



**UNIVERSIDAD TÉCNICA PARTICULAR DE  
LOJA**

*La Universidad Católica de Loja*

**ÁREA SOCIO HUMANÍSTICA**

**TITULACIÓN DE LICENCIADA EN CIENCIAS DE LA  
EDUCACIÓN MENCIÓN INGLÉS**

**Factors that influence the English language teaching-learning  
process in Ecuadorian private high schools.**

**TRABAJO DE FIN DE TITULACIÓN**

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**CENTRO UNIVERSITARIO AZOGUES**

**2014**



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*Septiembre, 2018*

## APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Doctora.

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## DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools realizado por Sarmiento Pesántez, Mercedes Magdalena, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Julio de 2014.

f) .....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Sarmiento Pesántez, Mercedes Magdalena declaro ser autora del presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools de la Titulación de Licenciada Ciencias de la Educación mención Inglés, siendo la Doctora María Olivia Arias Córdova directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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## DEDICATION

I dedicate this work to my faithful friend, God for guiding me every moment. To my grandparents because they have always supported me unconditionally, and especially to my dear daughter Camilita Mishell who with her wishes and sweet words prompted me to continue steadfast in my convictions to get this important milestone in my life.

*Mercedes.*

## ACKNOWLEDGMENT

There are so many people I would like to thank. First, I would like to express my gratitude to Universidad Técnica Particular de Loja for its academic support. Next, I would like to thanks to Dra. María Arias for her help during the developing of this study. Finally, I would like to thank to my family for their unconditional support.

*Mercedes.*

## CONTENTS

PRELIMINARY PAGES .....	i – v
ABSTRACT .....	1
RESUMEN .....	2
INTRODUCTION .....	3 – 4
METHOD .....	5 – 6
DISCUSSION .....	7
- Literature Review .....	7 – 20
- Description, analysis, and Interpretation of Results .....	21 – 45
- Conclusions .....	46 – 47
- Recommendations .....	48
REFERENCES .....	49 – 50
ANNEXES	

## ABSTRACT

This research work intends to explain factors that influence the English language teaching-learning process in Ecuadorian private schools. The research was done in the province of Cañar in the city of Azogues, and in the province of Azuay in the city of Cuenca. Fifteen teachers and 15 students were selected as a sample.

For this research work, the qualitative and quantitative approaches were used. The qualitative methods was used for the narrative data in all of the process; and the quantitative research was used to obtain measurable and observable data on variables.

One main factor that affects the quality of English in language teaching-learning process in Ecuadorian private high schools is the number of students. Teachers require the use of teaching resources and methods from which the Communicative Language Teaching Method is mostly applied.

**KEY WORDS:** *English teaching-learning process, factors-influence, teaching methods and techniques, resources, lesson design, language proficiency, measurable.*



## RESUMEN

Éste trabajo de investigación intenta explicar los factores que influyen en el proceso de enseñanza aprendizaje del idioma inglés en colegios privados de Ecuador. La investigación fue hecha en la provincia de Cañar en la ciudad de Azogues y en la provincia del Azuay en la ciudad de Cuenca. Quince profesores y quince estudiantes fueron seleccionados como muestra.

Para éste trabajo de investigación, los métodos cualitativos y cuantitativos fueron usados. El método cualitativo fue usado para los datos narrativos a lo largo de todo el proceso; y el método cuantitativo fue usado para obtener los datos medibles y observables en variables.

Uno de los principales factores que afecta la calidad del proceso y aprendizaje del idioma Inglés en los colegios privados del Ecuador es el número de estudiantes. Por tal razón, los profesores requieren el uso de fuentes de enseñanza y métodos, entre los cuales el método Comunicativo es el más usado.

**PALABRAS CLAVE:** *proceso y aprendizaje del idioma Inglés, factores que influyen, métodos y técnicas de enseñanza, diseño de lecciones, materiales, medible.*

## INTRODUCTION

It is important to analyze the factors that influence the English language teaching-learning process, because many students enter the university with little or no English language knowledge and this is a problem in Ecuador. The factors causing this lack of knowledge should be investigated to find solutions to this problem and so to improve the English language level of students in Ecuador.

