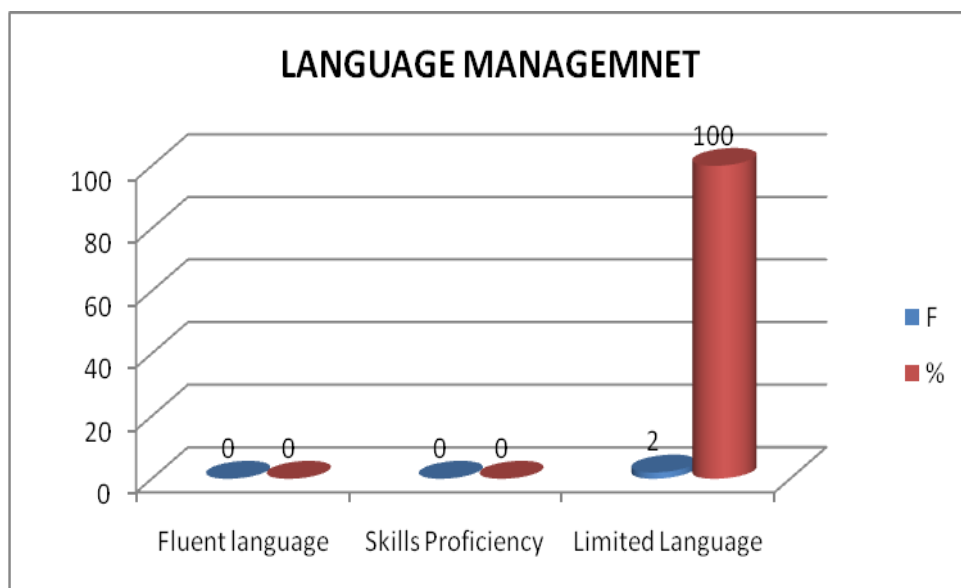
a) Statistics Chart

LANGUAGE MANNAGEMENT	F	%
Fluent language	0	0%
Skills Proficiency	0	0%
Limited Language	2	100%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

In the question number eight 100% of teachers told us that their language management of the English language is limited.

The knowledge of the English Language involves the fluent management of four basic skill which are listening, speaking, reading and writing. It could be reached through a serious process of training that can be developed having access to the use of Technology and the latest trends that are in correspondence with the learning scales outlined in the Common European Framework (CEF).

HYPHOTESIS NO. 2

The teachers' professional competencies are not enough to get a good English Language Learning with the students of 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Section. Academic Period 2009-2010

9. How do you catalogue your professional development?

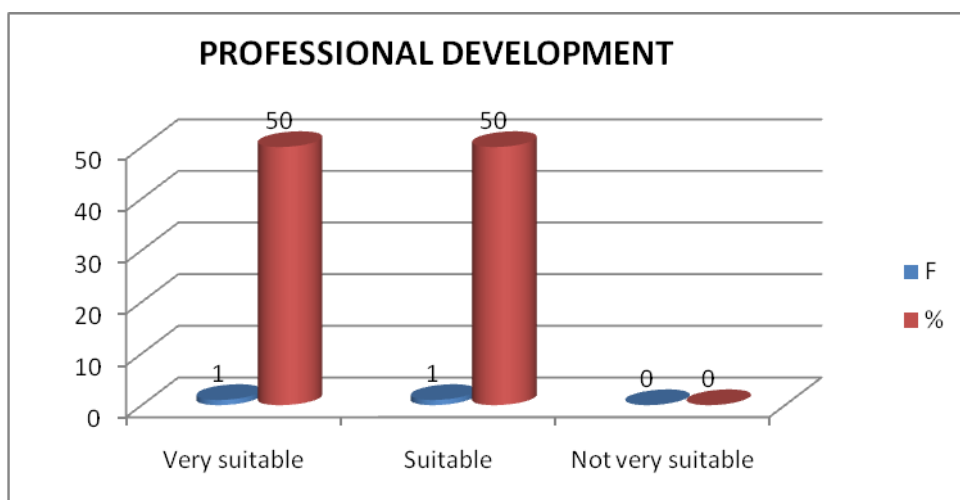
a) Statistics Chart

PROFESSIONAL DEVELOPMENT	FREQUENCY	%
Very suitable	1	50%
Suitable	1	50%
Not very suitable	0	0%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

50% of teachers said that their professional development is very suitable and the other 50% of them answered that it is suitable.

The results show that the teachers are satisfied with their formation and they are not interested in getting more training but we know that the quality of education goes hand to hand with the professional development so that the government must assign a special funding to educational institutions to be spent in teachers' professional development and the teachers must be invited to participate in it, because a new curricular reform is not enough to improve the English teaching learning process without a good training program.

10. How do you catalogue your competences as Teacher?

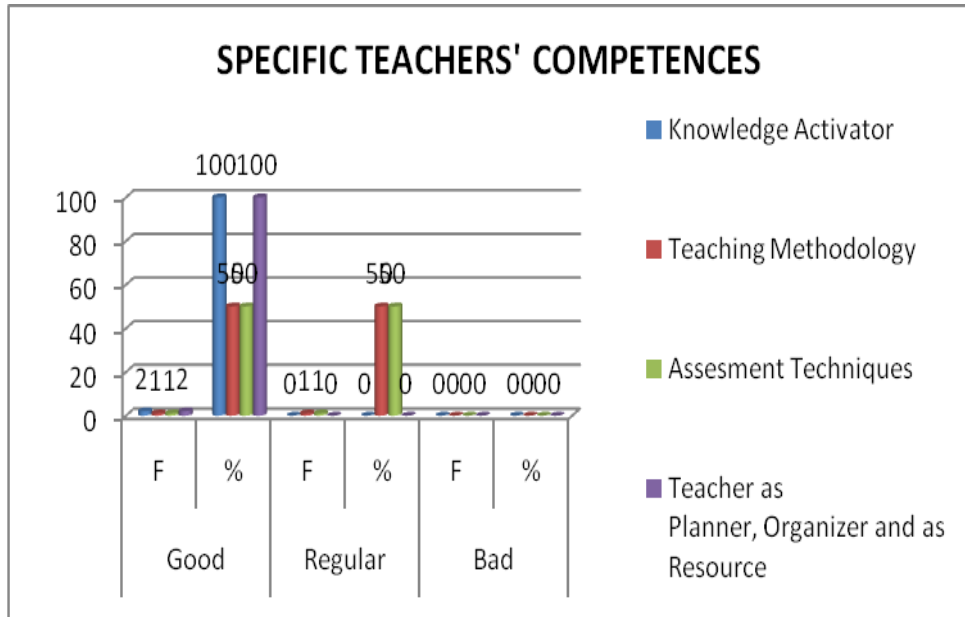
a) Statistics Chart

TEACHERS' COMPETENCES	Good		Regular		Bad	
	FREQ.	%	FREQ.	%	FREQ.	%
Knowledge Activator	2	100%	0	0%	0	0%
Teaching Methodology	1	50%	1	50%	0	0%
Assesment Techniques	1	50%	1	50%	0	0%
Teacher as Planner, Organizer and as Resource	2	100%	0	0%	0	0%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

The results show us that 100% of teachers matched that their teaching competences are good as knowledge activator and in teacher as planner, organizer and as resource. 50% of them told us that their competences in teaching methodology and assesment techniques are also good; and 50% of them assumed that their skills in teaching methodology and assesment techniques are regular.

The role of teachers must be as activator that is to say a wide understanding of motivating strategies; in teaching methodology to differentiate traditional from critical and active methodologies; in assesment techniques and teacher as planners, organizers and as resource that is to say that they must be able to plan a lesson, organize the sequence of a class and have a good knowledge of the language.

11. What are your additional professional competences?

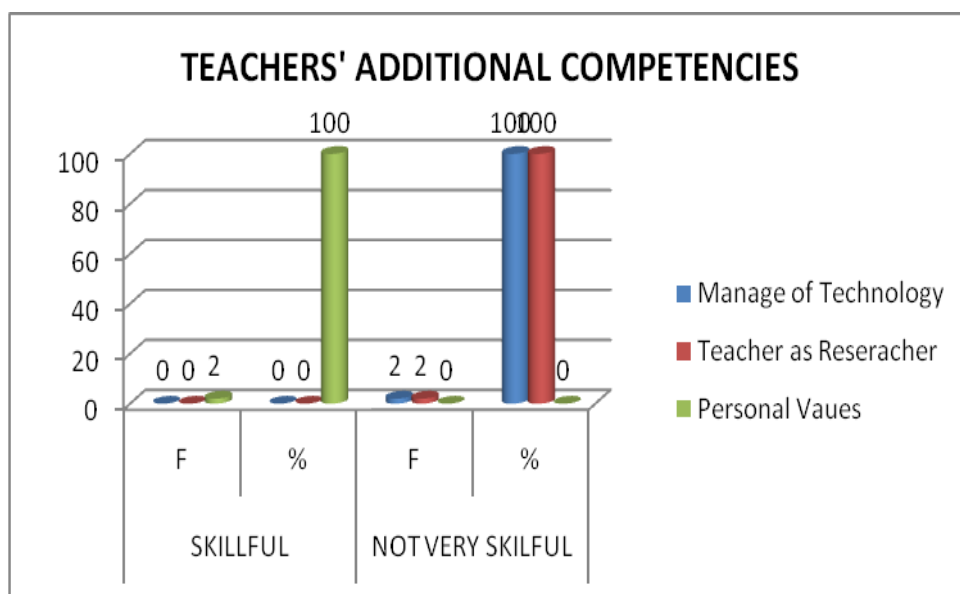
a) Statistics Chart

TEACHERS' ADDITIONAL COMPETENCES	SKILLFUL		NOT VERY SKILFUL	
	FREQ.	%	FREQ.	%
Manage of Technology	0	0%	2	50%
Teacher as Researcher	0	0%	2	50%
Personal Values	2	100%	0	0%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

According to the results, 100% of teachers said that they are skillful in personal values, and 100% of them also manifested that they are not very skillful in manage of technology and as researchers.

The teachers nowadays need to have professional competences in the management of the technology if they do not want to keep behind their colleagues; Teachers as researchers is another important competence that most teachers reject, because they have not got the opportunity of knowing how to integrate it into teaching and get advantage of it; Personal values help the teachers to promote social and cultural values such as respect for difference, active communication, a participatory attitude to society, and experience of a range of different cultures and lifestyles. These values can be fostered through inclusive and context-sensitive classroom management strategies, a choice of teaching materials that reflects social diversity and cultural plurality, and the development of international networks of communication and exchange between learners from different contexts and countries.

12. How do you qualify your professional competences?

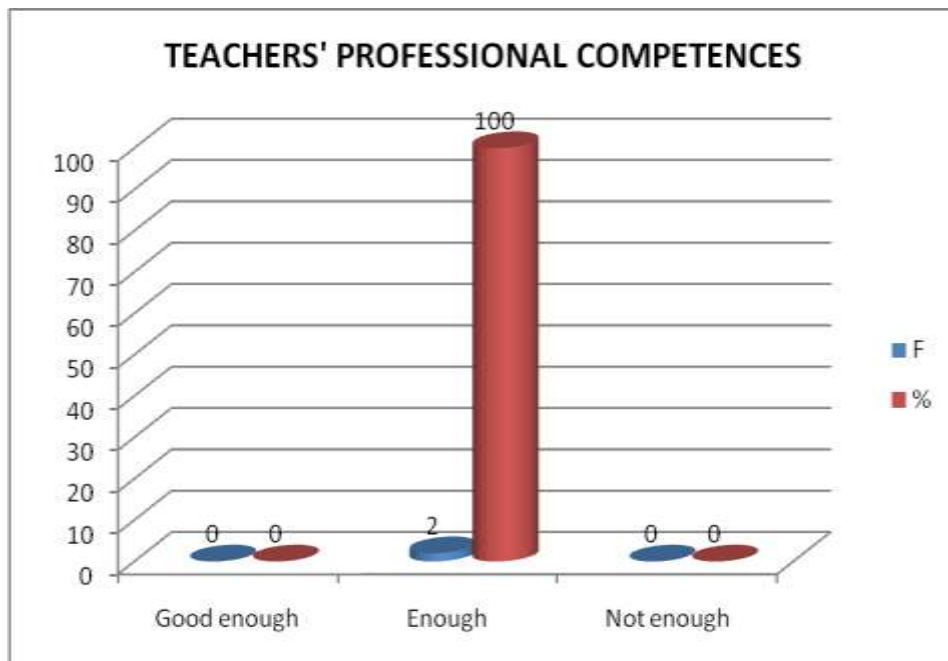
a) Statistics Chart

TEACHERS' PROFESSIONAL COMPETENCES	FREQUENCY	%
Good enough	0	0%
Enough	2	100%
Not enough	0	0%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

100% of teachers answered that their competences are enough to teach the English language in the researched High School.

We have seen that the teachers need to have competences as teachers itself which involves skills as planners, as classroom manager, as language resource, as evaluator of the teaching process and as resource that is to say to have a good proficiency of the language. The teachers also need additional competences in the use of technology, as researchers and in personal values that are necessary to integrate in the English learning process.

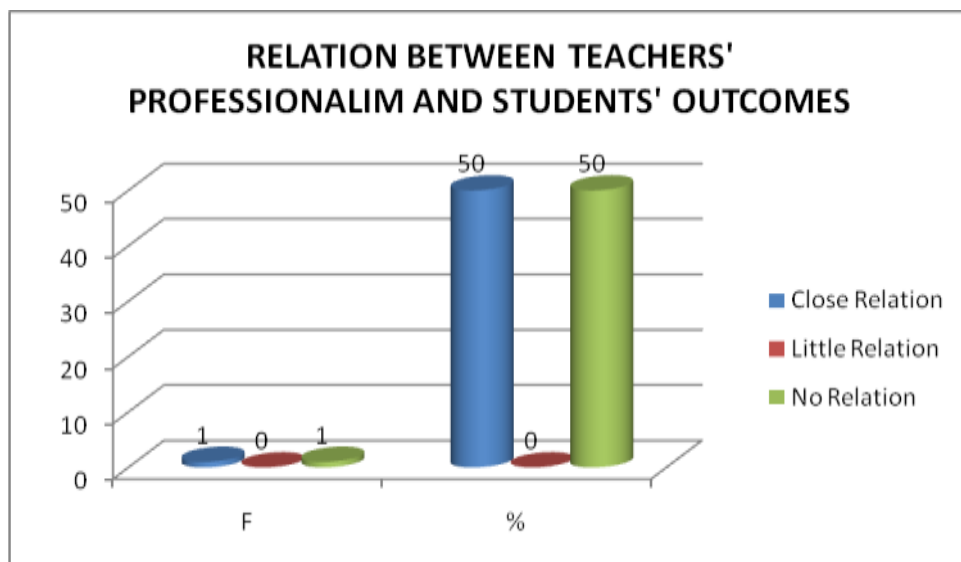
13. Do you think that there is a relation between teacher's professionalism and the student's outcomes?

a) Statistics Chart

RELATION BETWEEN TEACHERS' PROFESSIONALISM AND STUDENTS' OUTCOMES	FREQUENCY	%
Close relation	1	50%
Little relation	0	0%
No relation	1	50%
TOTAL	2	100%

Source: Teachers' survey
Elaboration: Research team

b) Graphic Representation



c) Interpretation

50% of the teachers answered that there is a close relation between teachers' professionalism and students' outcomes and the other 50% of them told us that there is no relation between these two factors.

The theory points out that the teachers' professionalism is directly reflected in the students' learning outcomes which in the present research are placed in regular because we believe that the teachers' competences are not enough to get a good English Language Learning with the students of the researched High School.

14. Which are the students' learning outcomes in the English Language in your High School?

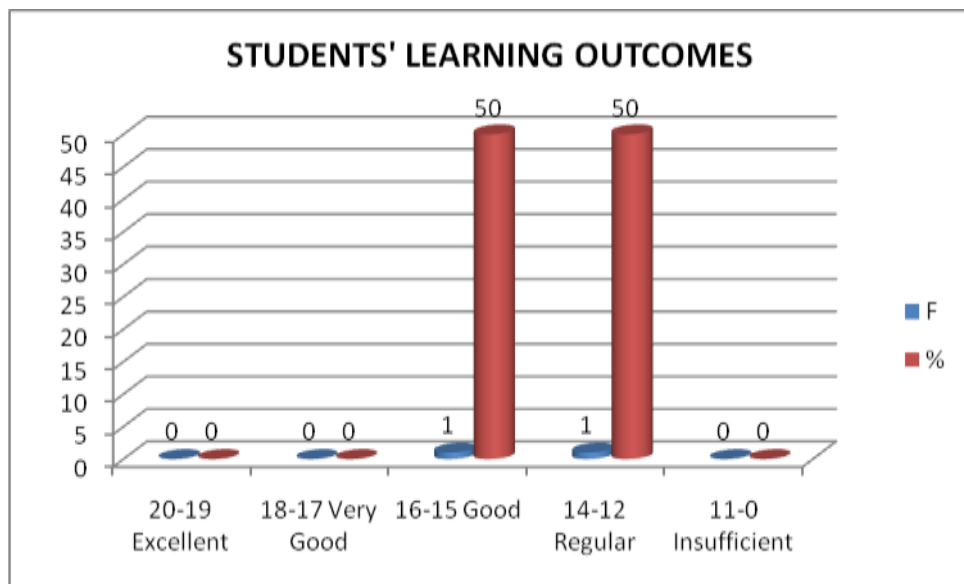
a) Statistics Chart

STUDENTS' LEARNING OUTCOMES	FREQUENCY	%
20-19 Excellent	0	0%
18-17 Very Good	0	0%
16-15 Good	1	50%
14-12 Regular	1	50%
11-0 Insufficient	0	0%
TOTAL	2	100%

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

According to the teachers' survey, 50% of them answered that the students' learning outcomes are placed in good level and the other 50% recognized that these are located in a regular level.

Training is the essential clue to improve the teaching learning process and it needs a good predisposal attitude by part of the teachers to participate actively and put into these ideas into their professional practice. Many researching have demonstrated that the quality of education and the students' learning outcomes are very related but the last government has not worried about improving training for teachers who are the actors of the English language teaching learning process.

6.2. SURVEY APPLIED TO THE STUDENTS

HYPOTHESIS No. 1

The teachers' training affects the English Language Learning in the students in 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Section. Academic Period 2009-2010.

1. How good is your teacher as professional?

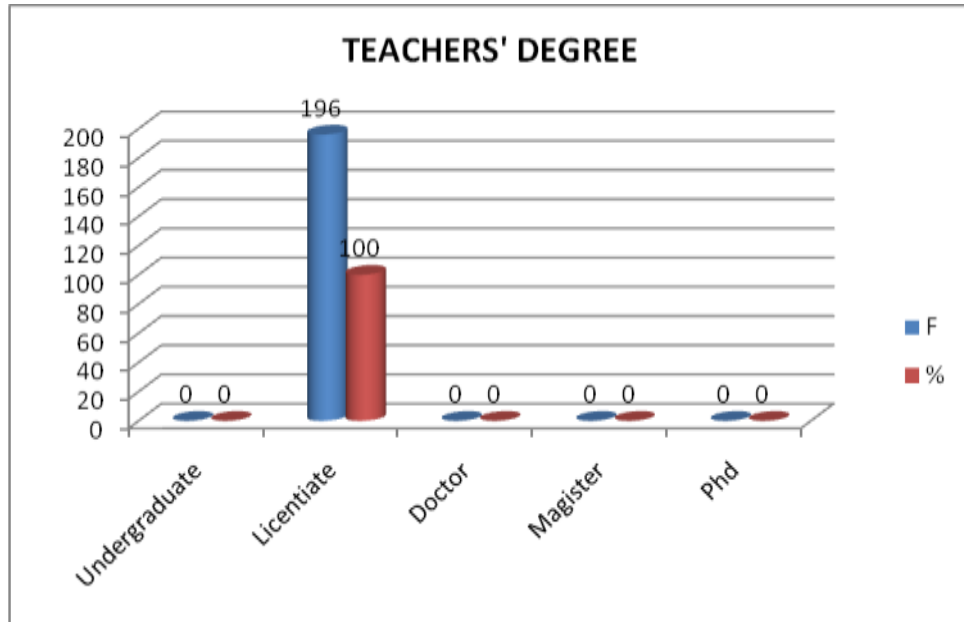
a) Statistics Chart

TEACHER'S DEGREE	FREQUENCY	%
Undergraduate	0	0%
Licentiate	196	100%
Doctor	0	0%
Magister	0	0%
Phd	0	0%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

The students' results survey, show that 100% of students answered that their teachers just have the licentiate's degree.