This research intends to reach the following objectives: Identify students' English level and their needs in the classroom. Determine the classroom conditions in which English lessons take place. Identify the characteristics of in-service English teachers, and determine institutional facilities and norms regarding quality education.

Some previous investigations were carried out related to this research such as: First, according to Saricoban & Sakisli (2006, p.1) "Teaching and learning a foreign language is a social process which requires the interaction of two important participants of the process, teachers and students, in a social environment"

Secondly, Richards & Rodgers (2001) say that the need to develop alternative methods of language teaching was considered as a high priority. The Natural Approach attracted a wider interest than some of the other innovative language teaching proposals.

Thirdly, Tuchman (2009) states that a tutor also needs to be aware of the importance of designing a lesson in order to help himself and the students to reach success in the teaching-learning process, and to create a nice environment to acquire the language. By following a plan to teach a lesson the tutor guides better the students in the educational process, because as everything in life it has to have a sequence of events.

The beneficiaries will be students, teachers, and investigators. This research study attempts to contribute as a source of information for future investigations.

In our country there is little research attention directed towards the factors English language teaching-learning process. In 1992, the Government declared as mandatory for high schools the study of English, in addition, the Government stressed the importance of teaching English in primary schools, but at this level, the English was not mandatory. Despite this, today there are still plenty of issues that need to be improved to achieve the desired proficiency level of our students.

Therefore, in order to meet students' needs, it is necessary to identify the right teaching methods, techniques, programs, for the purpose of identifying factors and futures that will help not only teachers but also educational institutions and authorities to plan and develop syllabus or curriculums that are led to meet and satisfy students' needs. If this is effectively applied, students will be willing to meet the world's needs.

The main limitations was the access to gather data in the educational institution because some participants were not willing to answer. In other words, teachers were not completely willing to help me by answering the survey as it was planned. For instance, the principal of one of the institutions did not allow me to carry out the research.

## METHOD

### *Setting and Participants:*

This research work was conducted in the urban area of the province of Cañar and an in the urban area of the province of Azuay. A sample of fifteen teachers of six private schools was interviewed. Fifteen students were interviewed as well.

Fifteen teachers and fifteen students were observed randomly. The interviews were done to teachers about how they teach the English language in the teaching-learning process, and the surveys were done to the students about how they feel learning the English language. Finally, fifteen interviews were done to the teachers about their English language proficiency in private.

### *Procedures:*

The first step to be carried out was gathering information for the literature review. The factors that influence the English language teaching-learning process in private high schools in Ecuador can be organized in two. External and internal factors. External factors: environment, relationship, context reward/punishment, and methods. Internal factors comprise perception, emotion, attitude, ability, motivation, and memory.

The quantitative method was used for the narrative data in all of the process. The purpose of this method is not only to study individuals and events in their natural setting, but also to present a natural and holistic picture of the phenomena being studied. The qualitative method was used as well for the narrative data in all of the process of this research work.

For the present research various sources were required such as: Human; team of professionals in the area of English, who have made up this research work to be carried out. Materials: research manual (guide), surveys, observations sheets, books, internet, phone, and a computer were used, too.

Then fifteen observations, fifteen surveys, and fifteen interviews were carried out too. Thus, to perform all these activities, official requesting authorizations were needed to the principals and to the teachers of each of the educational institutions. All these documents were provided by the Universidad Técnica Particular de Loja. After that, the decision to look for educational institutions to allow me to do this research was taken. The support of some teachers and the indisposition of others were obtained during the observations of their classes of the English language; however, the research work had been started. Some teachers were surveyed by email, because they had told me they had not had time to answer the questions in classes. The students had helped me with the research work and they had participated actively in the classes and in the interviews. Finally, the data was collected and the statistical graphs were done. Parallel to these activities the theoretical framework had begun. With the data that was obtained, the analysis, interpretation, and discussion had begun. The activity had proved to be somewhat difficult due to the complexity of the results.

Strategies that were used in order to carried out the analysis of results, interpretative and explicative relations were stablished and the experience of the researcher regarding the field of investigation.

## DISCUSSION

### Literature Review

There are two relevant factors that influence the English language teaching-learning process to have a better teaching of English in our country, Ecuador. The factors that influence the English language teaching-learning process can be organized in two. They are external and internal factors. External factors: environment, relationship, context reward/punishment, and methods. Internal factors comprise perception, emotion, attitude, ability, motivation, and memory.

#### *Importance of Teaching English as a foreign language in Ecuador*

Krainer (1999) states that Ecuador is a small country in the Andes. It is located in the northwestern part of South America and it is divided in four natural regions: the Amazonia, the Highlands, the Coast, and the Galapagos Islands.

It is very relevant to teach English as a foreign language in Ecuador, because English is the language of the today's world. If a person does not know English, he stays back with respect to having a better future not only for himself, but also for his family. English is the language of today's world in several relevant fields in life such as education, politics, science, technology, and medicine. That is why if a person wants to be involved in the development of today's world he has to learn English. So it is very important to tell the students about the relevance of English in order to have success in life.

#### *Teaching Methods*

Richards (2006) says that Communicative language teaching can be understood as a set of principles on the objectives of language teaching. In planning a language course, decisions have to be made about the content of the course, including decisions about what vocabulary and grammar the tutor is going to teach,

and to whom he is going to teach (beginners, intermediate, or advanced), and what skills and micro skills the tutor is going to teach, and in what sequence. Decisions on these issues belong to the fields of program design and course design. In Situational Language Teaching language was taught by practicing basic structures in meaningful situation-based activities.

Richards & Rodgers (2001) say that The Natural Approach came from changing educational realities in Europe. The need to develop alternative methods of language teaching was considered as a high priority. The Natural Approach attracted a wider interest than some of the other innovative language teaching proposals. The Natural Method is another term for what by 1900 had become known as the Direct Method.

Nesterenko (2001) states that The Natural Approach is very useful to teach, because it allows students to use their English in a real ways according to the situations they are involved in. Such as; shopping, listening to the radio, eating in a restaurant, travelling and so on.

In the Natural Approach, according to Nesterenko (2001) the students move through what Krashen and Trell call the three stages: the preproduction stage, the early production stage, and the last stage is one of extending production into longer stretches of discourse involving more complex games, role-plays, open-ended dialogues, discussions, and extended small-group work.

The Total Physical Response Method is used to make the students to do a lot of listening and then they respond with physical movements. When a tutor uses this method, the students use their right brain.

Asher (1977) states that language classes were often a locus of too much anxiety, so he wished to devise method that was a stress-free as possible, where

learners would not feel overly self-conscious and defensive. The TPR classroom, then, was one in which students did a great deal of listening and acting. The teacher was very directive in orchestrating a performance: “the instructor is the director of a stage play in which the students are the actors.”

Richards & Rodgers (2001) say that the phrase Whole Language was created in the 1980s by a group of American tutors worried in the teaching of language arts, that is to say, reading and writing in the native language. To teach to learn to read and to write in the first language is a very active educational enterprise around the world, and, like the field of second language teaching, it has led to several, varied, and at times competing approaches and methodologies. The theory of the Whole Language Approach says that English has to be taught as a whole.

Nesterenko (2001) states that the Grammar Translation Method means that a language is taught using the mother tongue without giving too much relevance to the target language, in our case English. Some of the characteristics of the Grammar Translation Methods are the following: a) A lot of vocabulary is taught in the form of lists of isolated words. b) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue. c) Little or no attention is given to pronunciation.

Giving instruction to the students with respect to what to do in a classroom to acquire the language is very important, because as in everything we need to have some instructions to follow to fulfill successfully any activity.

Providing feedback to the students is also another very important activity. When tutors provide feedback to the students, they not only help the students to acquire the language, but also they help them to recall what they have learned before.



Setting a time to carry out any activity is also very relevant, because it is not possible to have success if tutors and students do not set a specific time to do activities. Setting a time is something that tutors and students need to be aware of along the teaching and learning process.

### *Managing Learning*

Rcigcluth and Khan (1994) state that tutors must analyze important aspects which are advances in technology, coupled with the changes of society. These massive changes have tremendous impact on our educational and training systems. Participants in this educational and training paradigm, require rich learning environments supposed by well-designed resources. They expect on-demand, any time anywhere high-quality instruction with good support services. To stay viable in this global competitive market, providers of education and training must develop efficient and effective learning systems to meet society's needs.