The training is necessary to improve the English language learning but when teachers come into teaching practice they think that that's all and that they have acquired all what they need to teach. Training must be seen as a continuous process that let the teachers to get a professional and competent practice and they do not have to worry about being dismissed because of having obsolete knowledge since the great majority of them are employed on permanent contracts.

2. How do you consider your teacher's teaching?

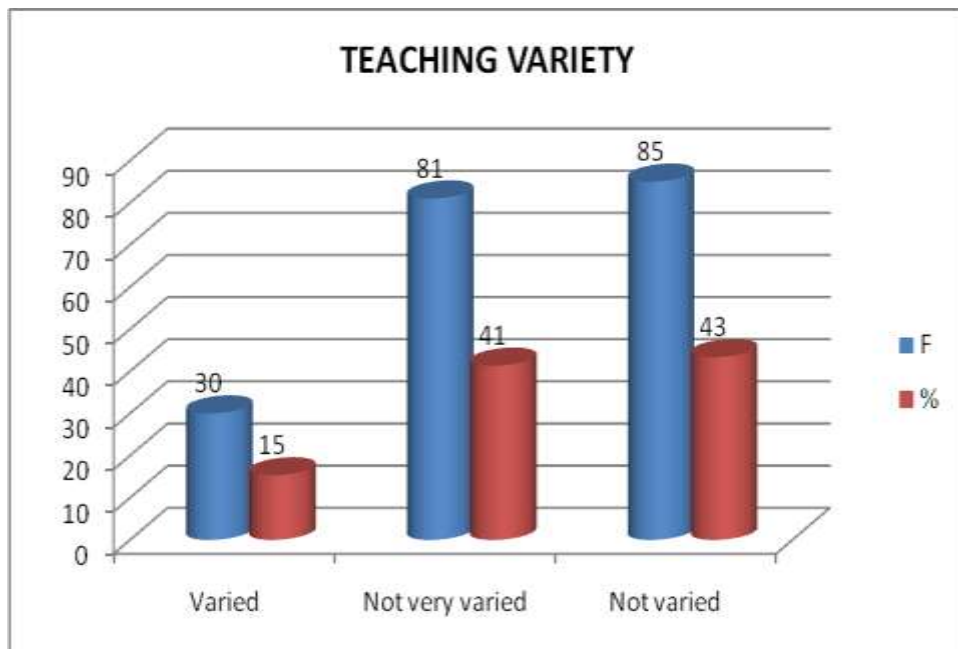
a) Statistics Chart

TEACHING VARIETY	FREQUENCY	%
Varied	30	15%
Not very varied	81	41%
Not varied	85	43%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

43% of the surveyed students said that their teachers' teaching is not varied, 41% of them also answered that it is not very varied and only 15% of them told us that it is varied.

The results show that the knowledge of teachers in methodology is important in the English language teaching process because the theory points out that the teachers' training and updating is related to the teaching practice into the classroom and consequently with the education quality.

3. Tick the activities that your teacher develops in his/her classless?

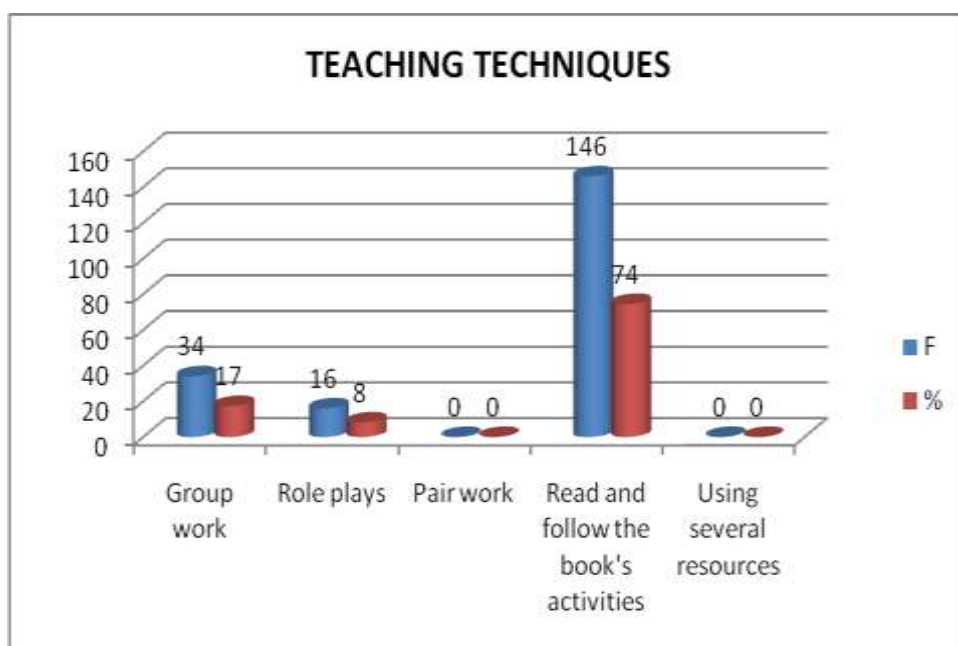
a) Statistics Chart

TEACHING TECHNIQUES	FREQUENCY	%
Group work	34	17%
Role plays	16	8%
Pair work	0	0%
Read and follow the book's activities	146	74%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

74% of students held that the teachers read and follow the book's activities, 17% answered that the teachers develop group work in class and 8% of them said that their teachers work with role plays in class.

The last trends said that teachers must be up-dated in methodology and techniques to teach and this is possible through training courses where they experiment new tendencies for improving their abilities as professionals. There are practical workshops where teachers have the opportunity to know and use new classroom techniques from peers training to teach the English language. Experimentation with different methodologies may be difficult during initial teacher education. It may be more appropriate once teachers have gained more experience and confidence in the classroom.

4. What does your teacher emphasize more in his/her classes?

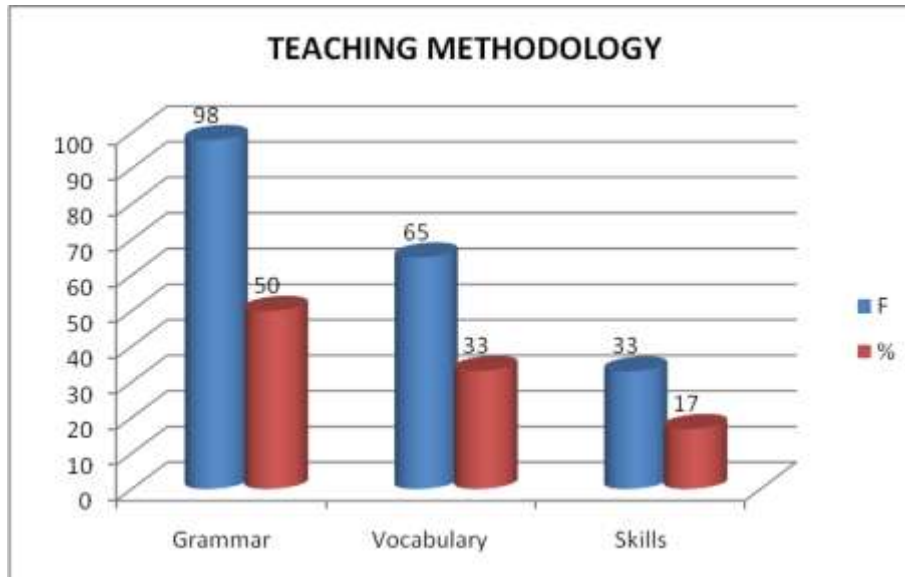
a) Statistics Chart

TEACHING METHODOLOGY	FREQUENCY	%
Grammar	98	50%
Vocabulary	65	33%
Skills	33	17%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

50% of students answered that their teachers emphasized grammar in teaching, 33% of them pointed to vocabulary and 17% of them told us that their teachers work more on skills.

Teaching grammar more than skills into the English language teaching is the traditional way of teaching and this is because most teachers do not have training in the critical methodology that let them develop a genuine interest in finding other ways and means of teaching a specific group of learners as appropriate.

5. How does your teacher evaluate?

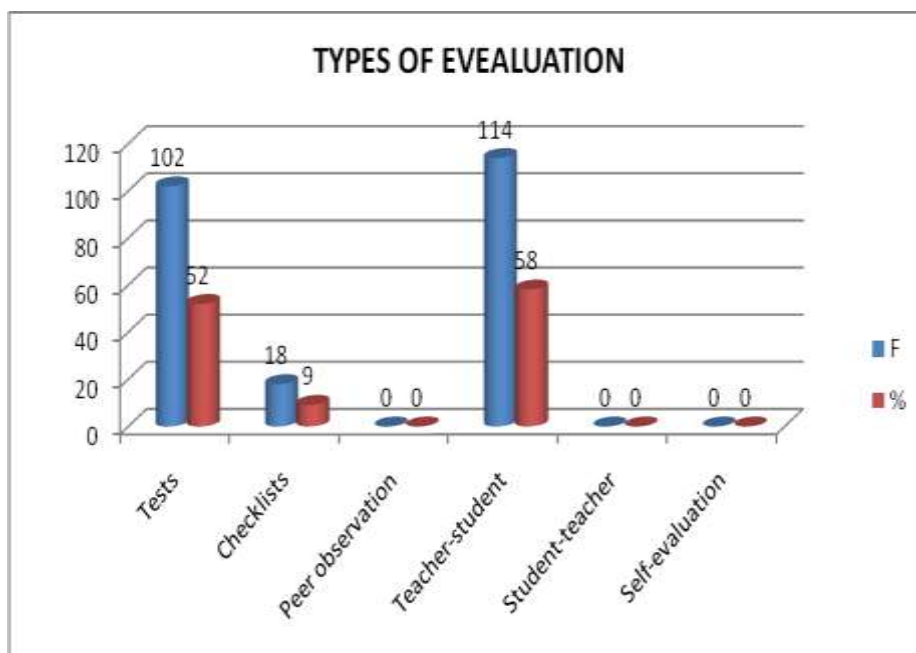
a) Statistics Chart

TYPES OF EVALUATION	FREQUENCY	%
Tests	102	52%
Checklists	18	9%
Peer observation	0	0%
Teacher-student	114	58%
Student-teacher	0	0%
Self-evaluation	0	0%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

58% of students said that the teachers apply hetero-evaluation, teacher-students, 52% of them also told us that their teachers evaluated their knowledge through tests and 9% of students held that the teachers evaluated through checklists.

Teachers competences also include the ones to assess the students' progress into the English learning process for that reason they must be conscious about the kinds of evaluation that they can use into the teaching learning process and what is more important they must be familiar with a repertoire of assessment techniques and understand the contexts in which different techniques are appropriate and not only evaluate through tests. The theory points out, a lot of other techniques that they can apply and record their learners' results accurately and from these they must be able to recognize areas of strengths and the areas where more work is needed. This is useful because it highlights individual learner's needs.

6. Which of the following resources does your teacher use to teach English?

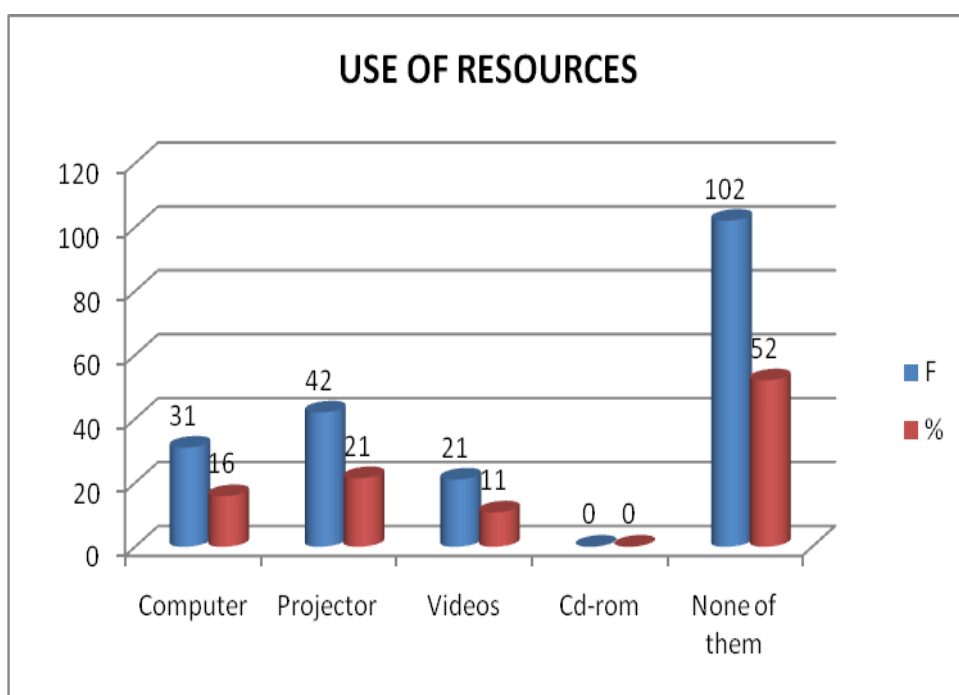
a) Statistics Chart

USE OF RESOURCES	FREQUENCY	%
Computer	31	16%
Projector	42	21%
Videos	21	11%
Cd-rom	0	0%
None of them	102	52%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

As we can see, 52% of students answered that their teachers do not use any of these resources into teaching, 21% pointed out the use of the projector, 16% assumed the use of the computer and 11% matched the videos.

It is evident that the researched institution does not have access to institutional facilities for Information and communication Technology use. We know that nowadays there are many computing facilities at places as cyber café and teachers must be encouraged to take advantage of these for professional purposes. ICT is best integrated into teacher education as part of an ongoing process. It is not just a pedagogical tool, but a professional one as well. It facilitates communication and exchange of information and ideas what is very useful into a classroom.

7. Does your teacher incorporate research into teaching?

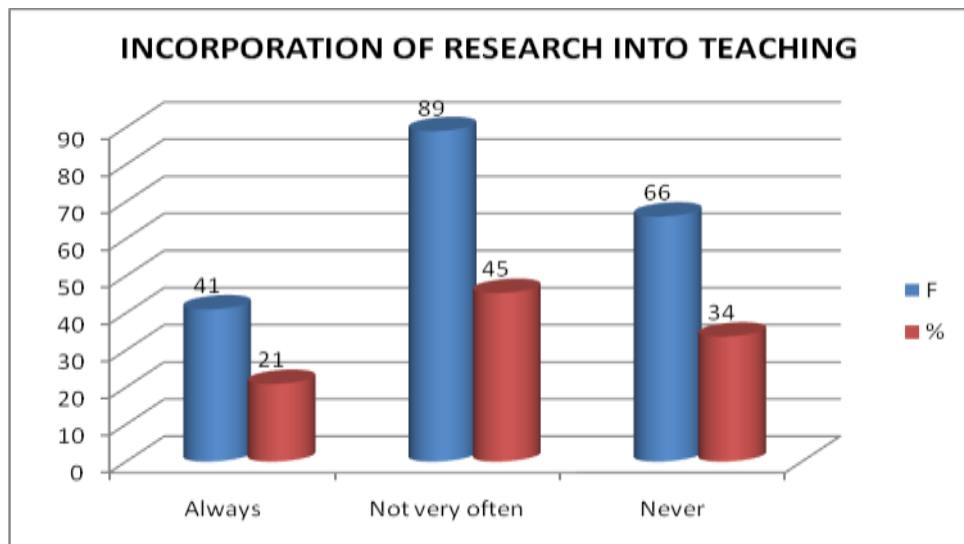
a) Statistics Chart

INCORPORATION OF RESEARCH INTO TEACHING	FREQUENCY	%
Always	41	21%
Not very often	89	45%
Never	66	34%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

45% of surveyed students told us that their teachers do not use very often the research into teaching, 34% answered that it is never integrated in class and 21% of them matched that it is always applied into teaching.

Research is part of the teachers' competencies because it helps them to adopt a new model of teaching, which could be a researcher-innovator teacher and it is necessary that teachers understand that they must incorporate the research into teaching. This will give them enough tools to participate in projects that let them evidence the weaknesses that they face as teachers and try to improve them.

8. How do you believe is your teacher's language management?

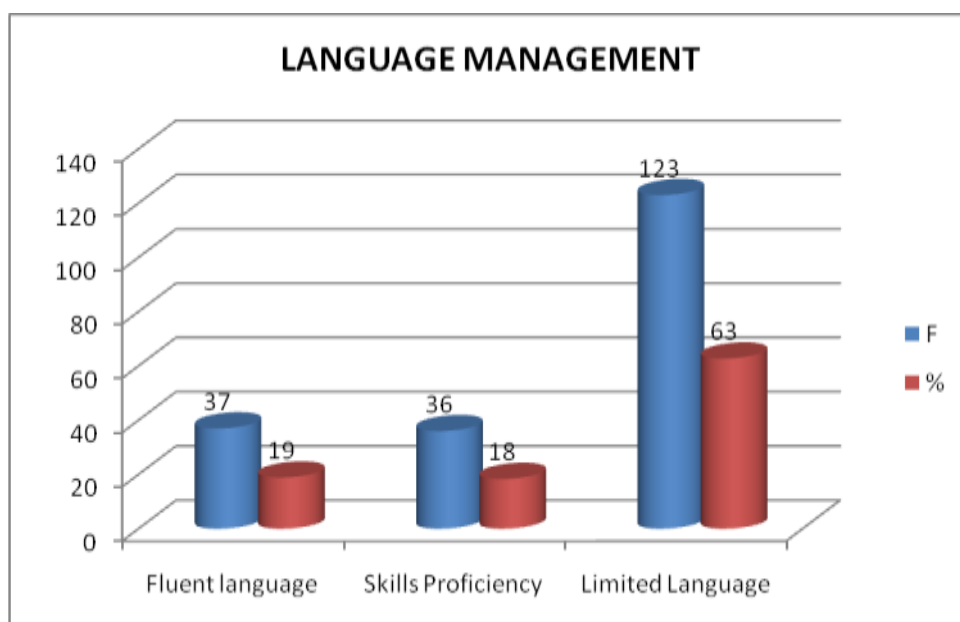
a) Statistics Chart

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LANGUAGE MANNAGEMENT	FREQUENCY	%
Fluent language	37	19%
Skills Proficiency	36	18%
Limited Language	123	63%
TOTAL	196	100%

Source: Students' survey
Elaboration: Research team

b) Graphic Representation



c) Interpretation

63% of the surveyed students answered that their teachers have a limited language, 19% of them said that the teachers' language management is fluent and 18% of them held that their teachers have got a skills proficiency in the English language.

According to students' opinion most teachers have not got an English language proficiency which is basic into the learning process because they need to be aware that maintaining language competence is an ongoing process. They must understand that a continuous training would help them to get a regular use of the language in learning environments, especially broadcast media and the Internet, would offer them an improvement in their language competence. It is the responsibility of the teacher to ensure their language proficiency is sufficient to allow them to teach effectively and accurately.

HYPOTHESIS NO. 2

The teachers' professional competencies are not enough to get a good English Language Learning with the students of 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Section. Academic Period 2009-2010.

9. How do you catalogue your English Teacher professional development?

a) Statistics Chart

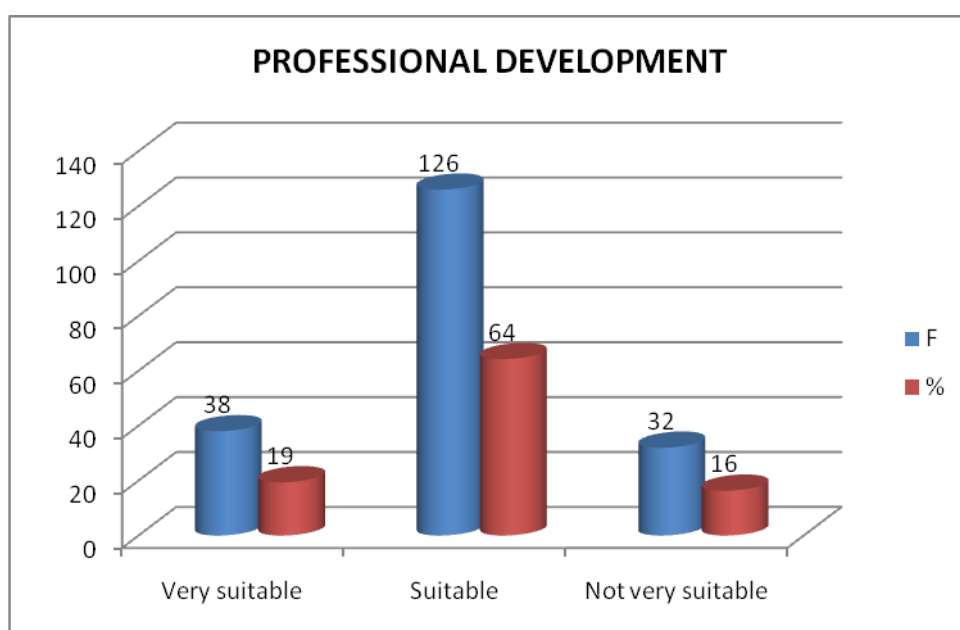
PROFESSIONAL DEVELOPMENT	FREQUENCY	%
Very suitable	38	19%

Suitable	126	64%
Not very suitable	32	16%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

64% of students qualified the teachers' professional development as suitable, 19% of them said that it is very suitable and 16% of students held that it is not very suitable.

It is evident that students are satisfied with the teaching that they receive and that is the main reason, why teachers have not improved their professional performance that let them be more competitive as teachers into the English language teaching process so that it has

been reflected on students' learning outcomes, which is placed in a regular level.

10. How do you catalogue your English teacher's competences as Teacher?

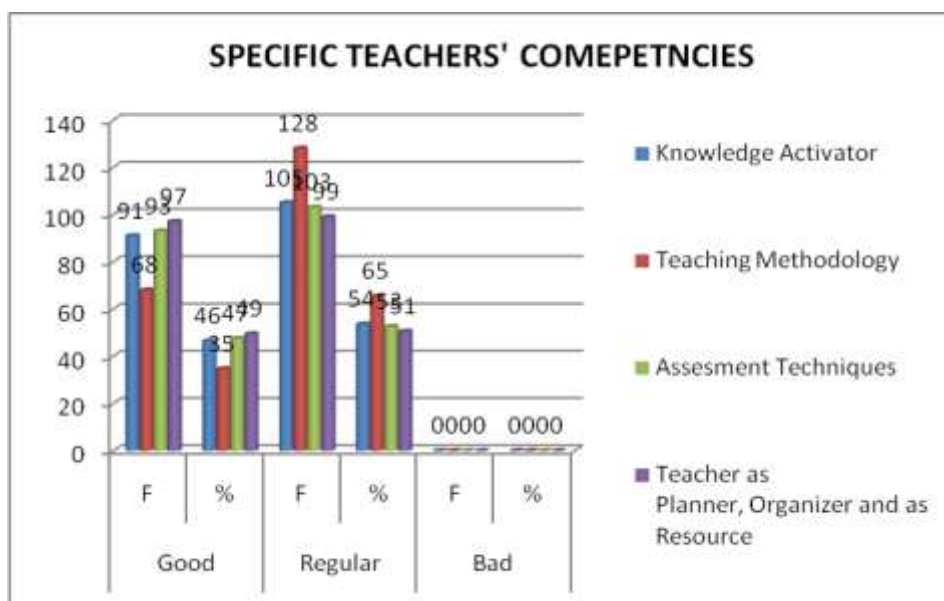
a) Statistics Chart

TEACHERS' COMPETENCIES	Good		Regular		Bad	
	FREQ.	%	FREQ.	%	FREQ.	%
Knowledge Activator	91	46%	105	54%	0	0%
Teaching Methodology	68	35%	128	65%	0	0%
Assesment Techniques	93	47%	103	53%	0	0%
Teacher as Planner, Organizer and as Resource	97	49%	99	51%	0	0%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

65% of the surveyed students qualify the teachers' competences as regular: in teaching methodology, 54% as knowledge activator, 53% in assessing techniques and 51% as planner, organizer and as resource.

By the other hand, 49%, of students consider that their teacher is good as planner, organizer and as resource, 47% in assessing techniques, 46% as knowledge activator and 35% in teaching methodology.

Teachers need to be involved a continuous process of training because according to the results' their professional competencies are not enough to get a good English Language Learning. It is important to mention that even when most of teachers recognized their limitations in their professional competences, and when most of students placed these competences in a regular level; there is a group of students that are satisfied with the teaching and the teachers' competences.

11. What are your English Teacher additional professional competencies?

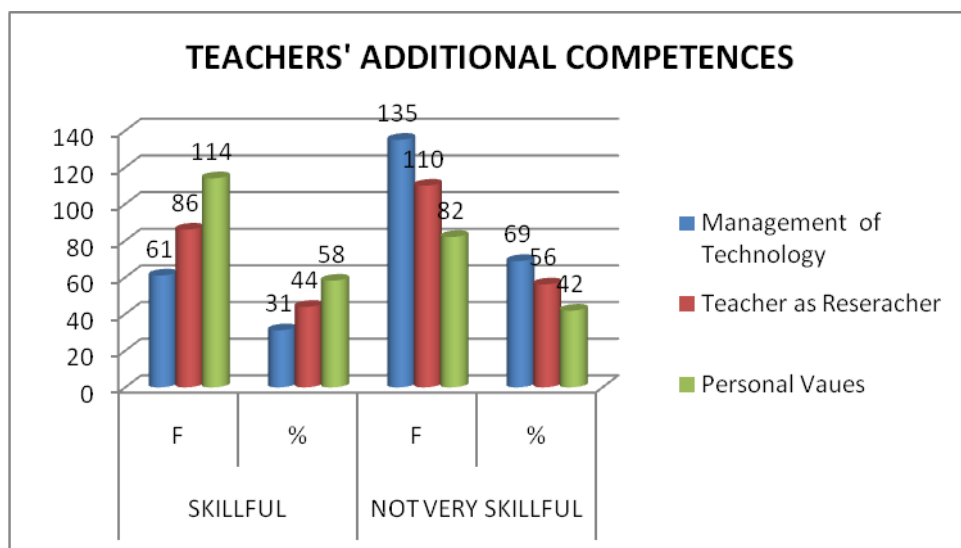
a) Statistics Chart

TEACHERS' ADDITIONAL COMPETENCIES	SKILLFUL		NOT VERY SKILFUL	
	FREQ.	%	FREQ.	%
Management of Technology	61	31%	135	69%
Teacher as Researcher	86	44%	110	56%
Personal Values	114	58%	82	42%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

69% of students think that their teachers are not very skillful in management of technology, 56% answered that they are not very skillful as researchers and 42% in personal values. While 58% of students considered that their teachers are skillful in personal values, 44% thought that they are skillful as researchers and 31% in management of technology.

The theory points out that nowadays teachers need to be up-dated with the technology management, in action research and in personal development if they want to be competitive and improve their professional competences into the English learning teaching process. Additional competences in technology management, as researchers and in personal values are necessary and teachers must worry about that, to accredit their skills as educators because competences are related to the students' learning outcomes.

12. How do you consider your English Teacher's professional competences?

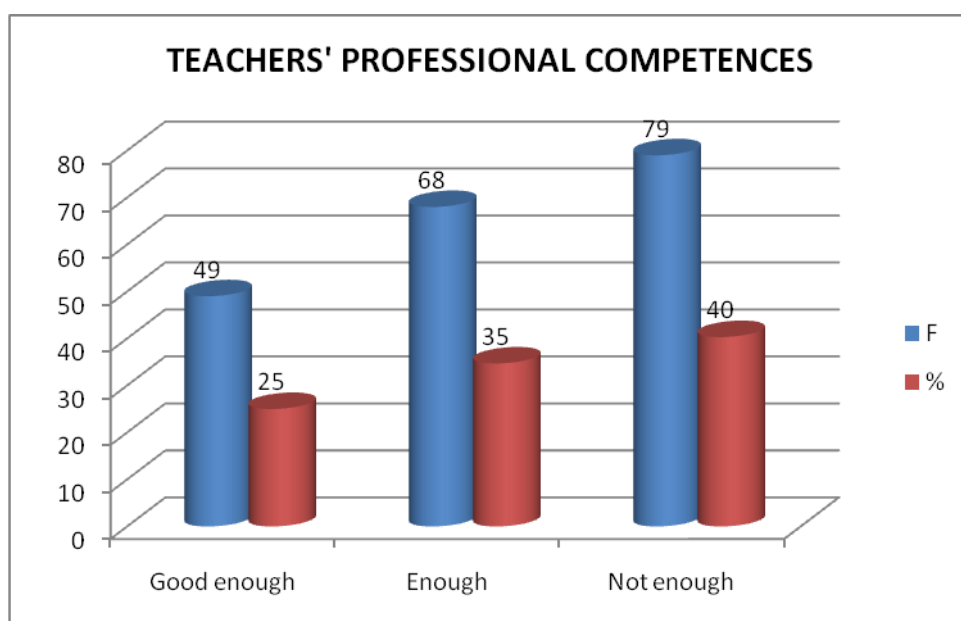
a) Statistics Chart

TEACHERS' PROFESSIONAL COMPETENCES	FREQUENCY	%
Good enough	49	25%
Enough	68	35%
Not enough	79	40%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

40% of students answered that the teachers' professional competences are not enough to get a good students' learning, 35% of students said that they are enough and 25% of them told us that these are good enough.

According to the results the teachers' professional development is not enough because they must be involved into continuous training programs. The theory says that the quality of education depends on the teachers training and they need to manage competences related to the English teaching learning process such as: motivational techniques, methodology, assessment techniques, and additional competences in the management of technology and research; and, social competences that involve conflict solving, classroom management among others.

13. Do you think that there is a relation between teacher's professionalism and the student's outcomes?

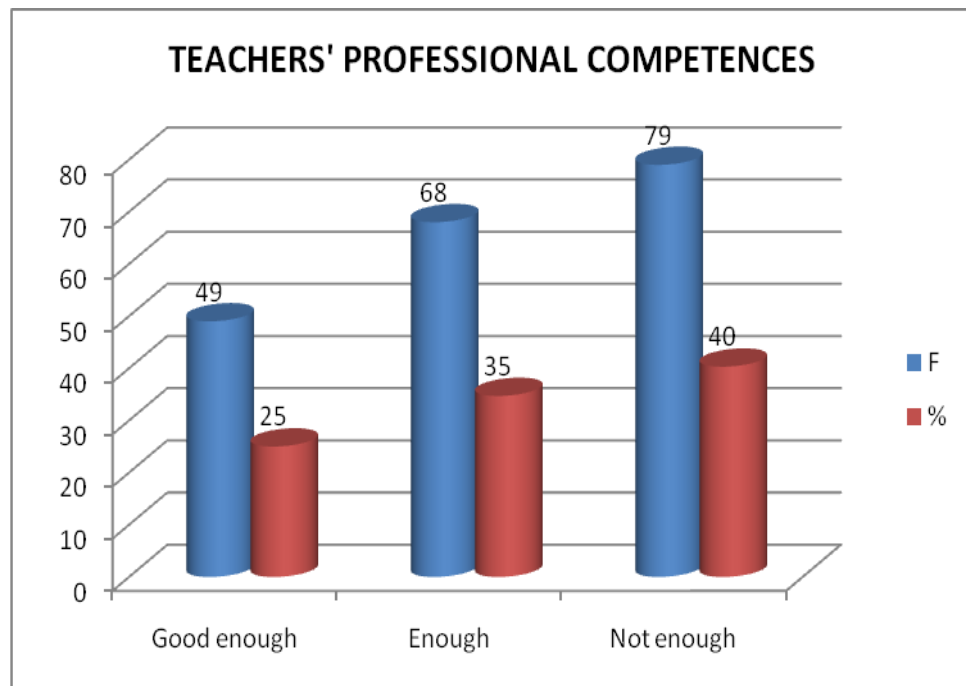
a) Statistics Chart

RELATION BETWEEN TEACHERS' PROFESIONALISM AND STUDENTS' OUTCOMES	FREQUENCY	%
Close relation	125	64%
Little relation	42	21%
No relation	29	15%
TOTAL	196	100%

Source: Students' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

40% of students qualified the teachers' professional competences as not enough into the teaching practice, 35% of them believe that these are enough and 25% them think that these are good enough.

According to students' opinion the teachers' competencies are not enough to teach the English language and this is because teachers think that their studies have culminated when they finish their career, but it is the opposite because they need to be involved in a continuous process of training in order to improve their competences as teachers, as researchers and as professional itself because the knowledge never finishes and it is necessary in the nowadays competitive world.

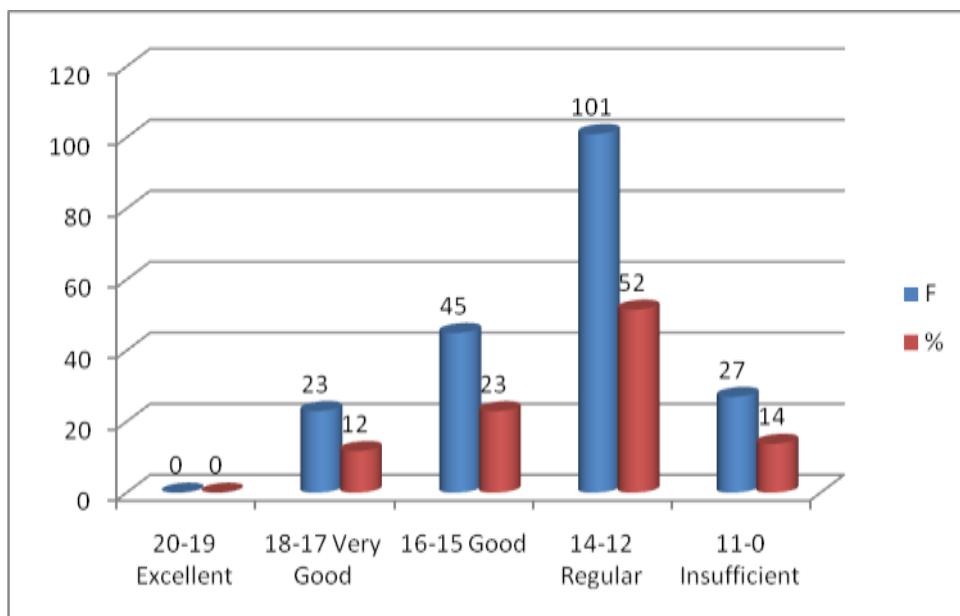
14. What are the students' learning outcomes in the English Language in your High School?

a) Statistics Chart

STUDENTS' LEARNING OUTCOMES	FREQUENCY	%
20-19 Excellent	0	0%
18-17 Very Good	23	12%
16-15 Good	45	23%
14-12 Regular	101	52%
11-0 Insufficient	27	14%
TOTAL	196	100%

Source: Students' survey
Elaboration: Research team

b) Graphic Representation



c) Interpretation

The graph shows that 52% of students placed themselves in a regular level of learning, 23% in a good level, 14% in insufficient and 12% in a very good level of management of the English language.

The students' learning outcomes in the English language in the researched High School is placed in a regular level, for this reason we can say that teachers' training and professional competences are closely related to the students' learning outcomes into the English language teaching learning process.

7. DISCUSSION

After we have made the exposition, discussion and analysis of the collected data through the surveys applied to the teachers and students of the “Catamayo” High School, we present the questions which helped us to prove the hypothesis stated in the thesis project.

7.1. HYPOTHESIS ONE

STATEMENT

The teacher’s training affects the English Language Learning in the students of 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Section. Academic Period 2009-2010.

DEMONSTRATION

In the first hypothesis we have as independent variable the teachers’ training and as dependent one the English language learning. So that we have analysed the following questions:

In the question number **one**, we asked about degree that the teachers have obtained in the researched High School, where 100% of teachers and students just have gotten the licentiate’s degree, what means that they have not gotten any kind of training for improving their professional performance into teaching.

The question number **two**, was about the variety in teachers’ teaching and even when 100% of teachers answered that their teaching is dynamic 43% of students said the teachers teaching is not dynamic and this evidence the limited teachers’ knowledge in methodology into the English teaching learning process.

The question number **three**, was to see the teachers' training about teaching techniques and 100% of teachers said that they worked with group work and role plays but 74% of students told us that their teachers just read and follow the book's activities what means that teachers' knowledge about teaching techniques is limited.

The question number **four**, was about the aspect of the language that the teachers emphasize more in order to see the approach that they use into their teaching and 100% of teacher and 50% of students said that the teachers highlight the grammar what means that they are applying a traditional approach into teaching and this is because of the lack of teachers' training and up-dating.

The question number **five**, was done to check the types of evaluation and the instruments that the teachers apply to verify students' learning and 100% of teachers and 58% of students told us that the teachers only evaluated the students and they did it through tests. These results evidence, that the teachers unknown about types of evaluation and about the wide range of instruments that they can apply to evaluate the students' knowledge, skills and attitudes.

The question number **six**, was done to see the teachers abilities in the use of ICT into teaching and 100% of teachers and 52% of students said that they do not use any kind of these resources because they do not have them in the High School. So that these results support the fact that the teachers are not trained in the use of Information and Communication Technology into their teaching practice.

The question number **seven**, was about the incorporation of research into teaching and even when 50% of teachers said that they always worked with research, 45% of students told us that their teachers do not

know how to integrate research during the development of their classes, what means that they have not had enough training about it.

DECISION

Based on the obtained results in the applied survey to the teachers and students, the group accepts the first hypothesis which states that, The teachers' training affects the English Language Learning in the students of 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Section. Academic Period 2009-2010.

7.2. HYPOTHESIS TWO

STATEMENT

The teachers' professional competences are not enough to get a good English Language Learning with the students of 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

DEMONSTRATION

In the second hypothesis stated in this research we have as independent variable the teachers' professional competencies and as dependent one the students' English language learning.

We demonstrate this hypothesis through the following questions:

The question number **eight**, was done to check the teachers' proficiency in the language, where 100% of teachers and 63% of students qualified the teachers' management of the language as limited what means that the teachers' competences are not enough to get good learning outcomes with the students.

The question number **nine**, was to find out about the teachers' professional development and 50% of teachers and 64% of students consider that it is suitable. But we consider that the teachers are not worried about their professional development because they have not been involved in professional training.

The question number **ten** was about the specific competences as teachers and 100% of teachers believe that they are good as knowledge activator and as planner, organizer and resource; 50% of them qualified themselves as good in methodology and in assessing techniques. By the other hand 65% of students think that their teachers are regular in methodology, and from 51 to 54% of the students qualified their teachers as regular as knowledge activator, in assessing techniques and teachers as planner, organizer and as resource. So that we can say that the teachers' competences are not enough to get a good learning outcomes with the students in the researched High School.

The question number **eleven**, was about the teachers' additional competences and 100% of teachers qualified themselves as not very skilful in management of technology and as researchers but 100% of them held us to be very skilful in values. Regards to students, 69% of them qualified the teachers' as not very skilful in management of technology and 56% as researcher but 58% of them think that the teachers are skilful in personal values which is good because they not only have to teach but also to form the students' personalities.