Rosenberg (2001) states that, "Internet technologies have fundamentally altered the technological and economic landscapes so radically that it is now possible to make quantum leaps in the use of technology for learning." Successful management is a key factor contributing to a constructive classroom environment. While considerable effort and attention has been directed to the development of teachers' instructional roles, less emphasis has been placed on knowledge and skills required for management and discipline. This is partly related to teachers' varied conceptions of what "classroom management" means. Their first point of reference in defining the concept is their own experience of schooling and personal growth, and particularly the culture which nurtured them. The culture in which they grew up provides the foundation for their social and moral values which can be shared and

communicated, and it contributes to the development of a common language related to management and discipline.

### *Lesson Design*

According to Tuchman (2009) a tutor also needs to be aware of the importance of designing a lesson in order to help himself and the students to reach success in the teaching-learning process, and to create a nice environment to acquire the language. By following a plan to teach a lesson the tutor guides better the students in the educational process, because as everything in life it has to have a sequence of events.

Teaching English as a Foreign Language requires a great deal of patience, and some careful planning. The purpose of any lesson in education is to teach something new to the learner. For the EFL teacher, it may be a new set of vocabulary, syntax or grammar. Whatever the subject, a tutor needs a guide to help himself with the time management. Here is a 4 step guide to lesson planning for ESL students.

1. Introduction, warm-up, revision.
2. Presentation.
3. Practice.
4. Production

### *Class size (number of students)*

Robert & Mester (2007) say that a very relevant feature that needs to be taken into account is the number of students. At this point, the tutor needs to have the ability to deal with the number of students in a classroom. Sometimes tutors face in a classroom with a lot of students and sometimes with few students. When he has more students than the physical space (the classroom) is comfortable to, he faces some difficulties to teach the language. For instance, it is not easy at all to control to all the

students, because while tutors are guiding some students others are playing, making noise, or simply doing nothing. But anyway tutors have to be enough creative and smart to manage that situation to make participate all the students in the teaching-learning process to have success. Sometimes it is an advantage to have a small number of students in a classroom, because in that environment tutors can guide the students better to acquire the language by making all of them to participate actively. Tutors also can use or apply methods, approaches, techniques, and strategies that with a big number of students they cannot. For instance, with a big number of students tutors cannot use dialogues, because it is going to take a lot of time to make all the students to read and role play their dialogues; on the other hand, it is possible to do with a small number of students.

#### *Classroom Space and Seating Arrangement*

Mester (2007) reports that tutors should not be too quick to give up themselves with respect to have a big number of students in a classroom. One teacher, for instance, developed a rotating seating chart. She had observed that certain seats in the room were "dead spots" because the students seated there had a poor view of the demonstration table at the front of the room. Certain other seats, however, were known to encourage the holders to be more attentive and responsive because of their bird's-eye view of the demonstration table. The teacher adjusted to this constraint by numbering the seats and establishing a regular rotation so line of sight, moves the students, or both.

Tutors also need to make the difference if sometimes there is not enough space to teach or to move the chairs. They need to be creative. In this case, tutors are the ones who need to move around the class checking if the students are working.

When a professor moves around the class, he not only gets in touch with the students, but also checks students' development in the teaching- learning process.

The classroom environment has a very important influence in the teaching-learning process. When we say classroom environment, we mean the factors that influence in the classroom to teach and to learn. We talked a bit about them in the above paragraphs.

Intrinsic and extrinsic motivation also play a very important role in students' studies along their lives. We can see it if not by close or personal experience, but by others' experience. If students are motivated they have success in their studies, and when they do not, they just simply fail in their studies.

#### *Classroom Teaching Resources*

According to Tessa Woodward (2012) a particular problem here can be when the chairs and tables are fixed to each other and screwed to the floor in long rows. It means that the students only see the back of their classmates. A helpful book to look at here is Nolasco and Arthur 1988. These authors report a range of suggestions about what to do in this sort of situation. There may be no boards or display surfaces at all, or they may be too small, in the wrong place or not the type you like. Here a possible solution.

In a small class tutors can simply write on paper and gather people close enough so that they can see what they have written.

Tutors can use individual handouts and reusable packs of materials, and use dictation activities so that students themselves write down the things they need to have on record.