The question number **twelve**, was to see how the teachers consider their professional competencies and 100% of them said that these are enough but 40% of students believe that these are not enough to get a good leaning.

The question number **thirteen**, was to notice the relation between teachers' professionalism and the students' learning outcomes and 50% of teachers believe that there is no relation but 64% of students think that there is a close relation between these two important factors that are essential into the English teaching learning process.

The question number **fourteen**, was about the students' learning outcomes in the English language and while 50% of teachers placed it in a good level 52% of students placed their learning of the English language in a regular level. What means that the teachers' competences are related to the students' learning outcomes into the English language process.

DECISION

After having analyzed the results regard to the second hypothesis the group confirms it, because the teachers' professional competencies in the researched High School are not enough to get a good English Language Learning with the students of 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

H. CONCLUSIONS

- ✚ Teachers attribute relatively less significance to the contribution of in-service training to their professional development because, all of them just have got the Licentiate's degree due to the lack of budget and the lack of practical compulsory and accessible courses for them.
- ✚ The methodology that the teachers use is related to the traditional approach because their teaching is not varied, they just read and follow the book's activities; and grammar and vocabulary are the aspects more emphasized in teaching which are some characteristics of the grammar translation method.
- ✚ All the teachers apply the hetero-evaluation just teacher-student and they evaluate through tests and they do not apply other instruments that can be more effective to know the real students' learning outcomes.
- ✚ Most of the teachers do not use the Information and communication technology effectively because they do not count with these resources in the High School, consequently they do

not support their teaching with resources of the last technology, neither they have developed their skills in the management of them.

- ✚ The teachers do not integrate research into the teaching learning process because they have not received training about it. So that, they have serious trouble to participate in research activities, and contribute to the development of research and to make use of research conclusions in their teaching practices.

- ✚ The linguistic competences of the English teachers are limited because they are not able to prove their proficiency level in written and oral skills. We know that the greatest teacher's language competence is the more creative and effective his or her teaching will be.

- ✚ Teachers professional competences are not enough as knowledge activator, in methodology, assessment techniques and as planner, organizer, and as resource, because they have not received training in motivation strategies, critical methodology, assessment techniques and other important aspects that are part of their teaching practice.

- ✚ Teachers also have trouble with the complementary competences as teachers in the management of technology and as researcher, but they are good at personal values which is a relevant aspect as educator in the nowadays society.
- ✚ The students' learning outcomes are placed in regular because of the lack of teachers' training and the poor professional and additional competences that they have gotten and because of their null professional development.

i. RECOMMENDATIONS:

- ✚ That the teachers accede to courses related to the teaching and others that let them the professional development because the strategy to improve education is the teachers training which can be implemented.

- ✚ That the authorities of the High School offer the teachers the employment of different language teaching methodologies since a critical approach. how to use up to date classroom techniques and activities based on interactive, group, and peer-assisted learning in that way they will assure better students' learning outcomes.

- ✚ That the authorities offer also training in different types of evaluation: self-evaluation, hetero-evaluation and co-evaluation and especially in effective assessment procedures and ways of recording students' progress such as: portfolio, checklists, peer-observation among others that assure the reliability in the language learning.

- ✚ That the teachers take training about how to use information and communication technology (ICT) effectively and how to integrate it in the classroom encouraging the students' learning autonomy,

combining ICT with tasks and projects that highlight how they can be used independently outside the classroom context as part of ongoing learning.

- ✚ That the teachers enroll on research training courses due to they must adopt a researcher-teacher-role that let them develop skills needed to contribute to research and development projects and to make use of scientific evidence to generate the knowledge needed to improve teaching activities.

- ✚ That the teachers improve their language competences through online courses in correspondence with the learning scales outlined in the Common European Framework (CEF) due to a high level of linguistic and cultural competence enable teachers to achieve more confidence in their communication skills in the target language and a more culturally appropriate teaching.

- ✚ That the authorities of the researched institution, facilitates specialized training for the teachers to improve the competences related to the teaching process such as: motivational strategies, methodology, assessment techniques and the role of the teachers as planners, organizer and resource.

- ✚ That the teachers try to improve their additional competences through self-training due to these will let them become more competitive in the management of technology, use of research and improve personal values highlighting and solving problem and understanding students' needs.

- ✚ That the authorities of the institution implement the Internet in the High School so that the teachers can use it to improve their professional competences and use it into the teaching practice and in this way they will be able to achieve the students' learning outcomes.

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K. ANNEXES

PROJECT

1. THEME

TEACHERS TRAINING AND ITS RELATION WITH THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “CATAMAYO” HIGH SCHOOL, NIGHT SESSION. ACADEMIC PERIOD 2009-2010.

2. PROBLEM STATEMENT

2.1. BACKGROUND

The Night National “Catamayo” High School was created through Ministerial Agreement No. 444 on April 18th 1973.

On June 16th, 1970 there was a big meeting managed by the Priest Dr. Eliseo Arias Carrión, in order to determine the creation of a Nigh Male High School.

The Meeting decided the beginning of the High School during the school year 70-71, in the local of “Ovidio Decroly” Public Elementary School with agricultural and mechanics specializations and with 70 students.

On August 20th, 1970, the Minister of Education Dr. Augusto Solorzano, through Ministerial Agreement No. 2870, authorizes the beginning of basic cycle. The staff worked without any salary until the Ministry assigns the respective budget.

On April 18th 1973 through Executive Decree No. 444 given by the President “Gral Guillermo Rodriguez Lara”, the High School becomes public with 5 teachers and a secretary.

On the school year 1975-1976, the first group of High School Curriculum students who finished their studies, who were 21 students of Psychical-Mathematics and Chemical-Biological. On the school year 1980-1981 it is opened to the female public.

On June 27th 1972 the City Hall represented by Dr. Rubén Ortega , Major of the city delivered to the High School a land of 7.974 square meters. So that, by the 1983 year, the authorities began the construction of the building with 5 classrooms, a teachers' room and the sanitary site.

Nowadays thanks to the authorities the high school has its own local and they continue widen it. Since the school year 2002-2003 through Inter-institutional Agreement with the “Dirección Provincial de Educación”, they created The Handicraft High School.

The main purpose of the High School is to offer a good education to the students who are not able to study in morning High Schools, with a strong engagement of the staff and of the authorities.

2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT

The learning of the English Language is becoming essential in a globalized world. If people have a sufficiency in the English language this gives better opportunities to them in all the fields so that they are able to get a job easily. However the learning of English is so weak especially in public High Schools. It is because of the scarce training of the teachers and the little time assigned to this subject in night schools, which is not enough to get good results.

It is well known, that the better the teachers' training and experience are, the higher students' outcomes they get. However in the National Night "Catamayo" High School the students do not get even a basic level in this subject, it is evident that they have not developed any of the four basic skills which are essential if we want to improve the language in the students.

Despite the importance of teacher's training and its influence in the students' outcomes, in most public high schools the authorities are little worried about it, and surprisingly it is obvious in the effect on student achievement because most of the pupils reflect little knowledge in the English Language subject.

Even when the government is interested in improving the education in public High Schools with the CRADLE project in agreement with the British Government, There is no a real participation of the teachers in the training programs that through this project offers the “Dirección Provincial de Educación”. So that the teachers do not receive any kind of training that let them improve their professional competencies and it is evidenced in the low students achievement in the English Language.

Being an English teacher is a big responsibility because we have in our hands too many students who hope to get unless a basic knowledge of the English Language during the high school life. It is important to know that there are many institutions such as Cambridge University or the British Council, which offer specialized courses to get an accreditation in the language as itself and in Teaching English as a Foreign Language. However, in the case of the researched High School, no one teacher has any kind of diploma that accredits his or her sufficiency in the English Language and what is worst they are not interested in improving their level.

The English teachers need to gain certain specific skills that are important in the teaching learning process and they will imply their personal and professional competencies; and they also need to gain a sufficient level confidence in the language as itself and this will let them

influence the students' outcomes and it also will give a qualification to develop their professional teaching career.

Therefore the little training programs and the strong evidence regarding the little effectiveness of them, the teachers have several limitations and professional competencies and consequently this is reflected of students' achievement.

For the before mentioned problems the group has considered important to state the following research theme:

2.3. RESEARCH PROBLEM

What is the relation between the teacher's training and the learning of the English language with the students in 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session?. Academic Period 2009-2010.

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The present project will be developed during the school period 2009-2010.

b) Spatial

The stated project will be done in the National “Catamayo” High School, Night Session of the same name Town.

c) Observation Units

- Teachers of the English Language of 8th, 9th and 10th years of High School
- Students of 8th, 9th and 10th years of High school
- Authorities of the High School

d) Subproblems

- What is the teachers’ training effect on the learning of the English Language with the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Section?. Academic Period 2009-2010.
- What are the teachers’ professional competences in the English Language Learning of the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session?. Academic Period 2009-2010.

3. JUSTIFICATION

The proposed research work is justified if we consider that there is not enough training of the teachers and the limited professional competencies of the them are affecting the learning of the English Language in the students of 8th, 9th and 10th years of Basic Education at the National “Catamayo” Night Session High School.

Since the scientific point of view the development of the present project is important because we know that the teachers’ training and the competencies that the teachers have in their professional practice is directly related to the students’ achievement. So that, the research will allow us to state some alternatives of solution that will help to the researched institution to solve the found problematic.

The group considers that it is an original theme that is worth to be researched because there has not been developed any similar research and it is an innovative topic that will let the teachers and authorities to keep in mind the importance of the teachers’ training as an essential factor that is limiting the students’ learning of the English language.

Since the social point of view it is so important to do research in a field which has not been taking into account as important in the professional practice by part of the teachers and they do not consider the effects that the lack of training can cause in the students' learning of the English language.

If we consider that this project is a requirement of the English Career undergraduates, previous to obtain the Licentiate's degree, the present work is also justified enough to be developed and in this way we can offer some alternatives of solution which will serve as support to aware the teachers and authorities about the importance of the continuous professional improvement into the teaching practice.

Finally the research work is justified because the group has the necessary resources, facilities to access to the information in the researched High School so that we hope to finish it, in according to the timetable established in the same.

4. OBJECTIVES

4.1. GENERAL

To determine the relation between the teacher's training and professional competencies and the learning of the English language with the students in 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

4.2. SPECIFIC

- ❖ To find out the effect of the teachers' training on the English Language Learning with the students in 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

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- ❖ To identify the teachers' professional competences in the English Language Learning of the students in 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

5. THEORETICAL FRAME

CHAPTER I

5.1. TEACHER'S TRAINING AND PROFESSIONAL DEVELOPMENT

Some of the factors characterizing education in schools (class size, expenditure per pupil) do not have demonstrable effects on student performance while teacher quality (as measured by skills, knowledge and qualifications) plays a decisive role in students' progress (HANUSHEK, 2003; BARBER & MOURSHED, 2007; VARGA, 2007).

Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled *Teachers Matter* comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement.

An important research results, comes to the conclusion that certain education systems achieve substantially better outcomes than others because "they have produced a system that is more effective in doing three things: getting more talented people to become teachers, developing these teachers into better instructors, and in ensuring that these instructors deliver consistently for every child in the system.

The quality of an education system cannot exceed the quality of its teachers" (BARBER & MOURSHED, 2007). This appears to be the area that resources should target; knowledge-intensive training institutions and knowledge-rich teacher development centres should be provided.

5.1.1. TEACHER COMPETENCES, TRAINING REQUIREMENTS

“The primary aim of teacher training is to develop educational skills that are compatible with education policies and to enable teachers to deliver these policies. It is a complex task to define teaching practices that have an impact on student performance since what counts as an effective teaching strategy varies by student age group, personality, learning ability and social background, and different strategies call for different teacher skills (GUSTAFSSON, 2003). Easy-to-gather, formal measurements such as student test scores, teacher qualifications and years of teaching experience are insufficient in evaluating teacher competences”⁴ (HEDGES & GREENWALD, 1996).

Several other factors need to be taken into consideration: the ability to convey *knowledge, communication skills, knowledge of the subject matter and professional development attainment*.

Most studies concerned with the teaching profession look at measurable characteristics: the composition of the teacher population, the work load of teachers and their salaries. Convincing portrayals of teachers' life histories, their attitudes towards their profession and their vocational creed have been published in several case studies, collections of interviews and other studies summoning the tools of cultural anthropology or sociology as well (FALUS, 2002). It is a teacher's duty — among other things — to develop the skills which are essential for a knowledge-based society and economy to prosper, to be committed to change, to counterbalance rampant consumerism, to create a community and to lessen the gap between the rich and the poor. Among key teacher competences good communication skills often receive prominent mention. For a teacher to fulfill his or her professional function in

⁴ GUSTAFSSON, J. (2003). [The knowledge base for public education modernization: research in education studies and teacher training]. In E. SZILVESZTER VIZI, ISTVÁN TEPLÁN & JÓZSEF SZENTPÉTERI (Eds.), (pp. 31–48). Budapest:

a given domain, *a synthesis of knowledge, attitudes and practical skills* is needed (FALUS, 2002).

European teacher training experts have compiled a list of new requirements concerning teacher competences, which combines issues of education policy and research in setting a direction for teacher training. They include: *social and civic competences and, within that, an interest in highlighting and solving problems*. The EU document makes it clear that key competences include a readiness to attend to the needs of pupils or students of different social, cultural or ethnic backgrounds.

These requirements are substituted in the set of objectives by the following: “exploit the pedagogical potential inherent in learner communities, assist an understanding of individual differences, make use of inter-cultural education programmes, develop co-operation skills”⁵.

A sound requirement is one that yields better outcomes for those teachers who observe it compared to those who do not. The experiences of the EU working group on teacher training point to the conclusion that a new *professional profile needs* to be created for teacher training and training practices should meet the new challenges and tasks. Greater emphasis should be placed on cooperating with schools and teaching staff should have a greater say in defining a good teacher. *Practicing educators’ aptitude for self-reflection needs to be reinforced, external inspection should be given a greater role and teachers should be more open to new education methods*. These changes, however, cannot be delivered unless the different partners involved in education services collaborate in their efforts.

⁵FALUS, IVÁN (2006b). [New ways of teaching and educating teachers]. Budapest: Gondolat.

The evaluation of teacher competences can only fulfill its objective of becoming a catalyst and benchmark for professional renewal if it is based on a broad professional consensus. The criteria used for teacher evaluation were surveyed in terms of the responses of school headmasters in the National Assessment of Basic Competencies (NABC) in 2004 and in the following year's analysis of school outcomes carried out by the research centre of the National Institute for Public Education (OKI). These reveal that headmasters tend to rely on their personal experiences and pay less attention to feedback from students, parents or colleagues, or to the literature on teacher competences, since — as was mentioned before — scarcely any studies are available.

(There are two studies, however, which headmasters would find illuminating: FALUS, 2004 and GOLNHOFER & NAHALKA, 2001.) The top-rated requirement identified by headmasters is the following: “a keen interest in shaping student personalities,” while ranked bottom is “a willingness to perform additional duties.” (This might be an indication of how talented those students are who go on to become headmasters!) The list of assessment criteria also includes experiences of class visits, participation in professional events and students' competition results.

[TABLE 8.1] TEACHER COMPETENCES AS SET OUT IN EU DOCUMENTS AND IN HUNGARIAN REGULATIONS

KEY COMPETENCES IDENTIFIED BY THE EU WORKING GROUP	HUNGARIAN REQUIREMENTS OF TEACHER QUALIFICATION
Competences related to the learning process	To shape students' personalities
To help students to become citizens of their countries	
To develop skills and competences that are needed in a knowledge-based society	To support and develop student groups and communities
To connect new competence development with subject knowledge acquisition	To develop educational methods
Competences related to the teaching process	To use professional skills to increase students' knowledge, skills and competences

To attend to the needs of pupils or students of different social, cultural or ethnic backgrounds	To exploit the pedagogical potential inherent in learner communities, to assist an understanding of individual differences, to make use of intercultural education programmes, to develop co-operation skills
To create an effective learning environment which supports the learning process	To use a variety of educational assessment methods To organize and lead the learning process
To incorporate information technology in various learning situations and all teacher activities	To develop varied teaching and learning methods, to select appropriate learning resources, to use new information and communication technologies, to create an effective learning environment
To collaborate with other teachers/instructors and other professionals involved in the education of the same groups of pupils or students	Professional collaboration and communication
To participate in the development and evaluation of school or teacher training curricula and organization.	A commitment to professional development and learning
To build a partnership with parents and other social partners	Professional collaboration and communication
Competences related to the civic role of teachers	<i>Not included explicitly!</i>
An interest in highlighting and solving problems	Not included!
To organize and advance one's own professional development as part of lifelong learning. [Teachers must equip their students with competences needed in a knowledge-based society. (...) Teachers must be prepared to take initiative in their careers.	To develop the foundations of lifelong learning

[SOURCE] EU: NAGY (2004); "Objectives of teacher training, key professional competences" in Appendix 4 to Ministry of Education Decree 15/2006 (April 3).

"The only way to assess teacher competences is to observe teachers at work, in the school. Class visits offer a direct means of doing this but appropriate data can also be collected regarding new or experienced teachers by looking at student accomplishments or by interviewing headmasters, colleagues, students and parents. Researchers find it difficult to monitor teacher performance systematically because — in contrast with student assessment tests — there is no regular data collection and even the sporadic data collected are not retained.

Thus the relationship between changes in student outcomes and teaching activities cannot be assessed. This is unfortunate, since — as has been demonstrated by research into teacher assessment in American school districts — this task is just as important and fruitful as devising plans of new education programmes”⁶.

Requirements defined in terms of teacher competences cannot fully replace qualification requirements since the latter must be measurable in an unambiguous and economical way (FALUS, 2002). Indicators of teachers’ qualifications, the so-called standards define levels of competence in a way that is sufficiently specific, explicit and simple to measure in order to provide a clear and reliable criterion for awarding qualifications regardless of where a candidate completed teacher training studies (TDA, 2005). For the assessment of teacher performance, in contrast, at present no indicators are available which could provide unambiguous and simple to use methods of measurement.

5.1.2. REFORM OF TEACHER TRAINING

The strategy to improve education is the teachers training which can through an organism be implemented. It is evident that the earlier dual training structure would be replaced by a new multi-level, linear structure. A number of new clauses were added to the set of teacher training regulations which addressed the problems of the old system and outlined a new approach to teacher training.

The most important element in education is the teaching qualifications are now awarded at the second, master’s stage of the multi-level training system. At the first level of training, students acquire the foundations of their chosen subjects. But through this program the teachers will have the change to be updated with the last tendencies in information.

⁶ GOLNHOFER, ERZSÉBET _ NAHALKA, ISTVÁN (Eds.) (2002). [Education theory for educators]. Budapest:

The detailed training requirements mention several modern methods which are markedly missing from current training. It is also stated that a large element of the programme should be taught in small groups. The traditional teacher training curriculum encompasses three broad areas, one of which, the history of education, is not a compulsory subject in several EU countries.

It is highly debatable whether this increasingly voluminous subject area should remain part of the compulsory curriculum of the new shorter training programme. Pedagogy and education theory courses should be modernized. Foreign language education, for instance, is characterized by a shift from an academic philological focus towards applied linguistics and methods which have been empirically proven to be effective, which are clearly more profitable skills in everyday teaching practice.

“The teacher training programme currently awaiting approval is expected to introduce a similar shift in pedagogy and in the education theory syllabus, with the results of research on classroom teaching included. EU has a tradition of high standards in teaching academic subjects as part of the teacher training curriculum but these are not linked to pedagogy or psychology blocks either in content or in method. In other countries, representatives of different subject-based teaching methods and instruction theory are all gathering into a united scientific-professional community characterized by a commitment to empirical research methods based on classroom teaching, in contrast, different interpretations of a teacher’s role and subject-based orientation remain the norm — in large part because people have no experience of research of this kind leading to professional debates.

The new teacher training model assigns an important role to subject specialists on the teacher training staff, who make regular visits to schools and maintain contact with senior teachers, and work with students in the form of case-study seminars. However, not even the methodologically most progressive foreign language education programme can provide instructors of this kind in all of the subjects on offer; an intensive continuing professional development programme is therefore needed. Co-operation between teachers specializing in different subjects within the same subject area (e.g. foreign languages or natural sciences) should be encouraged by offering shared foundational methodology classes. Subject teaching methodology courses could be more uniform and effective if methodology common to all subjects in a given area was taught to all trainee teachers as a foundational course and subject-specific methods were added at a later stage⁷.

5.1.3. THE QUALITY OF TRAINERS

The heterogeneity of teacher training is well illustrated by the fact that there are institutions where only one teacher training specialization is offered. Not counting the wide variety of musical instrument and vocational subject teacher specializations, about 130 different teaching majors are on offer at present, with a declining number of students taking them (NAGY & VARGA, 2006).

Training programmes at the large number of independent, largely autonomous institutions are run without any sort of regular central outcome assessment or other control mechanism. It is doubtful whether the entire range of institutions — which are incomparably distant from each other in

⁷ KANSANEN, P. (2003). Teacher training in Finland: Current models and new developments. In B. MOON, L. VLĂSCLEANU, & C. BARROWS (Eds.), *Institutional approaches to teacher training within higher education in Europe: Current models and new developments* (pp. 85–108). Bucharest: UNESCO–CEPE.

terms of mission, infrastructure and human resources — will be capable of offering teacher training programmes meeting the same requirements.

The EU working group finds that teacher training institutions should implement a quality assurance and evaluation system that incorporates measures to prepare for the new competence requirements (NAGY, 2004).

A quality assurance programme of this kind — or any other kind that has a genuine impact on education — can only be set up if teacher training has a firm position within a given higher education institution. Traditionally, pedagogy and psychology departments, and specific subject instructors are in charge of teacher training programmes and are also the most active participants. These institutions typically form isolated islands of training; they struggle with the new requirements of teacher training on which they make little impact and where their concerns carry little weight. Their programmes are delivered with no consideration given to the career prospects of their students nor is it examined whether graduates who choose a teaching career will make good teachers or, whether the knowledge they have acquired can be put to good use. Opinions of, and feedback from, the students concerning the institution where they completed their training is rarely sought.

A possible measure of training (and professional development) institutions is to what extent they can fulfil a basic education task. It has been shown by several studies that teachers' views of child development and learning only marginally differ from the views of the general public (HERCZ, 2005). The following example provides an apt illustration of the gap between teachers' assessment practices and the outcomes of standard competence evaluations.

“Teaching quality greatly depends on teachers’ competence in *assessing the progress of their pupils and providing feedback on their performance*. Teachers test pupils’ knowledge orally and in writing on a daily basis and the responses are marked. Marks give a fairly good indication of what is considered by the teacher to be important in a pupil’s performance”⁸.

Studies (e.g., CSAPÓ, 2002a, 2002b) reveal, however, that marks in many cases show little correlation with the results of tests that assess pupils’ knowledge objectively. There is an even weaker relationship between teachers’ marks and the results of tests assessing comprehension, the ability to apply knowledge or to solve problems. Teachers tend to equate learning with reproducing knowledge, and the consequences of this approach are clearly reflected in an international comparison showing that students have underdeveloped learning skills with the main emphasis on rote learning (OECD, 2003a). Teachers often appreciate subsidiary aspects of pupils’ performance such as good communication skills. They may thus continue teaching using the same methods year after year in the firm belief that those methods are the best.

Teachers must be much better acquainted with the personal development features of their pupils, with learning processes and with the indicators of learning quality and knowledge application, and they must discover tools for assessing the progress of their pupils more accurately. This should clearly be the responsibility of *teacher training and professional development programmes*, the effectiveness of which can be assessed through teacher competence tests and by monitoring changes in pupil assessment culture.

⁸ CSAPÓ, BENÓ (2007). [The role of teacher competences in improving the education system]., 2007 (3–4), 11–23.

5.1.4. RESEARCH-BASED TEACHER TRAINING

Since the decentralisation of the education system commencing in the early nineties teachers have regularly been given tasks for which they have not been prepared. At most schools, for instance, teachers have had to devise local curricula while the country has had difficulty putting together a single team of educators competent in curriculum design.

The decentralisation of knowledge and its transfer to a local level is a task still waiting to be completed in several areas. If teachers are to be given ever greater responsibility in decision making they must be equipped for the task. Teachers, however, constantly make decisions which could always be, at least, improved. It is this problem that research-based teacher training is intended to solve. Research-based teacher training was put in the spotlight thanks to the spectacular achievements of the Finnish education system (JAKKU, SIHVONEN & NIEMI, 2004). In sectors with a fast paced accumulation of knowledge there is no time to wait for new knowledge to be incorporated; it must be transferred to practical application almost as soon as it emerges. In Finland, nursery teachers and primary and of course secondary school teachers are proportionally represented among professionals with Ph.D. degrees (KANSANEN, 2003). This disposition to attain advanced academic qualifications increases the added value of school work to pedagogical research (as the majority of candidates choose an educational problem rather than the turbulent history of a teacher training college in a Finnish suburb as their research subject). Also, teachers with experience at all three levels of teacher training, where in addition to research methods important international literature is also studied, will be substantially more inclined to adopt the key requirements of an education reform.

A teacher training programme that integrates a teacher model with a researcher model not only encourages but also substantially speeds up the continuous renewal of education. To achieve this goal, research centres should be established supporting teacher training. In developing a knowledge base for education, two important factors must be taken into consideration — *research into instruction theory and the education of teacher trainers* (CSAPÓ, 2006, 2007).

Studies on the significance of education research and the interrelationship between research and training invariably point to the fact that the system is severely underfunded.

It is therefore especially important that the few research outcomes that are produced in the face of meagre resources should be incorporated into teacher training without delay. Researchers who find new evidence, make new discoveries in connection with education or develop new teaching and learning methods should be able to pass these on to would-be or practicing teachers directly.

This is why it is crucial to transfer teacher training programmes to research universities, where pedagogy and psychology courses are taught by academics who are active participants in research projects in their respective fields.

With research and training combined at the level of the individual, the process of incorporating new knowledge into the training syllabus will be accelerated since in addition to contributing their own results to the available body of knowledge, trainers also keep up with the literature in their research area and thus constantly renew their knowledge. Furthermore, publications detailing the results of their research are the best evidence of the knowledge they possess.

The success of the innovation is equally endangered by the large number of teacher training institutions and their meagre achievements in research and development, by academic staff who stay away from international research communities and fail to follow the development of innovative models in countries with successful education programmes, and by the obsolete infrastructure of teacher training institutions.

If educationists are not expected to keep up with the results of international education studies, the competence-based education model developed with substantial local and international resources cannot be incorporated into teacher training programmes and the powerful new paradigms will not reach beyond an experimental phase. If teacher training continues to be characterized by frontal teaching and provincial content, the millions of Euros allocated for the renewal of education will remain without effect; modernization will halt at the gates of training institutions.

5.1.5. RESEARCHER-TEACHER.

Teachers must be shown how to recognize good practices emerging around the world and where to find new scientific results in connection with teaching. They must be equipped with the skills needed to participate in research activities, to contribute to research and development projects and to make use of research conclusions in their teaching practices. Research-based teacher training goes even further: a teaching career is seen as a continuous research and development process, whereby the teacher makes use of scientific evidence to generate the knowledge needed to improve teaching activities.

This approach gives rise to a new role model, that of the researcher-innovator teacher. This model used to have a tradition in local secondary schools but was displaced as a result of a shift towards over-standardized

and bureaucratic education policies which were accompanied by declining prestige and pay.

The significance of the transformation of the role model cannot be overestimated — it is the driving force behind the renewal of visual culture education, for instance, thanks to which traditional fine art education is now complemented by visual communication and environmental studies in thousands of primary and secondary schools. When art teachers only included painting in their syllabus, there was no channel to teach modern visual culture (KÁRPÁTI & GAUL, 1995).

“After graduation most of the students return to their original schools to teach and put the knowledge they have acquired into practice. They improve *teaching methods, conduct professional experiments and evaluate their results with scientific methods*. Many of these teachers keep in contact with their former tutors and take part in research projects.

They come back for advice, tools and ideas; many of them publish professional papers on the outcomes of their experiments and innovations.

The research-teacher role is also advocated by excellent pedagogy conferences organized by (the National Conference in Education Studies, the annual pedagogy meeting held in Lillafüred, the annual education assessment conference organized by the Institute of Education, University of Szeged, etc.)

It is our hope that educators and researchers participating in these meetings will soon find the motivation to attend relevant international forums as well,

thus expanding the currently very small group of professionals with international experience”⁹.

5.1.6. THE ROLE OF TEACHING PRACTICE IN TEACHER TRAINING.

Every study focusing on a good strategy observed in teacher training highlights the importance of teaching practice and school placement. The massive expansion of teacher training has not been accompanied by a proportional increase in the number of schools participating in teaching practice schemes, which has had a negative impact on quality. A further problem is that participating schools are of excellent standards (far exceeding the national average) and are thus unsuitable for preparing trainees for the reality shock they are likely to encounter at their first workplace. The current 2–4 week period of in-school training is to be extended to six months, which requires several additional senior teachers, or mentors, assisting the trainees’ work.

At present very few teacher training institutions offer mentor training (training programmes for teachers assisting teacher trainees during their practice). A programme of this kind can only be developed by a co-operative effort between subject specialist teachers, general educators and education policy professionals for each individual field. Instructors of teaching methodology (with the exception of those in charge of organizing placement) do not maintain regular contact with teachers at schools participating in teaching practice schemes. It is difficult enough to fit the observation of the growing number of trainees’ practice classes into their work schedules, let alone accommodate training courses for mentors.⁸ While the extended period of teaching practice — one of the key

⁹ KÁRPÁTI, ANDREA _ GAUL, EMIL (1995). Arts Education in Post-Communist Hungary. Ideologies, Policies, and Integration. *Arts Education Policy Review*, 1995 (1), 11–17.

components of quality teacher training — is a welcome change, both the necessary human resources and material conditions are missing.

5.1.7. SELECTIVITY IN TEACHER TRAINING.

“Countries with successful teacher training programmes enforce strict selection criteria in granting admission (one in six applicants are admitted to teacher training programmes in Singapore and one in ten in Finland). Countries with successful and unsuccessful programmes differ in their selection strategies. Successful countries are selective in admitting applicants while less successful systems allow great numbers of candidate teachers to obtain their academic degrees leaving the selection process to schools.

It is both impossible and uneconomical to deliver quality teacher training to congregations of big size. Trends in the number of applications indicate a decline in the proportion of school leavers who find a teaching career an attractive choice. The number of people who apply to nursery, primary or secondary school teacher training institutions as their first choice has recently plummeted and the school results of applicants are below the national average (NAGY & VARGA, 2006).

Teacher training programmes were chosen by school leavers with poorer than average skills (VARGA, 2007) and, since there were relatively few applications for a large number of places, applicants were practically freely admitted.

If students bring with them poor levels of knowledge and skills, training cannot maintain high standards. Those students are suitable for a teaching career who are equipped with entry competences that can provide the foundations for the acquisition of a set of effective methodological tools in the course of their studies. These competences include advanced literacy

and numeracy, good social skills, effective communication, an aptitude for lifelong learning and a desire to share knowledge.

All of these can be assessed by a selection procedure, in the course of training or even at the time of resident training. In principle, the introduction of two-stage teacher training could have improved selectivity since teacher training has been transferred to master's level and students now have to pass two selection procedures: their school leaving examination results must meet certain criteria to be admitted to bachelor's courses and their suitability for master's courses will be assessed through a teacher training entrance examination to be introduced in 2009. There is no guarantee, however, that teachers graduating from the new system will be better than previous generations unless fundamental changes are introduced to make teaching careers more attractive. If this does not happen, no-one other than the weakest third of bachelor graduates will be motivated to take master's courses in education. Also, as no changes have been introduced in the structure of nursery and lower primary school teacher training, student quality is unlikely to improve.

Certain natural science programmes, in contrast, struggle to attract a sufficient number of students to secure new supplies of teachers minimally needed in the education system. There is a serious risk that the huge number of new teachers with dubious professional backgrounds will further weaken the position of subjects intended to equip pupils with general foundational knowledge, and natural sciences will irreversibly lose their footing in public education. The only solution is to limit the number of student places in parallel with making teaching careers more attractive. If teachers' working conditions do not change, there will be nothing to reverse the current negative self-selection effect. International experiences show

that in addition to improving teachers' salaries, several measures can be introduced to make this career more attractive"¹⁰

5.1.8. PROFESSIONAL DEVELOPMENT

The amendment of 1996 to the Public Education Act specifying a requirement for teachers to participate in professional development programmes, states that a qualifying examination must be passed to obtain a teaching position and secures the conditions of funding the system by declaring that three per cent of any education budget must be spent on in-service training for teachers. A government decree was published following the amendment regulating the conditions of funding and participation in professional development courses and accreditation procedures applying to advanced teacher development programmes.

“Teacher development programmes have received considerable financial support in recent years and, as a result, an in-service training market has emerged. The first list of programmes on offer was published in 2000 with a wide range to choose from. As the market later saturated and less favourable funding conditions were introduced, a steady decrease in the number of new programmes followed. Close to 60 per cent of formally approved (accredited) professional development programmes are offered by institutions with a tradition of teacher training (higher education institutions and institutions providing pedagogical services).

Professional development programmes are currently financed and commissioned (i.e., their contents are decided) by the same body — essentially the government education authorities rather than research or

¹⁰ NAGY, MÁRIA (2004*b*). [New competence requirements and new training methods for teachers. The experiences of a European expert panel]. 2004 (4–5), 69–77.

teacher training institutions. These institutions can only hope to see their research results or experiences incorporated into the teacher development process if their staff undertake advanced trainer functions together with the necessary propaganda and organisation activities, which require considerable sacrifices considering the worsening funding conditions.

Current accreditation criteria and funding conditions are not conducive to quality work. The training requirements applying to higher education institutions are unlikely to be successful in the unregulated market of professional development programmes.

However, while professional conditions and infrastructure are at least to some extent guaranteed by regular accreditation exercises at higher education institutions, there is no such control applying to small businesses dominating the in-service training market. The largest share (34.9 per cent) of the programmes licensed to be offered to students before the end of 2002 were proposed for accreditation by higher education institutions. Almost half of the programmes which are not officially approved to be offered have been founded by higher education institutions. 98.9 per cent of programmes accredited by higher education institutions, where the founders of the programmes correspond to the organisations offering them, have a one-time license to be run.

One of the gravest problems is therefore structural: continuing teacher training has been separated from the site of teacher training.¹⁰ A university instructor may find on-demand employment at a business good at exploiting market opportunities but he or she will probably need to part with the ethics and requirement system of the university when offering programme delivery rather than programme development services. In-service training — similarly to pre-service teacher training— displays decentralisation right to the level of individual training institutions. Course accreditation processes

do not constitute quality assurance beyond the stage of planning — no data is gathered on how much of the proposed programme is in effect delivered. Self-respecting instructors doubtless teach effectively and seek to accommodate criticisms from participants, although there is no external force which encourages them to do so. Nevertheless, this several billion forint market deserves stronger and more transparent central control.

The outcome of research investigating the effects of professional development courses reveals that most participants cannot perceive perceptible improvement in their teaching after completing the programme. Teachers at academic secondary schools attribute relatively less significance to the contribution of in-service training to their professional development while their colleagues at mixed profile schools (where they have to cope with a new education structure) attribute greater than average significance to it (NAGY, 2004b). In-service training programmes had above average success in core subjects, subject-specific methodology and remedial education. They unfortunately offered little help in managing conflicts between pupils and teachers, in developing a partnership with parents and in finding solutions to conflicts between members of staff (LISKÓ, 2004). As regards funding practices, the research reveals that education providers were more likely to support schools with inherently better conditions.

In-service training will be seen as successful if participating teachers really acquire the necessary competences and the only way for central authorities to ensure this goal is achieved is to inspect participants' final projects.

The private sector creates strong incentives for employees to participate in in-service training. Teachers, however, do not need to worry about being dismissed because of having obsolete knowledge since the great majority of

them are employed on permanent contracts. Also, successful completion of professional development programmes has no bearing on teachers' pay. What this means is that beyond individual ambitions and a modest bonus, the only way to create a practical incentive to in-service training is to make it compulsory"¹¹.

At present the government is assessing teaching performance in Ecuador or taking disciplinary measures against teachers no matter how unsatisfactory their work may be. That is, while teachers are required to complete a special profile in order to incorporate their new skills and knowledge into their teaching is up to individual preferences.

¹¹ NAGY, MÁRIA (undated). [Teachers on professional development programmes]. <http://www.sulinova.hu/rovat.php?sess=&alsite=26&rovat=70>

CHAPTER II

5.2. “EUROPEAN PROFILE FOR LANGUAGE TEACHER EDUCATION

A FRAME OF REFERENCE

5.2.1. KNOWLEDGE AND UNDERSTANDING FOREIGN LANGUAGE TEACHER EDUCATION IN THE TWENTY-FIRST CENTURY SHOULD INCLUDE THE FOLLOWING ELEMENTS OF INITIAL AND IN-SERVICE EDUCATION:

1. Training in language teaching methodologies, and in state-of-the art classroom techniques and activities

a) Explanation

- “teachers learn about and employ different language teaching methodologies.
- They know the different ways of achieving learning outcomes, and the different techniques necessary for teaching reading, writing, speaking and listening and for improving reception, production, interaction and mediation skills in learners.
- Trainee teachers learn how to use up to date classroom techniques and activities based on interactive, group, and peer-assisted learning.

b) Elaboration

- Trainee teachers who learn about a number of methodological approaches to teaching and learning are able to adapt to particular contexts, and have a firm foundation for the critical and creative use of teaching theories.
- Trainee teachers also learn about different methodologies and new classroom techniques from peers training to teach different languages, where methodologies and resources vary.

c) Practical Implementation

- Trainees are able to employ a number of different teaching methodologies, approaches and techniques in order to deliver their lessons in interesting and varied ways which meet the learners' needs.
- Trainees can use a variety of different resources and teaching approaches to make it more appropriate to the learners' needs.
- Trainees can try out different methodologies and approaches with a group of learners and evaluate the effectiveness.
- The trainees' lesson plans reflect their use of different methodologies.
- Trainees are able to assess the progress of the group of learners against their intended learning outcomes for the group.

d) Issues

- ICT is often taught as a technical skill, meaning it is seen as an add-on to language teaching rather than an integral part of it.

- New learning environments are still underused and need to be further encouraged.
- Experimentation with different methodologies may be difficult during initial teacher education. It may be more appropriate once trainees have gained more experience and confidence in the classroom.

2. Training in the development of a critical and enquiring approach to teaching and learning

a) Explanation

- Trainee teachers view teaching and learning as continually evolving processes.
- Their education as language teachers does not stop once their initial teacher education finishes.
- They are keen to experiment with different methodologies and resources after their initial teacher education.
- Their attitude to teaching is open-minded and experimental.

b) Elaboration

- Increased autonomy is central to a critical and enquiring approach. Trainee teachers learn about teaching and learning in parallel to learning how to enhance their own abilities and competences independently.
- A critical and enquiring approach is fostered through cooperation and exchange with peers, contact with different methodologies and other national education systems and practices, and an encouragement to undertake action research and maintain reflective practice. Placing

increased value on in-service education also integrates this critical attitude into language teaching.