### *Classroom Observation (institution monitoring)*

Being in the classroom as an observer opens up a range of experiences and processes which can become part of the raw material of a teacher's professional growth.

According to Wajnryb (1992) observation is a multi-faceted tool for learning. The experience of observing comprises more than the time actually spent in the classroom. It also includes preparation for the period in the classroom and follow-up from the time spent there.

### *Students' Motivation*

Brophy (2010) states that motivating students to study English is perhaps the most difficult challenge that a tutor faces in the teaching-learning process. Not all students in the classroom are going to be motivated to study English because the majority of time they don't want to be in classes at least in English classes for many reasons. For example; students think English is not necessary. They also think English is a very difficult language to be learned, or simply students do not want to learn it. However, this doesn't mean that because they don't want to be in classes we should give up on them. That is the last thing we can do.

### *Learning Styles*

Every student around the world is a unique person with his own desires, feelings, emotions, dreams, goals, and hopes in life. Being a student it does not mean that tutors have to treat and teach them at the same way all the time.

Minkler (2008) says that each student has a place in the cycle where he is most comfortable in. But even though different students prefer different places in the cycle, it is important for all students to go through each of the four steps in the cycle.

To help explain the characteristics of people who prefer different places on the cycle, educator Bernice McCarthy has given them names.

Imaginative Learners easily share from their past experience, providing a context for learning.

Analytic Learners need to learn something new in the lesson.

Common Sense Learners need to see if what they learned makes sense now.

Dynamic Learners find creative ways to use what they have learned. Students learn different things in different ways (Multiple intelligences).

### *Language Aptitude*

Rod (1999) states that Language Aptitude refers to the capacity students have for learning languages. This ability is often evaluated using formal aptitude tests, which predict the degree of success the candidate will have with a new language. Aptitude tests vary but many include evaluation of ability to deal with sounds, grammatical structures, infer rules, and memory.

According to Gardner and McIntyre (1992) the factors responsible for individual differences in L2 acquisition are divided into two broad classes; affective and cognitive. Language aptitude is viewed as a cognitive factor. Carroll (1981) states general aptitude as “capability of learning a task” which depends on some combination of more or less enduring characteristics of the learner.

Some previous studies have been developed to present an idea of how English is taught in different countries in the world. These studies also tell us about the level of the students and the methodologies teachers use to teach their lessons.

Murali (2009) reports that the principal objective of this course in India is to help students to develop listening skills for academic and professional purposes.

1. To help students acquire the ability to speak effectively in English in real-life situations.
2. To inculcate reading habit and to develop effective reading skills.
3. To help students improve their active and passive vocabulary.
4. To familiarize students with different rhetorical functions of scientific English.
5. To enable students write letters and reports effectively in formal and business situations.

Here we have as participants Indian students from different schools, high school and universities.

According to Murali (2009) in Indian schools, the teaching-learning process is checked up by the teacher. Repeated class tests and examinations are carried out. Different methods are applied to improve teaching in case of negative results. At college levels also the same traditional method of examinations is used.

In India 75% of the students are from rural areas, and they are coming through regional language, medium schools. So they have a poor educational background. Government and educational authorities must find out solutions to have better Indian students, and a better Indian society.

There are lots of factors that affect the teaching-learning process in India. The students in India can be categorized in two. One is having the regional language as a medium of study from the primary level. The other is having English as a medium of study. Consequently, the problem of teaching English as a second language, to the Indian students starts from the pre-schooling.

Marcellino (2005) states that many teachers still use the audio lingual method in English speaking classes, an approach that has a different set of tenets and beliefs from that of school based curriculum. As a result, teachers use a lockstep approach

that consumes the whole class time—drilling and reinforcing a dialogue. Teachers frequently use Indonesian language to discuss the topic and, to some extent, to explain the grammatical rules of the Target Language (TL). The reason why they speak the Bahasa Indonesia (Indonesian language) is that their command of English is poor.

Chang (1990) reports that the educational system in Iran is divided into three cycles: five years of primary school, three years of middle school, and four years of high school.

Learning English as a required course starts at the second year of middle school and continues up to the end of high school. However, due to different factors, such as the content of the textbooks, teachers' methodology and the evaluation system, high school students do not learn much English. This is because in Iranian high school and university English classes a lot of attention is paid to memorizing vocabulary, learning grammatical rules and translating written texts while oral skills are neglected. Furthermore, the students are seldom exposed to English language outside EFL classes. As a result, those students who are interested in learning English in an advanced level usually attend private language institutes but even this group of learners, as they do not have a chance to use English in real-life contexts, cannot communicate effectively.

One hundred ninety-six male and one hundred seventeen female students from two postsecondary institutions in Iran, Shiraz University and Shiraz Open University, participated in the study. The setting is two postsecondary institutions in Iran.

Three intact classes were randomly selected from each institution. All students in these classes participated in the experiment. The participants were all



English majors. All participants were native speakers of Persian ranged between 18 and 25 years.

The results confirm Wharton's (2000) observation Singapore that the kind of learners and the context of learning play a role in the choice of learners' strategies. A high level of proficiency has been associated with an increased use of both direct and indirect strategies.

According to Johnston (2005) the nature of the mental activity that underlies language learning is widely debated among child language experts. One group of theorists argues that language input merely triggers grammatical knowledge that is already genetically available. The opposition argues that grammatical knowledge results from the way the human mind analyzes and organizes information, and is not innate. This debate reflects fundamentally different beliefs about human development and is not likely to be resolved. However, there are at least two areas in which there is a substantial consensus that can guide educators and policy-makers: (a) the predictability of the course of language acquisition; and (b) its multi-determinate nature. The participants in this study were two year children from Canada.

There is considerable agreement that the course of discussion reflects the interplay of factors in at least five domains: social, perceptual, cognitive processing, conceptual, and linguistic. Theorists differ in the emphasis and degree of determination posited for a given domain, but most would agree that each one is relevant. There is a large body of research supporting the view that language learning is influenced by many aspects of human experience and capability.

The observable "facts" of language development are not in dispute. Most children begin speaking during their second year and by age two are likely to know

at least 50 words. The same they use in creating short phrases. Once vocabulary size reaches about 200 words, the rate of word learning increases dramatically and grammatical function words such as articles and prepositions begin to appear with some consistency. During the preschool years, sentence patterns become increasingly complex and vocabulary diversifies to include relational terms that express notions of size, location, quantity and time. By the age of four to six or so, most children have acquired the basic grammar of the sentence. From that point onward, children learn to use language more efficiently and more effectively. They also learn how to create, and maintain, larger language units such as conversation or narrative. Although there are individual differences in rate of development, the sequence in which various forms appear is highly predictable both within and across stages.

Creswell (2004) reports that the objective of this study is to identify the relationship between current proficiency in English and parental income among the Chinese students in Johor Bahru. Hypothesis 1: There is no significant relationship between current proficiency in English and parental income among the Chinese students in Johor Bahru. Objective: To identify the relationships between current proficiency in English and the factors such as parental influence, peer influence, teacher influence and personal attitude among the Chinese students in Johor Bahru. Hypothesis 2: There is no significant relationship between current proficiency in English and parental influence among the Chinese students in Johor Bahru. Objective: To identify the relationship between student perception towards learning English and the factors such as parental influence, peer influence, teacher influence and personal attitude among the Chinese students in Johor Bahru. Hypothesis 3: There is no significant relationship between student perception towards learning English and parental influence among the Chinese students in Johor Bahru.

The target population was all the students studying for a diploma in Southern College.

The survey design is employed to fulfill the purpose of this study. A survey is to obtain self-reported information about the attitudes, beliefs opinions, behaviors and other characteristics of a population.

A quantitative approach was used in this research study. A quantitative research explains and predicts the probable relationship between the independent and dependent variables. This study examines and tests the predicted relationship among the variables in the social cognitive theory. The questionnaire is developed by modifying a few examples located through literature reviews. Changes were made to fit the requirements to the study of English proficiency in Chinese students.

The results show that 27 SPM students and 18 UEC students (38 percent) have grade C. 17 SPM students and 9 UEC students (22percent) got grade D. C and D are considered on the lower average in English achievement scale. Only 12 SPM students and 4 UEC students (13 percent) achieved good results with grade A and 11 SPM students and 10 UEC students (17percent) achieved a B grade. 4 SPM students and 7 UEC students (9 percent) failed the English paper in the exams.