- The transition between being a trainee teacher and a qualified teacher is important. Developing a critical and enquiring professional approach at an early stage helps make this transition easier.

c) Practical Implementation

- Trainees are taught to be open-minded and evaluate teaching situations themselves.
- Trainees are encouraged to read around the subject, to gather their information from a number of varying sources.
- Trainees are constantly encouraged to experiment and try out new methodologies and approaches that they pick up from their sources.
- Trainees are encouraged to question and challenge every aspect of their education. They must not accept anything as a norm.
- Trainees are able to reflect on what they have learnt and what they have seen or done in practice.
- Trainees are able to assess the value of this against the intended learning outcomes for a given group of learners.
- Trainees develop a genuine interest in finding other ways and means of teaching a specific group of learners as appropriate.

d) Issues

- Trainees do not always perceive the link between their own learning and their teaching. They need to adopt a critical attitude to what and how they learn on teacher education programmes.
- This requires close and continuous work with a mentor, who supports the trainee and helps him/her to develop a critical and enquiring approach.

2. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence

a) Explanation

- Trainee teachers study for a course to improve their language proficiency as part of their initial teacher education.
- This course aims to improve their language competences in correspondence with the learning scales outlined in the Common European Framework (CEF).
- The course aims to improve key skills and fluency in writing, reading, speaking and listening, and in the trainee's productive, receptive, interactive and mediating skills. Such a course is closely linked, if not integrated, with teaching about the CEF and ways of assessing learners' progress. The course also refers to the European Language Portfolio and other types of self-evaluation.
- The course begins with an extensive language competence Needs Analysis questionnaire to determine the trainee teacher's existing language levels based on the CEF.

b) Elaboration

- The greater a teacher's language competence is, the more creative and effective his or her teaching will be. Examining language competence with reference to the CEF not only facilitates mobility but also highlights key areas of strength and weakness. The value of a high level of linguistic and cultural competence is to enable teachers to achieve more confidence in their communication skills in the target language and a more culturally appropriate lesson.
- It is important to add communicative language competences to linguistic competences.
- The CEF assessment levels should be applied flexibly, since very good language teachers may not necessarily have the top levels of language competence according to the CEF.
- There may be room to distinguish between primary and secondary level language teaching. At secondary level, language teaching starts to focus on language for 'special purposes' and to be linked with the contents of other subjects taught. This may require higher language competence than primary language teaching, where pedagogical education in language teaching is more of a priority.
- The different levels required to teach primary, secondary, and adult level learners depend on the context and the particular group of learners.

c) Practical Implementation

- Trainees can identify their language proficiency level.
- Trainees reflect upon their language proficiency and follow this up with assessment.

- Trainees use sources such as DIALANG to assess their language proficiency level and act upon the feedback received about how to improve it.
- Trainees know their language proficiency level in reference to the Common European Framework and can improve it according to written and oral skills.

d) Issues

- Many trainees have already done a first degree in their target language and it is therefore often thought unnecessary to provide courses in language proficiency.
- Trainees are not always aware of the importance of self-evaluation and the need to update linguistic competence gradually and constantly.
- Trainees' language level should be assessed before they begin courses since it can be difficult to improve language proficiency sufficiently in courses in which the emphasis is elsewhere.

3. Training in information and communication technology for pedagogical use in the classroom

a) Explanation

- Trainee teachers are taught how to use information and communication technology (ICT) effectively. They recognise the added value of using ICT in the language classroom.
- Trainee teachers learn how to integrate ICT into other teaching areas and are aware of how it contributes to several learning outcomes at once.

- Trainee teachers use ICT as a support and resource, not as an end in itself.
- When using ICT in the classroom, trainee teachers encourage learner autonomy, combining ICT with tasks and projects that highlight how it can be used independently outside the classroom context as part of ongoing learning.

b) Elaboration

- Trainees learn to integrate classroom activities with proposals for self-study activities outside the classroom.
- In-service education in ICT is especially important in making teachers aware of new resources and technologies. This should be a regular and ongoing process. It should be focused on ICT for language learning. There should be a structured follow-up to these modes of in-service education.
- Trainee teachers should be aware that ICT is not beneficial if used for its own sake, and that it has its limitations. Training should focus on how and when to use ICT in the language classroom and on its integration into lesson plans. Use of ICT benefits from having clearly outlined learning objectives and outcomes.
- Training in ICT includes an ongoing reflection on its pedagogical values and is not focused merely on technical competence. It benefits from being linked with communication skills. Its principal objectives and outcomes are learner autonomy, the development of research projects, its usefulness for resources and documentation and its values in creating presentations.

- Mentors and teacher educators have a key role in guiding trainees in the effective use of ICT for language teaching and learning.

c) Practical Implementation

- Trainees learn to integrate classroom activities with proposals for self-study activities outside the classroom.
- Trainees are aware that ICT is not beneficial if used for its own sake and that it has its limitations.
- Trainees learn to use ICT to increase learner autonomy, the development of research projects, resources, documentation and for creating presentations.
- Trainees are able to plan lessons with an integrated element of ICT.
- Trainees are able to reflect on the personal usefulness of ICT.
- Trainees are able to use different word processing programmes and have a good understanding of the use of the Internet, email, search engines, etc.
- Trainees are able to use up-to-date and international sources for their lessons as a result of ICT use.

d) Issues

- Trainees often see use of ICT as an add-on or a reward for the end of a successful lesson.
- In certain contexts, the funding for extra equipment for ICT use in the classroom may be difficult to obtain.

4. Training in information and communication technology for personal planning, organisation and resource discovery

a) Explanation

- Trainee teachers are aware that information and communication technology (ICT) has numerous uses and can be used both effectively and ineffectively.
- They understand that ICT is a valuable tool for:
 - i. Organising their work;
 - ii. Creating and archiving lesson plans;
 - iii. Tracking progress within a framework of reflective practice;
 - iv. Communicating and exchanging ideas with colleagues.
- ICT gives trainee teachers access to a wide range of resources and information, and during initial teacher education, lecturers and mentors should inform trainees of useful sites for different teaching levels.
- Trainee teachers are able to develop skills in using word processing and data processing packages. They are aware of how to use online agendas and email, search engines, educational websites, interactive website forums, resources and databases.

b) Elaboration

- ICT is best integrated into teacher education as part of an ongoing process. It is not just a pedagogical tool, but a professional one as well. It facilitates communication and exchange of information and ideas.
- Personal planning and professional development are key uses of ICT. Trainees who manage their work using ICT are able to track their own and learners' progress more effectively and disseminate the results of assessment and research more efficiently. Use of ICT enables qualified teachers to find opportunities for in-service

education and keep abreast of developments in teacher education and language learning at a European level.

c) Practical Implementation

- Trainees use ICT for the exchange of information and ideas, for personal planning, for organisation and for the development of resources.
- Trainees who manage their work using ICT are able to track their own progress, and that of their learners, more effectively and disseminate the results of assessment and research more efficiently.
- Use of ICT allows teachers to keep abreast of developments in teacher education and language learning at a European level.
- Trainees are taught to use different computer programmes and search engines to manage their work.
- Trainees are encouraged to use online forums for the exchange of ideas with colleagues both at a national and international level.
- Trainees creatively produce a variety of materials and resources for use in the classroom.

d) Issues

- In some contexts, trainees do not have sufficient access to institutional facilities for ICT use. However, many trainees have computing facilities at home, and should be encouraged to take advantage of these for professional purposes.

6. Training in the application of various assessment procedures and ways of recording learners' progress

a) Explanation

- Trainee teachers are aware of the criteria that affect methods of assessment.

- They have a comparative view of the advantages and disadvantages of various assessment methods such as oral and written tests or exams, summative assessment, written project-based work, continuous assessment, practical projects, group projects and portfolios.
- They experiment with different ways of recording learners' progress, analyzing the advantages and disadvantages of a range of methods.
- Their assessment methods either correspond with the CEF scales, or can be directly compared with them.

b) Elaboration

- The CEF is being widely employed across Europe. It provides a key point of comparison for national educational systems aiming to ensure similar levels of quality in foreign language teaching and learning. However, it can be difficult to validate assessment and testing materials against the CEF.
- Trainees are able to record their learners results accurately and from these they must be able to recognise areas of strengths and the areas where more work is needed. This is useful as it acts like an audit for the standard of teaching in general and highlights individual learner's needs.

c) Practical Implementation

- Trainees are introduced to formal assessment procedures. They understand how the marks of formal assessment have to be recorded and the procedures surrounding this.
- Trainees are familiar with a repertoire of assessment techniques and understand the contexts in which different techniques are appropriate.

- Trainees understand how to use an assessment technique to obtain accurate results.
- Trainees can use tools such as the Common European Framework scales to assess their own language proficiency accurately. They then can use them to assess the language proficiency of their learners.
- Trainees understand the advantages of different assessment techniques and are able to select a technique appropriate to what they are hoping to test.
- During the school experience, trainees will have the opportunity to assess learners.
- Trainees critically evaluate the benefits of one particular assessment technique over another in a given context and can justify their reasons.
- Trainees can interpret the results of assessment of a group of learners and use this to inform their teaching.

d) Issues

- Trainees need to conform to the assessment procedures in place in their school. However, there is often scope for developing new methods of assessment, or treating existing ones flexibly.
- Trainees should be given the chance to witness formal and informal assessment procedures during their school-based experience.

7. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes

a) Explanation

- Trainee teachers are taught to adapt teaching materials to the national or regional curricula within which they are working.

- They are aware of the priorities and ethos of national and regional curricula.
- They assess materials according to a curriculum-based framework of learning aims, objectives and outcomes.

b) Elaboration

- Trainee teachers are able to evaluate teaching materials from a number of perspectives, for example, in relation to:
 - i. Local and national curricula;
 - ii. The age and learning stage of their learners;
 - iii. The social and cultural context of their learners.

c) Practical Implementation

- Trainees choose materials and assess their value as part of a lesson.
- After using certain materials, trainees are then able to assess their impact in terms of the desired learning outcomes.
- Trainees can adapt the curricula to their lesson plans and use materials which best satisfy the curriculum's requirements and the needs of the learners.
- Trainees are encouraged to choose a wide range of materials and assess which ones will bring most value to their teaching.
- Trainees are taught how to use the curricula to inform their schemes of work and their lesson plans to achieve the targets and aims which are set out within them.
- Trainees are able to write detailed lesson plans in which they integrate the aims of the lessons, how these fit in with the aims of the curricula and how and why they have chosen their materials to best meet these aims and the needs of their learners.
- With the support of a mentor, they can then reflect on the lesson and the lesson plans and develop targets for the next lesson.

d) Issues

- The evaluation of curricula is often not a specific focus of initial teacher education in many cases, although training in this area is of value to a practicing teacher.

8. Training in the theory and practice of internal and external programme evaluation

a) Explanation

- Programme evaluation, similar in some ways to quality assurance and quality enhancement, verifies and checks that pre-agreed standards are being met.
- Trainee teachers are aware of the theory behind programme evaluation and understand how it will work in practice when they become teachers.
- Trainee teachers are taught why these evaluation procedures are in place, and how to react to them.
- Trainee teachers also learn the difference between internal and external evaluation.

b) Elaboration

- There is an important issue concerning terminology. Programme evaluation, quality assurance and quality enhancement are all ways of referring to the monitoring and improvement of courses. Quality assurance suggests fixed standards that have to be met; quality enhancement makes quality an ongoing, developmental and non-judgemental process. Programme evaluation suggests an assessment of programme quality that is critical but not judgmental. In this context, quality is a process not a state.

- Programme evaluation would benefit from a validated European framework for evaluation that maintained flexibility and did not undermine local and regional good practice. Such a framework would increase shared practices and mobility.
- A European framework for programme evaluation should aim for a compromise between a top-down and bottom-up approach. It would be flexible to local contexts but able to promote exchanges and recognition of similar education quality in different national contexts.

c) Practical Implementation

- Trainees are introduced to programme evaluation as a concept. They understand why it is important to teaching and education.
- They also understand what the role of the teacher in programme evaluation involves.
- Trainees can understand and follow standards.
- Trainees are introduced to the different methods of internal and external programme evaluation.
- During the school experience trainees are given the opportunity to work with a mentor for some form of external programme evaluation.
- During the school experience trainees become familiar with the internal quality standards of the institutions.

d) Issues

- Trainees are not always taught about the reasons for programme evaluation, or the differences between quality assurance and quality enhancement. Quality measures can often be perceived as restrictive and not sufficiently responsive to local or national language teaching contexts¹².

¹² KELLY Michael, GRENFLELL Michael, ALLAN Rebeca, KRIZA Cristine and MACEVOY William, European Profile for Language Teacher Education, A Frame of Reference, 2004.

5.2.2. STRATEGIES AND SKILLS

FOREIGN LANGUAGE TEACHER EDUCATION IN THE TWENTY-FIRST CENTURY SHOULD INCLUDE THE FOLLOWING ELEMENTS OF INITIAL AND IN-SERVICE EDUCATION:

9. Training in ways of adapting teaching approaches to the educational context and individual needs of learners

a) Explanation

- Trainee teachers are taught to be responsive to the different reasons people have for learning foreign languages. They understand the different factors that affect people's abilities to learn, and to the different attitudes and cultural perspectives people bring to learning.

- The overall trend towards placing learners with special educational needs in main stream schooling means that trainee teachers must be prepared to adapt their teaching approaches to meet a variety of different special needs.

- Adapting teaching approaches involves thinking about classroom management issues, sensitive and suitable use of materials and resources and employing a variety of learning activities to achieve learning outcomes.

b) Elaboration

- Trainee teachers should be able to adapt their teaching approach for learners with special educational needs. 'Special educational needs' refers to a range of issues from mental and physical disability to learning difficulties or behavioral issues. Trainee teachers should be able to identify these needs and know how to respond to them. Trainee teachers who have been taught special needs education learn many transferable skills beneficial for teaching in other contexts.

- Many people learn foreign languages for vocational or professional purposes. Trainee teachers should be taught particular strategies for teaching such learners effectively. In particular, trainee teachers ought to aim to integrate vocational and professional issues into the foreign language classroom through relevant use of materials, resources and classroom techniques such as role-play and situation based language learning.

- Learners from different regions of a country may have specific learning needs. They may speak regional dialects which differ from the standard form of the language in which they are educated. Trainee teachers need to be made aware how to adapt their teaching of the foreign language to take this specific need into account.

- Learners from ethnic minorities or immigrant communities may also bring particular learning needs to the foreign language classroom. As with learners from different regions mentioned above, the teacher will adopt different approaches to meet their needs. At the same time, learners whose first language is different from that used in the classroom add to the multilingual and multicultural learning environment. Learners with different linguistic abilities and experiences are valuable to the teacher and the class.

- Learners from different age groups may come to the language classroom with different experiences and expectations. Trainee teachers ought to be aware of the potential social and culture differences between age groups, and be able to adapt to these.

c) Practical Implementation

- Trainees are able to identify the needs of the individual learner.
- Trainees are able to adapt their teaching to best meet the needs of their learners.

- Trainees have a sound understanding of special educational needs teaching.
- Trainees can adapt their teaching to teach the language for specific vocational purposes.
- Trainees adapt their teaching to their learners by creating a classroom environment which is inclusive.
- Trainees are encouraged to use a variety of materials and resources, including multi-sensory aids.
- Trainees are given the opportunity to work with a wide range of learners of differing abilities and different socio-cultural and vocational needs.

d) Issues

- In some contexts, courses dealing with special educational needs are only available through optional in-service education. Completion of such courses may lead to greater employability.

10. Training in the critical evaluation, development and practical application of teaching materials and resources

a) Explanation

- Trainee teachers understand the role of different types of teaching materials and resources in their teaching.
- They are taught to apply them critically and effectively, not as a substitute for active teaching and personal interaction between teacher and learner.
- The materials in question include textbooks, authentic documents, video and tape cassettes, CD-ROMs and online materials.
- These materials relate to the curricula and syllabus framework within which the trainee teacher will work.

b) Elaboration

- Teachers across Europe benefit from exchanging teaching materials and resources. This is especially valuable in promoting European-wide cooperation.
- Trainee teachers produce a great deal of innovative teaching materials and resources as part of their training process. When it has been assessed as successful, this material could be archived (both in physical form and online) to make it accessible to future trainee teachers, in-service teachers and teachers abroad.

c) Practical Implementation

- Trainees are aware of the materials and resources available to them. This would include text books, videos, cassettes, CD-ROMs and materials online.
- Trainees are able to pick the materials and resources available to them as appropriate to the learners.
- Trainees understand the usefulness of materials and resources within the syllabus and curriculum framework.
- Trainees appreciate that there are different learning styles to which different materials and resources are more appropriate.
- Trainees plan their lessons effectively incorporating the use of materials and resources.
- Trainees are introduced to the relevant materials and resources. They are also encouraged to find or make their own, and adapt those more commonly used to their learners' needs.
- Trainees are encouraged to think critically about the value of a given material or resource and understand that materials should act only as an aid to the teaching learning process.
- Trainees are able to carry out independent action research on the impact of resources and adapt their use of materials and resources accordingly.

- Through self-evaluation and reflection and through discussions with mentors and tutors, trainees can assess their practical application of materials and resources.

d) Issues

- In certain contexts, trainees may be required to refer to one set text or manual. In this case, they still need to be aware of how to use set texts or manuals creatively and effectively.

11. Training in methods of learning to learn

a) Explanation

- Trainee teachers are aware of the specific goals and outcomes of learning.
- They are taught how to structure their learning strategies effectively and to reflect on the different ways in which learning occurs.
- They are able to respond to the specific learning contexts they encounter in the classroom.
- Methods of learning to learn used by a teacher can then be fostered in their learners.
- Key points in methods of learning to learn are:
 - i. Organising time;
 - ii. Monitoring progress;
 - iii. Identifying areas of strength and weakness;
 - iv. Recognising different learning techniques and their contributions to learning.

b) Elaboration

- By understanding the implications of learning to learn, trainee teachers will be able to apply methodologies flexibly and creatively, and in a context-sensitive way.

- Trainee teachers are encouraged to experiment with different teaching styles in order to develop a critical ability to distinguish which is best for the learning context.

c) Practical Implementation

- Trainees can identify various learning modes and strategies and apply their teaching methodology accordingly.
- Trainees are able to consider different attitudes to learning and relate to this in various teaching purposes while also reflecting on their individual way of learning.
- Trainees use a wide range of teaching and learning modes and thus stimulate the learning process.
- Trainees identify the most effective ways of learning in individual contexts.
- Trainees understand the needs of learners and use different teaching styles in order to ensure a high motivation in the classroom for effective learning.

d) Issues

- Demands on trainees' time can make it difficult for them to invest in developing autonomous learning strategies.

12. Training in the development of reflective practice and selfevaluation

a) Explanation

- Trainee teachers learn to develop systematic methods and strategies for assessing the effectiveness of their teaching.
- They capitalise on successful lessons and teaching techniques by assessing whether desired learning outcomes have been achieved.

- They see evaluation and improvement as connected and ongoing processes.

b) Elaboration

- Self-evaluation is linked to peer observation and review, and to developing strategies for independent learning. Trainee teachers evaluate their peers as a way of helping them assess their own teaching skills.
- Reflective practice begins as a theoretical idea to be translated into teaching practice. It gives a theoretical underpinning to many of the techniques and strategies teachers use intuitively. It also helps increase teachers' sense of professionalism. Portfolios and teaching diaries can help teachers engage in effective reflective practice.
- Once they have qualified, foreign language teachers can be encouraged to become mentors or to be observed by trainee teachers in order to maintain a reflective and self-evaluative attitude to teaching.

c) Practical Implementation

- After every lesson they teach, trainees are encouraged to assess how they think they performed against their lesson plan, their intended learning outcomes or against another set of pre-decided criteria.
- Trainees are taught to use all their experiences, good or bad, to develop subsequent lessons.
- Trainees must keep diaries or teaching logs in which they record their lesson plans and their desired outcomes.
- Trainees evaluate how the lesson went in terms of a number of different elements (how many learners got involved in the lesson, did they understand the points being made, was there a positive

classroom climate, did the lesson cover everything detailed in the plan?).