Another area for future research could be to determine the factors that contribute to English proficiency among the other races in Malaysia. The other races in Malaysia especially the Malays also have issues with the low proficiency of English among their young people. It would be interesting to discover if the Malays and the Chinese have more in common than they think.

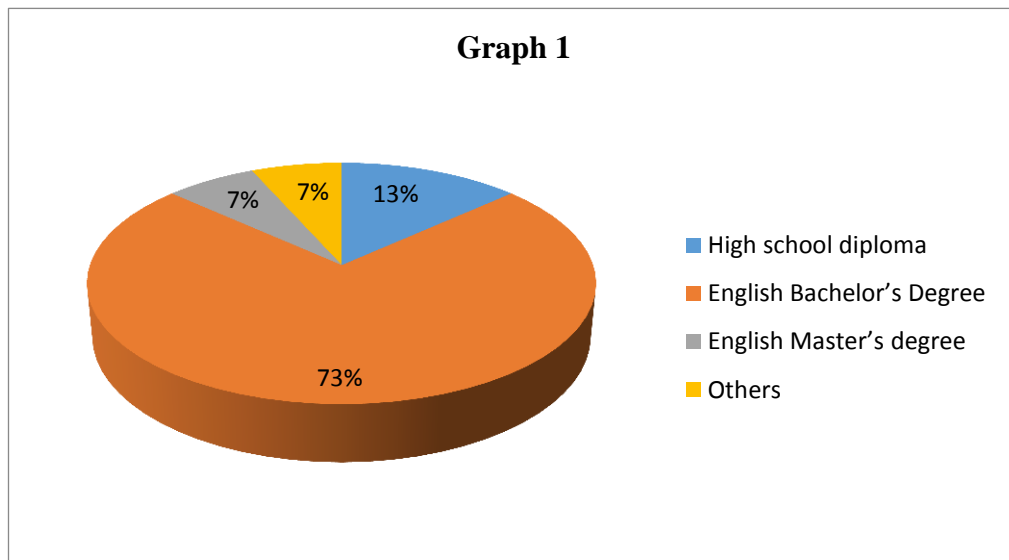
## Description, Analysis, and Interpretation of Results

This section intends to describe the results obtained from students and teachers of six private high schools in the provinces of Cañar and Azuay. In order to get information of “Factors that influence the English language teaching-learning process in Ecuadorian private schools”. Three instruments were used: (1) observation sheets (2) a student’s questionnaire (3) a teacher’s questionnaire. The teacher’s questionnaire with closed and opened-ended questions was applied to 15 English teachers.