- The outcomes of the previous lesson must be incorporated in some way in the approaches used in the next one.
- Trainees are able to set themselves targets for subsequent lessons, based on the outcomes of previous lesson. Their progress should therefore be visible through a teaching log or diary.
- Mentors debrief trainees following a lesson.

d) Issues

- Reflective practice in the form of a reflective diary can add extra work to trainees' schedules. Trainees should be taught that reflective practice can take place in both formal and informal ways.
- Trainees may only be able to undertake informed reflective practice once they have gained significant teaching experience during their initial teacher education.

13. Training in the development of independent language learning strategies

a) Explanation

- Trainee teachers develop independent language learning strategies to improve their language competence and to be able to transfer these skills to their own learners.
- New learning environments such as virtual resources, language centres, multicultural learning environments as well as up to date course books and materials play a major role in this process.
- Knowledge of independent strategies allows teachers to set tasks for their learners that foster the ability to improve language competence beyond the classroom without the explicit guidance of the teacher.

- Independent language learning strategies help foster the practice of life-long language learning.

b) Elaboration

- Teachers should be able to pass on to learners the methods they have been taught during their initial teacher education. Classroom-based learning and independent learning activities should be integrated.
- Independent learning strategies are crucial in promoting life-long learning skills, which should be a key focus as early as possible in the learning process.

d) Practical Implementation

- Trainees can identify their language learning needs and access resources and implement strategies to make improvements. It may be the case that trainees need to focus on developing their classroom management vocabulary. This will enable them to give instructions in the target language.
- In turn they are able to introduce these methods to their learners who will then be able to assess and improve their language competence as appropriate to their needs.
- Trainees are introduced to different methods of learning languages. This would include the use of ICT for independent learning.
- Trainees are able to evaluate the merits of different learning strategies and recognise that certain strategies are more suitable for certain learners and contexts.
- Trainees are able to set tasks for their learners which are based around autonomous language learning. The learner's independent progress can be charted against the trainee's desired learning outcomes and syllabus requirements.

d) Issues

- Trainees and institutions may feel that language learning is more or less complete before initial teacher education begins, especially on postgraduate courses where the trainee already has a first degree in the target language.

14. Training in ways of maintaining and enhancing ongoing personal language competence

a) Explanation

- Trainee teachers are aware that maintaining language competence is an ongoing process. They understand that periods abroad and regular use of new learning environments, especially broadcast media and the Internet, help improve language competence.
- Teachers are taught to monitor their own language competence, enabling them to identify areas that need attention.
- Reference to the guidelines in the Common European Framework is an important way of quantifying personal language competence.
- The greater the language competence of a teacher, the more creative and confident their teaching will be. Their need to lapse into the target language will become less. It is the responsibility of the teacher to ensure their language proficiency is sufficient to allow them to teach effectively and accurately.

b) Elaboration

- Trainee teachers can be made aware that there are efficient and inefficient ways of maintaining personal language competence.
- Guidelines for efficient enhancement of personal language competence might include:
 - i. Keeping and regularly reviewing a personal language learning diary;

- ii. Identifying key areas of strength and weakness and focusing on them;
- iii. Regular brief periods of contact with the foreign language through film, television, radio, newspapers and interaction with native speakers;
- iv. Identifying and referring to Internet sources in the foreign language.

c) Practical Implementation

- Trainees are given the opportunity to improve and practise their language skills via a number of different materials (ICT, audio-visual resources, etc).
- Trainees are encouraged to go abroad in order to improve their personal language competence.
- Once abroad, active communication in the target language is necessary to improve language skills.
- Trainees are able to plan language lessons with the correct and varied use of the language studied.
- Trainees are able to reflect on their language competence and identify areas where improvements can be made.
- Trainees are able to assess the language competence level of their learners.
- Trainees are regularly exposed to the foreign language through film, television, radio and newspapers.
- Trainees are required to include their language competence progress in their language portfolios.
- Trainees will know how to assess their language competence levels according to the scales of the CEF.

d) Issues

- Trainees should be aware that to maintain even the same level of language competence requires constant exposure to the language both actively and receptively.
- Access to online and print resources may be limited in certain contexts.

15. Training in the practical application of curricula and syllabuses

a) Explanation

- Trainee teachers are aware of how to relate curricula and syllabuses to a diverse range of learning contexts.
- They learn how to link curriculum and syllabus goals with suitable learning strategies that focus on the learner and the learning context.
- They are taught how to organise and manage time effectively so that syllabuses are covered. They also understand the importance of meeting curriculum and syllabus requirements.
- Trainees are taught to assess learners' progress in relation to curricula and syllabuses.

b) Elaboration

- Foreign language teacher education modules should aim to correspond to the national or local curriculum while also giving trainee teachers the chance to study areas outside the curricula.
- Trainee teachers should consult the foreign language syllabuses and curricula of other countries in order to develop a comparative and critical perspective about curricula in general. This could go hand in hand with cooperation between teachers teaching the same language in different countries.

c) Practical Implementation

- Trainees are made aware of the requirements of different curricula and syllabuses and how to approach them with regard to their teaching.
- Trainees are taught the rudiments of the syllabuses for the teaching context and age group they are currently involved in.
- Trainees know how to use the materials and the resources available to them and how to best adapt them so they fulfill the requirements of the curriculum.
- Trainees are able to assess the progress of the learners with reference to the curricula or syllabus.
- Trainees are encouraged to look at the top grades as a benchmark of what they are aiming for. They know this is what they have to achieve in the given time frame.
- The trainee can adapt their teaching to suit different learners, whilst bearing in mind the framework in which they are required to work. This is reflected in the desired learning outcomes of the trainee versus the learning outcomes of the group.
- Trainees are able to use different materials and resources as appropriate. This is reflected in their lesson plans.

d) Issues

- Changes in government often entail changes in nationally prescribed curricula. Trainees need to be prepared for this.

16. Training in peer observation and peer review

a) Explanation

- Peer observation and peer review are ways to capitalise on the trainee teacher's learning process.

- Peer observation and peer review develop skills such as team-working, communicative ability, cooperation and practical analysis.
- Peer observation involves seeing how one's colleagues teach and deploy what they have learnt, while peer review asks for a critical response to this process.
- Other benefits of peer observation and review include the ability to provide sensitive and constructive feedback, to value approaches different to one's own, and a sense of professional community spirit.

b) Elaboration

- Peer-observation and review are ways of increasing trainee teachers' autonomy and critical approach to teaching and learning. Critical approaches are further encouraged when trainee teachers make notes on their observations and write them up later. This stops trainees agreeing with each other automatically and gives them time to think about their responses. General topics can then be discussed in seminars.
- Peer observations and peer review develop team-working skills that will be important for working professionally.
- Peer observation and peer review are not always possible. For example, in countries where mentoring is not recognised and mentors can only mentor one trainee at a time, it is difficult to establish peer observation and review in a school.

c) Practical Implementation

- Trainees undergo teaching practice in pairs and must take turns to observe one another teaching.
- Trainees give balanced and critical feedback to their peer.
- A trainee incorporates the feedback from their peer into their subsequent teaching approaches.

- Trainees are taught how to observe. They are taught how to know what they are looking for in a colleague's teaching.
- Trainees are taught how to give balanced and critical feedback. Trainees are equipped with the correct language and phrases to carry this out efficiently.
- Trainees understand that peer observation and peer review are two way processes: a trainee can learn a great deal from actively watching what a colleague does and by discussing it with them.
- Time is set aside for peer review. This can be done with the support of a mentor.
- Trainees can contribute to the reports of a colleague.
- Trainees can identify specific criteria in relation to which they want to be observed. This focuses the attention of the observer and would give concrete conclusions.

d) Issues

- Key issues include trainees' ability to give constructive and sensitive feedback to their peers, accentuating positive aspects and proposing solutions for problems.
- Having two trainees in a classroom adds more responsibility to the class teacher's or mentor's role.

17. Training in developing relationships with educational institutions in appropriate countries

a) Explanation

- Trainee teachers learn to establish and maintain links with educational institutions in which they have studied and worked.
- Trainee teachers realise the value of personal contacts in establishing networks.

- Trainee teachers are aware of Europe-wide initiatives for contacting and networking with institutions in other countries.
- Trainee teachers realise that networks can take many forms, from written, virtual or real life exchanges between learners to exchanges of materials, resources and methodologies between teachers.
- Trainee teachers maintain links with educational institutions as valuable sources of teaching materials and ongoing advice and support.

b) Elaboration

- One proposal for promoting international links and networks is a website for teachers in Europe devoted to the exchange of information and ideas.
- One particular network that could be strengthened is that between teacher education institutions, schools and in-service education providers.
- It would be beneficial to have in-service themed workshops between teachers from different European countries.

c) Practical Implementation

- Trainees are encouraged to foster and maintain these links by a number of means.
- With the help of their mentors or universities, trainees are put in contact with educational institutions in a country where the target language is spoken.
- Trainees are encouraged to exchange materials for use in the classroom and for the maintenance of their personal language competence.
- Trainees maintain these links via email communication, online forums and participation at relevant conferences and events and other forms of correspondence.

d) Issues

- It is sometimes difficult to give explicit training in this skill. The main issue is encouraging trainees to form links and networks with colleagues they meet abroad or with visiting teachers and trainees at their school or institution.
- Developing networks and relationships requires time and, sometimes, funding; these are not always available.

18. Training in action research

a) Explanation

- Action research involves trainee teachers identifying a particular issue or problem encountered while teaching, gathering information about it, developing a plan of action, evaluating its results and sharing them with colleagues.
- Action research encourages reflexivity and an enquiring approach and gives teachers a substantial theoretical framework for resolving difficult issues.
- Action research shows trainee teachers how evaluation, dissemination and requests for feedback from colleagues help integrate research findings into teaching practice.

b) Elaboration

- Action research is not the only form of pedagogical research in which trainee teachers should engage. It helps teachers rely less on intuition and encourages cooperation with colleagues.
- Action research can be developed and issues identified if new teachers keep a learning diary to record their experiences.
- Since action research is time-consuming and teachers can be critical and reflexive without engaging in it, it is not always necessary to

carry it out in a planned way. However, it does help teachers develop a personal teaching identity.

- One way of encouraging action research is to teach trainees how to create single projects in schools. This allows teachers to enhance their teaching without the need for external evaluation.
- Action research helps trainee teachers realise that teaching is not about accruing knowledge, but about developing a flexible and context-sensitive way of achieving goals.

c) Practical Implementation

- Trainees are taught the value of action research what it involves and how to undertake it.
- Trainees carry out their own action research investigations. They must identify an area for research, act upon it and then evaluate the outcomes.
- Trainees are then able to evaluate critically the impact of these strategies in the classroom.
- Trainees are encouraged to be critical and experimental with their teaching practice.
- Trainees must experiment with different methodological approaches. This must be reflected in their lesson plans.
- They must assess their approaches and examine how things can be changed.

d) Issues

- Action research does not have to lead to definitive results. As long as trainees and teachers are aware of what they have learnt from the process, it can remain an exploratory tool for developing critical and enquiring attitudes to teaching and learning.

19. Training in incorporating research into teaching

a) Explanation

- Trainee teachers learn how to incorporate research into their teaching from fields such as teaching methodology, applied linguistics, language acquisition, testing and evaluation, special needs education and so on.
- Trainee teachers are able to turn to teacher educators, mentors and peers for advice on integrating education-related research into their teaching.
- Trainee teachers develop an open-minded attitude to educational research and are keen to experiment with research conclusions within the limits of institutional or national teaching and learning frameworks.
- Trainee teachers learn techniques such as micro-teaching, team-teaching, minicase studies, brainstorming and new learning environments as ways of incorporating research into their teaching.

b) Elaboration

- There are many forms of research relevant to language teacher education, some more general, some specific to language teaching, and trainees need to be aware of the huge range of research available to them.
- Teacher educators and mentors have a key role to play in encouraging trainees to think positively about the values and relevance of research for their teaching and learning.

c) Practical Implementation

- Trainees identify a problem or an issue in their classroom and can research solutions from theory.

- Trainees are able to find the relevant literature on the topic from a number of different sources.
- Trainees are able to incorporate research findings into their teaching and assess the value of this.
- Trainees are generally well-informed about developments in their field.
- Trainees are taught about accessing and finding sources of research, i.e. the relevant journals and publications.
- They are encouraged to read widely around the subject and incorporate what they have read into their teaching practice.
- Trainees can critically assess the impact of the research on their teaching and adapt it further to meet their needs as a teacher and the needs of their learners.

d) Issues

- The issue of how to integrate research is important. Trainees learn that research needs to be tested in concrete learning contexts. They see research as exploratory.
- Teacher education institutions need to be equipped with libraries, books and other resources to allow trainees to undertake research relevant to their education.

20. Training in Content and Language Integrated Learning (CLIL)

a) Explanation

- Trainee teachers learn the methodologies and strategies for teaching another subject through the medium of a foreign language.
- Even if trainee teachers do not intend to specialise in this area, such training improves their language competence, encourages more comprehensive use of the target language in non-CLIL classes, and

gives teachers ways of raising social, cultural and value issues in their foreign language teaching.

- CLIL approaches encourage cooperation with colleagues from different disciplines.

b) Elaboration

- CLIL approaches are recognised as a growing area in language teacher education across Europe and many institutions already use them or are planning to introduce them.
- CLIL approaches depend on the existence of local CLIL schools in which to train trainees. Generally, CLIL approaches work better in upper secondary than in primary schools.
- In Germany, all trainee teachers already teach a language and another subject. However, even if the context does not give teachers the chance to engage in CLIL teaching for the time being, trainees still benefit from learning about them.

c) Practical Implementation

- Trainee teachers learn the methodologies and strategies for teaching another subject through the medium of a foreign language.
- Trainees have the opportunity to improve their language competence and are given the chance to raise social, cultural and value issues in their own foreign language teaching.
- Trainee teachers are able to use the teaching of other subjects like history and a foreign language in an integrated manner.
- Trainee teachers are confident in teaching their subject course and in the use of a foreign language.
- Trainee teachers have a high level of language competency and are confident enough in order to teach subjects like history and geography in another foreign language.

d) Issues

- Many trainees do not have the chance to teach using CLIL methods because there are no available contexts, such as local bilingual schools, in which to do so.
- Cooperation between teacher education institutions and local schools may help develop new contexts in which CLIL teaching can take place.
- Given the limited time-frame of initial teacher education, it may be more worthwhile teaching CLIL approaches during in-service education courses.

21. Training in the use of the European Language Portfolio for selfevaluation

a) Explanation

- Trainee teachers learn about the European Language Portfolio (ELP) from the earliest stages of their initial teacher education. Trainee teachers understand how the ELP is structured in three parts (language passport, language biography and dossier) and recognise that its proper compilation is an ongoing process.
- Trainee teachers are aware of the importance of adding to the ELP based on periods of study, work and training abroad.
- Trainee teachers refer to it regularly in order to evaluate their own language competence and to assemble evidence of their achievements and experience.
- The ELP is an important way of encouraging mobility and recording the experience of trainees abroad.

b) Elaboration

- The European Language Portfolio can function as a good model for other kinds of documentation produced by trainee teachers. Similar

documents can be created relating to school-based teaching practice and new learning environments.

c) Practical Implementation

- Trainees refer to the Portfolio regularly in order to evaluate their own language competence and to assemble evidence of their achievements and experience in relation to foreign languages and cultures.
- Through the theoretical aspect of the teacher education programme, trainees are introduced to using the ELP.
- Trainees follow a collection, selection and reflection approach in order to compile the portfolio.
- Through their Portfolio trainees can demonstrate that they have used a variety of methods and approaches to further enhance their language skills and add to their cultural experiences.

d) Issues

- Many of the case study institutions are aware of the European Language Portfolio and refer their trainees to it, but few offer specific training in its use and value¹³.

¹³ KELLY Michael, GRENFLELL Michael, ALLAN Rebeca, KRIZA Cristine and MACEVOY William, European Profile for Language Teacher Education, A Frame of Referente, 2004.

5.2.3. VALUES

FOREIGN LANGUAGE TEACHER EDUCATION IN THE TWENTY-FIRST CENTURY SHOULD INCLUDE THE FOLLOWING ELEMENTS OF INITIAL AND IN-SERVICE EDUCATION:

22. Training in social and cultural values

a) Explanation

- Trainee teachers are taught that teaching and learning foreign languages help promote social and cultural values such as respect for difference, active communication, a participatory attitude to society, and experience of a range of different cultures and lifestyles.
- These values are fostered through inclusive and context-sensitive classroom management strategies, a choice of teaching materials that reflects social diversity and cultural plurality, and the development of international networks of communication and exchange between learners from different contexts and countries.

b) Elaboration

- Social and cultural values can obviously be promoted right across the school curriculum. Language teachers benefit from cooperation with colleagues from different disciplines when promoting these values.
- The emphasis on social and cultural values differs according to the local and national context of the school. Teachers need to be aware that social and cultural values cannot simply be applied, but are developed through an ongoing and context-sensitive process.
- When thinking of the social and cultural values of a range of countries, what people have in common is as important as the differences that distinguish them.

c) Practical Implementation

- During a trainee's education they are encouraged to think of themselves not only as a teacher of languages but as a teacher of wider social and cultural values.
- Trainees are encouraged to develop resources and materials which reflect cultural plurality.
- Trainees are encouraged to advocate social and cultural sensitivity and understanding in their classrooms.
- Trainees are encouraged to discuss social and cultural values and to share ideas about how they see the role of the language teacher in this area.
- Trainees are encouraged to develop and experiment with means of promoting social and cultural values and understanding and reflect on their impact in the classroom.
- Training in social and cultural values is not only embedded in the education programme but is explicitly taught throughout to ensure trainees are conscious of this aspect of their role as a language teacher.

d) Issues

- Many courses refer to social and cultural values, but not always explicitly. Trainees should be made aware that language teaching and learning have a key role in promoting values such as respect for difference and openness to others.

23. Training in the diversity of languages and cultures

a) Explanation

- Trainee teachers are taught that respect for and promotion of diversity are key elements in their teacher education and subsequent teaching.

- Trainee teachers know about the linguistic profile of countries in which the languages they teach are spoken as native.
- Trainee teachers see the importance of maintaining linguistic diversity in Europe, given the growing trend towards English as a global lingua franca.
- Trainee teachers are able to identify the diverse range of language contexts and backgrounds of their learners.
- Trainee teachers are aware of the central notions of plurilingual competence and pluricultural competence set out in the CEF.

b) Elaboration

- Lesser-spoken and lesser-used languages could be promoted by giving learners of other languages tasters of them in classes focusing on plurilingualism and pluriculturalism.
- All languages have an inherent value.
- Teachers could be encouraged to choose their materials to reflect linguistic and cultural diversity as much as possible.

c) Practical Implementation

- Trainees are introduced to the notion of linguistic and cultural diversity through the theoretical aspects of their teacher education programme.
- They are introduced to theories of language acquisition and thus understand the impact of mother tongue and other languages spoken on the learners' language acquisition.
- Trainees are able to promote linguistic and cultural diversity in the content of their lessons.
- Trainees are taught how to use a variety of materials to foster this understanding of diversity in their learners whilst still meeting their needs and the requirements of the syllabus.

- Trainees are encouraged to research the languages and cultures of Europe beyond those related directly to their teaching.
- Trainees have increased cultural awareness and transmit this to their learners via the content of their lessons.

d) Issues

- Specific training in diversity issues may be difficult, but teacher educators who employ a varied range of authentic teaching materials can be explicit about the underlying policy to enhance diversity.

24. Training in the importance of teaching and learning about foreign languages and cultures

a) Explanation

- Trainee teachers are aware that their language teaching contributes to their learners' abilities to understand and respect others.
- Learning foreign languages goes hand in hand with learning about other cultures, and leads to increased mobility in education, commerce, arts, tourism and numerous other spheres.
- Learning foreign languages is a way of safeguarding linguistic and cultural identity, a process in which foreign language teachers play a crucial role.
- Trainee teachers are able to convey the fact that learning languages and cultural knowledge improve business opportunities, increase people's mobility and allow people to experience foreign cultures and assimilate new commercial, social and cultural ideas.
- Trainee teachers are taught how to convey that language learning has many benefits for learners beyond technical linguistic competence.
- Trainee teachers are able to explain to their learners that learning foreign languages:

- i. Increases mother-tongue competence;
- ii. Promotes communicational and presentation skills;
- iii. Gives them access to other cultures which enrich their own cultural background;
- iv. Helps them develop a critical mindset towards their own social and cultural presuppositions.

b) Elaboration

- Foreign language teachers have a key role in introducing learners to the notion of pluriculturalism, which is characterised by a respect for linguistic and cultural difference. They also help learners see different languages and cultures as advantages, not barriers to communication and cooperation.
- Language teachers are aware that ‘culture’ and ‘identity’ are not static concepts, but mean different things to different people. Trainees gain first hand experience of both of these concepts through travel abroad, through participation with links and exchanges with partner institutions and through exposure to multicultural and multilingual environments.

c) Practical Implementation

- Trainees are taught how to use the target culture as the content of their lessons. This includes selecting appropriate topic areas which satisfy the requirements of the curricula and the needs of the learners.
- Trainees are taught the importance of language teaching and learning for the personal development of the learner and the social and economic development of the community as a whole.
- Trainees are encouraged to keep up to date with the current affairs in the country/countries where the language(s) they are preparing to

teach are spoken as native. Trainees can then make the cultural content of their lessons relevant and contemporary.

- Trainees are encouraged to think of the target culture(s) and their own culture from a comparative aspect. This is valuable in increasing cultural awareness and highlights the similarities and differences between cultures.
- Trainees are encouraged to foster links with partner institutions where the target language is spoken as native to gain a better understanding of the cultural aspects of the country.
- Trainees can also use other resources, particularly the Internet, to gain a greater understanding of the target culture(s).
- Trainees display a sound awareness of the target culture(s).
- Trainees use materials in the classroom which transmit knowledge of the target culture as well as the language.
- Trainees are keen to participate in exchanges and visits abroad or in ICT links with partner institutions.

c) Issues

- Trainees find out the varying reasons why their learners want to study languages, but they are able to maintain a cohesive teaching framework that takes these into account.
- Convincing certain groups of learners of the importance and interest of language learning may be difficult.

25. Training in team-working, collaboration and networking, inside and outside the immediate school context

a) Explanation

- Trainee teachers develop such skills during initial teacher education.

- Using peer observation, peer review and team-teaching, they acquire interpersonal and communicational skills that will contribute to their ability to network and collaborate as teaching professionals.
- During time spent working, studying or teaching abroad, trainee teachers are conscious of building up and maintaining networks with schools and other institutions with which they are associated.
- Trainee teachers are aware of institutions like the European Centre for Modern Languages (ECML) that act as centres for exchange, networking and collaboration at a European level.

b) Elaboration

- Networking, teamwork and collaboration are skills that are built up gradually.
- Networking and collaboration are key skills that can be developed in the methodology classroom by emphasising communicative competence and an attitude of exchange and mutual support.

d) Practical Implementation

- Trainees can work effectively as part of a team.
- Trainees establish contacts and networks for greater collaboration, inside and outside the immediate school context.
- Trainees team-teach with other trainees and with qualified teachers.
- Trainees are trained in peer observation and peer review.
- Trainees become conscious of building up and maintaining networks with schools and other institutions during time spent working, studying or teaching abroad or in their home country.
- Trainees understand the necessity of having contacts and established networks to rely on and refer to when and where required and will see the benefits of teamwork and collaboration.

d) Issues

- Tutors and mentors may need to support trainees who find this type of activity challenging.
- Networks need to have clear benefits and outcomes in order for trainees and teachers to commit their energy to developing them.

26. Training in the importance of life-long learning

a) Explanation

- Trainee teachers are able to highlight the values of ongoing language learning outside an institutional context.
- They are able to show learners how to use ICT to maintain and improve their language abilities independently.
- Through exploratory, participatory and communicative teaching methods, trainee teachers foster an enquiring approach to language learning as an evolving and rewarding experience.
- Trainees encourage learners to see language learning opportunities outside the usual educational context. For example, opportunities to learn language may arise during foreign travel.

b) Elaboration

- Life-long learning initiatives would benefit from greater cooperation and harmonisation at a European level.
- It is important to decide whether life-long learning is an end in itself. It has important consequences for older learners.
- Life-long learning can also be explicitly integrated into curricula by changing the teaching focus from product to process. Languages not only help learners to acquire knowledge, but also to develop transferable learning skills.

c) Practical Implementation

- Trainees are introduced to the importance of life-long learning during the theoretical aspects of the teacher education programme.
- Trainees are introduced to a number of self-study techniques.
- Trainees are informed of the importance of continuing their professional development and maintaining their language competence.
- Trainees are encouraged to spend time accessing self-study resources.
- Trainees reflect on the use of self-study methods and develop a strategy which works best for them.
- Trainees can then foster the same understanding in their learners.
- Trainees actively and regularly access self-study resources.
- Trainees are interested in their professional development and endeavour to carry out supplementary or continued training.

d) Issues

- Developing and particularly using self-study strategies may be time consuming. However the notion of life-long learning should be supported by teachers and fostered in their learners”¹⁴.

¹⁴ KELLY Michael, GRENFLELL Michael, ALLAN Rebeca, KRIZA Cristine and MACEVOY William, European Profile for Language Teacher Education, A Frame of Referente, 2004.

6. HYPOTHESIS

6.1. GENERAL

The teacher's training and professional competencies are related to the learning of the English language with the students in 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

6.2. SPECIFIC

- ❖ The teacher's training affects the English Language Learning in the students in 8th, 9th, and 10th years of basic education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

- ❖ The teachers' professional competences are not enough to get a good English Language Learning with the students of 8th, 9th, and 10th years of Basic Education at "Catamayo" High School. Night Session. Academic Period 2009-2010.

7. METHODOLOGY

7.1. TYPE OF STUDY

The present research work is defined as a **no experimental** work because it is an educational theme and the researchers will not have the chance to manipulate the variables. They only will describe the object in the same way as it is represented in the reality and it will be developed through a critical analysis of the results in order to propose some alternatives of solution to the problematic found.

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1. METHODS

The main method that will be used in this project is the **scientific one** because it will let carry out a systematic and an ordered process to do a logic explanation of the relations that are established in the researched object and its variables which will let us to derivate some alternatives of solution to the found problem.

As particular methods we will use the descriptive, the analytical-synthetic and the explicative one.

The **descriptive method** will be used to describe the main results that we reached in the applied instruments and it will facilitate the description of the training that the teachers have received and the main competencies that

they have in their professional practice. It will also let us to research the relation of the teachers' training with the students' achievement in the English Language.

The **analytic-synthetic** method will be used to analyze the obtained results through the field instruments and to make the interpretation of the data and to establish the conclusions based on the results of major tendency. It will also help us to analyze the relation between the teachers' training and the students' learning of the English Language.

The **explicative method** will serve to explain the implicit relation of the variables established in the research object, to give our point of view according to the obtained results and to explain the theoretical referents about the teachers' training and the learning of the English language in the researched High School.

It's important to mention that the descriptive statistics will be used as a tool that will facilitate the representation of the data in tables and graphs that will let us the comprehension of the information.

7.2.2. TECHNIQUES AND INSTRUMENTS

In order to get the empiric information about the researched object we will use the following techniques and instruments.

A **survey** will be applied to the teachers of the English Language in order to know the training that they have received in the last years and their competences in the professional practice.

It also will be applied to the students of 8th, 9th and 10th years of basic education to know their achievement in the English Language Learning. It will be applied through a questionnaire that will be elaborated with closed questions about the indicators that will guide our research work. To apply the survey we will explain the purpose of the project and the intention of the survey to the actors so that they won't deny supporting in the development of this important work.

7.3. PROCEDURES

To make the present research work we will develop the following procedures:

7.3.1. TO PROCESS THE INFORMATION

After we have picked up the research instruments we will make the processing of the information that involves the following steps:

- ◆ The tabulation of the data making use of the descriptive statistics in the case of the closed questions and the criteria questions will be classified by categories in order to facilitate their interpretation. The tabulation of all the applied instruments will let us a contrast of the information and the analysis of one indicator since two points of view.

- ◆ The organization of the empiric information will be made according to the specific variables that will guide the classification of the questions by hypothesis.
- ◆ The Graphic representation of the empiric information in tables and graphs that will let us the visualization of the data easily, and the tendency of the indicators in each variable.
- ◆ The analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data will be necessary to check again the principles of the main categories developed in the theoretical frame.
- ◆ The formulation of conclusions will be done with worth judgments that will be derived from the analysis and interpretation of the data and they will be based on the specific objectives which have guided the investigative process.
- ◆ The verification of the hypothesis will be done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

- ◆ To elaborate the final report it is necessary to integrate all the components of the investigative process procuring logic integration among them; this will require a new revision of the theme, objectives, hypothesis and theoretical frame so we will get a good relation among them.

We also will take into account in the report the National University of Loja regulations about the Graduation requirements to deliver the research work.

7.4. POPULATION AND SAMPLE

The population that will help us in the field work is constituted by all the teachers that teach in 8th, 9th and 10th years of basic education, who are two and it is considered as a small population.

The students of 8th, 9th and 10th years of basic education are 295, this population is represented in the following chart:

Chart Nro. 1

POPULATION	Parallel "A"	Parallel "B"	"C"	TOTAL
8 th year of Basic education	44	45	42	131
9 th year of Basic education	46	44		90
10 th year of Basic education	36	38		74
TOTAL				295

The group believes that the population is a little big.

Therefore, the group has considered convenient to

take a sample using the following formula:

$$n = \frac{PQ \times N}{\frac{E^2}{(N-1) - 0,25} - \frac{K^2}{2}}$$

PQ = First quartil (0,25)

N= Population

n = sample

K = Constant of proportionality (2)

E = Error of sample (10%, 0,1)

$$n = \frac{0,25 \times 295}{\frac{(0,1)^2}{294 - 0,25} - \frac{(2)^2}{2}}$$

$$n = \frac{95,25}{\frac{0,01}{294 - 0,25} - \frac{4}{4}}$$

$$n = \frac{95,25}{294 (0,0025) - 0,25}$$

$$n = \frac{95,25}{0,485}$$

$$n = 196$$

Therefore we will apply the surveys to 196 students of 8th, 9th and 10th years of Basic Education who we show below. To do the sample distribution we will apply the following formula and the result must be multiplied by the total of each course.

$$n = \frac{n}{N}$$

$$N = 0,66$$

. CHART N 01

<i>COURSES</i>	<i>STUDENT'S POPULATION</i>	<i>PARALLELS</i>	<i>SAMPLE BY PARALLEL</i>	<i>SAMPLE TOTAL</i>
8th Year of Basic Education	131	A	29	88
		B	29	
		C	30	
9th Year of Basic Education	90	A	29	59
		B	30	
10th Year of Basic Education	74	A	24	49
		B	25	
TOTAL	295			196

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH WORK

8.1. RESOURCES

8.1.1. HUMAN

Research Group:

Marco Vinicio Paredes

Nelli Elizabet Lalangui

Teachers of 8th, 9th and 10th years of Basic Education

Students of 8th, 9th and 10th years of Basic Education

8.1.2. MATERIAL

Office material, books, copies, computer, printer, paper, folders and paper clips

8.2. BUDGET

-	Impression of the first draft	\$	100
-	Impression of the second draft	\$	200
-	Impression of the final work	\$	300
-	Unforeseen	\$	200
	TOTAL	\$	<u>800</u>

8.3. FINANCING

The expenses derived from the present work will be assumed by the research group.

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12. ANNEXES

TEACHERS' SURVEY

The present is a work that a group of Undergraduates of the English Language career of the National University of Loja, pretend to develop with the purpose of determining the influence of the teachers' training on the Learning of the English Language with the students' of 8th, 9th and 10th years of Basic Education at "Catamayo" High School Night Session. Academic Period 2009-2010, For that reason, we ask all your collaboration answering the present survey.

15. Which are your professional degrees?

Undergraduate	()	Licentiate	()
Doctor	()	Magister	()
Phd	()	Others	()

Explain:.....
.....

16. How do you consider your teacher's teaching?

- a) Varied
- b) Not very varied
- c) Not varied

Why:.....
.....

17. Tick the activities that you develop in your classes?

- a) Group work ()
- b) Role plays ()
- c) Pair work ()
- d) Read and follow the book's activities ()
- e) Using several resources ()

Others:.....
.....

18. What do you emphasize in your teaching?

- a. Grammar ()
- b. Vocabulary ()
- c. Skills ()

Why:.....
.....

19. How do you evaluate?

- a. Through tests ()
- b. Through checklists ()
- c. Through peer observation ()
- d. The teacher evaluates the student ()
- e. The students evaluate the teacher ()
- f. Self-evaluation ()

Explain:.....
.....

20. Which of the following resources does your teacher use to teach English?

- a. Computer ()
- b. Projector ()
- c. Videos ()
- d. Cd-rom ()
- e. None of them ()

Why:.....
.....

21. Do you incorporate research into teaching?

- a) Always ()
- b) Not very often ()
- c) Never ()

Explain:.....
.....

22. How do you believe your language management is?

- a) Fluent language ()
- b) Skills proficiency ()
- c) Limited Language ()

Explain:

.....

23. How do you catalogue your professional development?

- Very suitable ()
- Suitable ()
- Not very suitable ()

Explain:

.....

24. How do you catalogue your competences as Teacher?

- | | Good | Regular | |
|---|-------------|----------------|-----|
| | Bad | | |
| a) Knowledge activator | () | () | () |
|) | | | |
| b) Teaching methodology | () | () | () |
|) | | | |
| c) Assessment techniques | () | () | () |
|) | | | |
| d) Teacher as planner, organizer
and as resource | () | () | () |
|) | | | |

Explain:.....

25. What are your additional professional competencies?

- | | Skillful | Not | very |
|--------------------------|-----------------|------------|-------------|
| | skillful | | |
| a) Manage of technology | () | () | |
| b) Teacher as researcher | () | () | |
| c) Personal values | () | () | |

Others:

.....

26. How do you qualify your professional competences?

- a) Good enough ()
- b) Enough ()
- c) Not enough ()

Why:

.....

...

27. Do you think that there is a relation between teacher's professionalism and the student's outcomes?

- a) Close relation ()
- b) Little relation ()
- c) No relation ()

Why:

.....

...

28. What is the level of students' learning outcomes in the English Language in your High School?

- a) 20-19 Excellent ()
- b) 18-17 Very Good ()
- c) 16-15 Good ()
- d) 14-12 Regular ()
- e) 11-0 Insufficient ()

THANKS

STUDENTS' SURVEY

The present is a work that a group of Undergraduates of the English Language career of the National University of Loja, pretend to develop with the purpose of determining the influence of the teachers' training on the Learning of the English Language with the students' of 8th, 9th and 10th years of Basic Education at "Catamayo" High School Night Session. Academic Period 2009-2010, For that reason, we ask all your collaboration answering the present survey.

15. How good is your teacher as professional?

- a) Very good ()
- b) Good ()
- c) Not very good ()

Why?:.....

.....

16. How do you consider your teacher's teaching?

- d) Varied ()
- e) Not very varied ()
- f) Not varied ()

Why?:.....

.....

17. Tick the activities that your teacher develops in his/her classless?

- f) Group work ()
- g) Role plays ()
- h) Pair work ()
- i) Read and follow the book's activities ()
- j) Using several resources ()

Others:.....
.....

18. What does your teacher emphasize more in his/her teaching?

- a) Grammar ()
- b) Vocabulary ()
- c) Skills ()

Why:.....
.....

19. How does your teacher evaluate?

- a. Through tests ()
- b. Through checklists ()
- c. Through peer observation ()
- d. The teacher evaluates the student ()
- e. The students evaluate the teacher ()
- f. Self-evaluation ()

Explain:
.....

20. Which of the following resources does your teacher use to teach English?

- Computer ()
- Projector ()
- Videos ()
- Cd-rom ()
- None of them ()

Why:
.....

21. Does your teacher incorporate research into teaching?

- d) Always ()
- e) Not very often ()
- f) Never ()

Explain:.....
.....

22. How do you believe is your teacher's language management?

- d) Fluent language ()
- e) Skills proficiency ()
- f) Limited Language ()

Explain:
.....

23. How do you catalogue your English Teacher professional development?

- a) Very suitable ()
- b) Suitable ()
- c) Not very suitable ()

Explain:
.....
.....

24. How do you catalogue your English teacher's competences as Teacher?

		Good	Regular
		Bad	
e) Knowledge activator	()	()	()
f) Teaching methodology	()	()	()
g) Assessment techniques	()	()	()

h) Teacher as planner, organizer
and as resource () () ()

Explain:.....
.....

25. What are your English Teacher additional professional competencies?

	Skillful	Not	very
	skillful		
d) Manage of technology	()	()	
e) Teacher as researcher	()	()	
f) Personal values	()	()	

Others:
.....

26. How do you qualify your English Teacher's professional competences?

d) Good enough ()
e) Enough ()
f) Not enough ()

Why:
.....
...

27. Do you think that there is a relation between teacher's professionalism and the student's outcomes?

d) Close relation ()
e) Little relation ()
f) No relation ()

Why:
.....
...

28. What is the level of students' learning outcomes in the English Language in your High School?

- f) 20-19 Excellent ()
- g) 18-17 Very Good ()
- h) 16-15 Good ()
- i) 14-12 Regular ()
- j) 11-0 Insufficient ()

THANKS

CONSISTENCY MATRIX

THEME: TEACHERS TRAINING AND ITS RELATION WITH THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “CATAMAYO” HIGH SCHOOL, NIGHT SESSION. ACADEMIC PERIOD 2009-2010.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>GENERAL</p> <p>What is the relation between the teacher’s training and professional competencies and the learning of the English language with the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session?. Academic Period 2009-2010.</p>	<p>GENERAL</p> <p>To determine the relation between the teacher’s training and professional competencies and the learning of the English language with the students in 8th, 9th, and 10th years of Basic Education at “Catamayo” High School. Night Session. Academic Period 2009-2010.</p>	<p>GENERAL</p> <p>The teacher’s training and professional competencies are related to the learning of the English language with the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session. Academic Period 2009-2010.</p>		<ul style="list-style-type: none"> •
<p>SUBPROBLEMS</p> <p>What is the teachers’ training</p>	<p>SPECIFICS</p> <p>❖ To find out the effect of the</p>	<p>SPECIFICS</p> <p>The teacher’s training affects</p>	Teacher’s	<ul style="list-style-type: none"> • Training

<p>effect on the learning of the English Language with the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session?. Academic Period 2009-2010.</p>	<p>teachers’ training on the English Language Learning with the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session. Academic Period 2009-2010.</p>	<p>the English Language Learning in the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session. Academic Period 2009-2010.</p>	<p>training English Language Learning</p>	<ul style="list-style-type: none"> • Kind of Training • Specific Training • Professional Development • Frequency
<p>What are the teachers’ professional competencies in the English Language Learning of the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session?. Academic Period 2009-2010.</p>	<p>❖ To identify the teachers’ professional competencies in the English Language Learning of the students in 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session. Academic Period 2009-2010.</p>	<p>The teachers’ professional competencies are not enough to get a good English Language Learning with the students of 8th, 9th, and 10th years of basic education at “Catamayo” High School. Night Session. Academic Period 2009-2010.</p>	<p>Teacher’s professional competencies English Language Learning</p>	<ul style="list-style-type: none"> • Language competence • Teaching Competence • Skills and Strategies • Values • Research • Use of ICT