### *Quantitative Analysis*

#### *Factors Concerning Teachers*

*Which level of education do teachers have?*

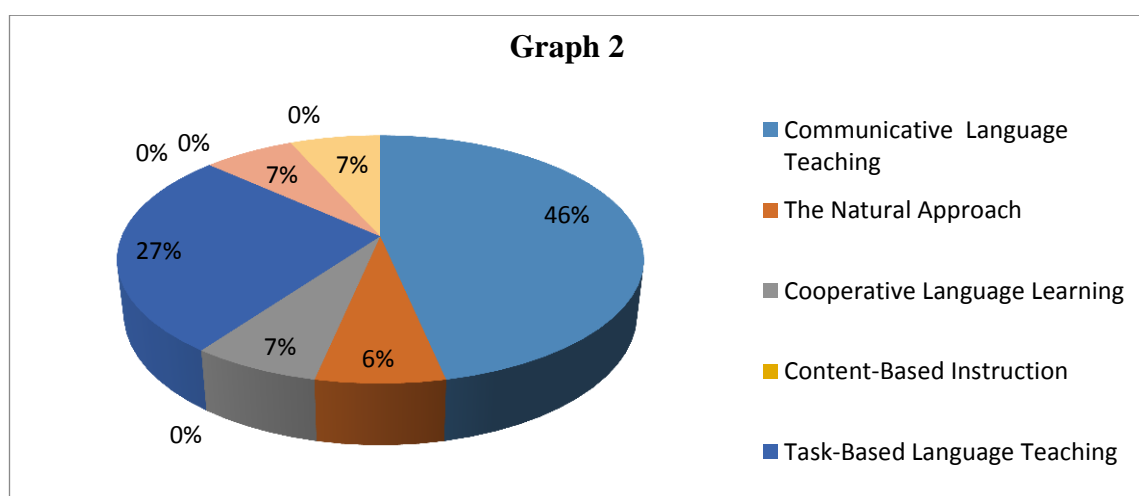


Author: Mercedes Sarmiento  
Source: Teacher’s Questionnaire

Graph 1 shows that the 73% of the teachers who were interviewed have Bachelor's degree. The rest are divided in the following levels; 13% have high school diploma, and the missing 14% is divided in 7% of them hold a Master's degree and the other 7% hold diplomas in others fields.

The data given above confirm that teachers are well prepared to facilitate or guide students to learn English as a foreign language throughout the teaching-learning process in order to reach students' goals. Teachers holding a Master degree in Education have the advantage of having a wider knowledge in education in EFL teaching. Finally, some teachers have others levels of education. As a consequence, the results gathered through this research are satisfactory because most of the participants in this educational and training paradigm are well prepared and have the right tools to successfully meet students' needs, thus effectively leading students into today's world of English in several relevant fields such as education, politics, science, technology and medicine.

*Which of the following methods were used in the observed classes?*



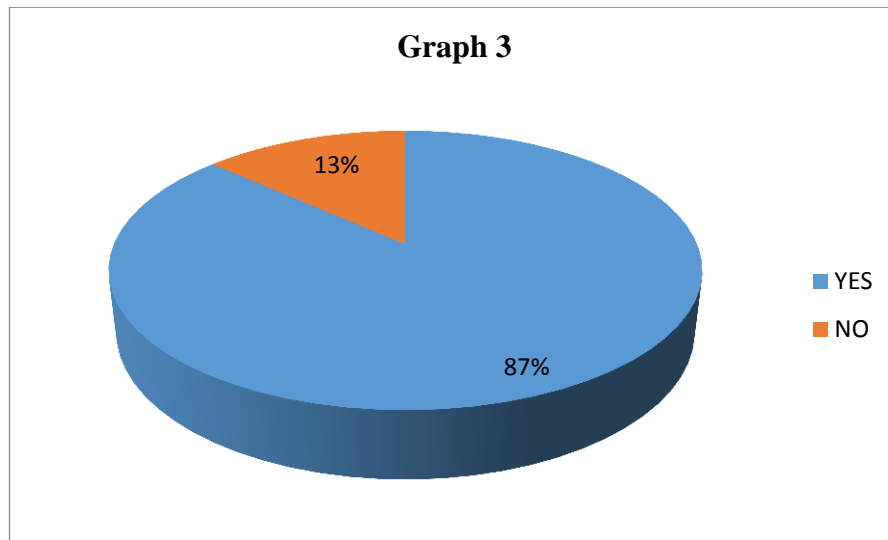
Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 2 shows that Communicative Language Teaching is used by 46% of the teachers interviewed. Next, Task Based Language Teaching is applied by Twenty seven percent of the teachers. This makes the teaching-learning process more interesting and useful, because students want to and like to practice their English. Other methods that were used in the observed classes are Cooperative Language Learning, seven percent.

Cognitive Academic Language Learning, 7%. Content-Based Instruction, 7%, and the natural Approach, 6%. This would be much better if teachers explain to the students less than they make them to practice and if they would make students to practice more than they explain to the students. For instances, if both Cooperative language learning and the natural approach were used most frequently, students would be allowed to use their English in more real life situations.

Nesterenko (2001) claims that students will be able to apply and use their English in real-life situations according to the circumstances they are involved in if the Natural Approach were used more frequently in teaching. Thus moving students through what Krashen and Trell call the three stages: the preproduction stage, the early production stage, and the last stage is one of the extending production into longer stretches of discourse involving more complex games, role-plays, open-ended dialogues, discussions and extended small-group work. These last ones can be successfully achieved if Cooperative language Learning Strategies' techniques are applied; as a result of it, creating a community learning environment where students learn from each other. In brief, students will have more opportunities to use the language in a meaningful way in class if conducting communicative task-based activities are applied in every class.

*Do teachers use whole- group activities to teach their lessons?*



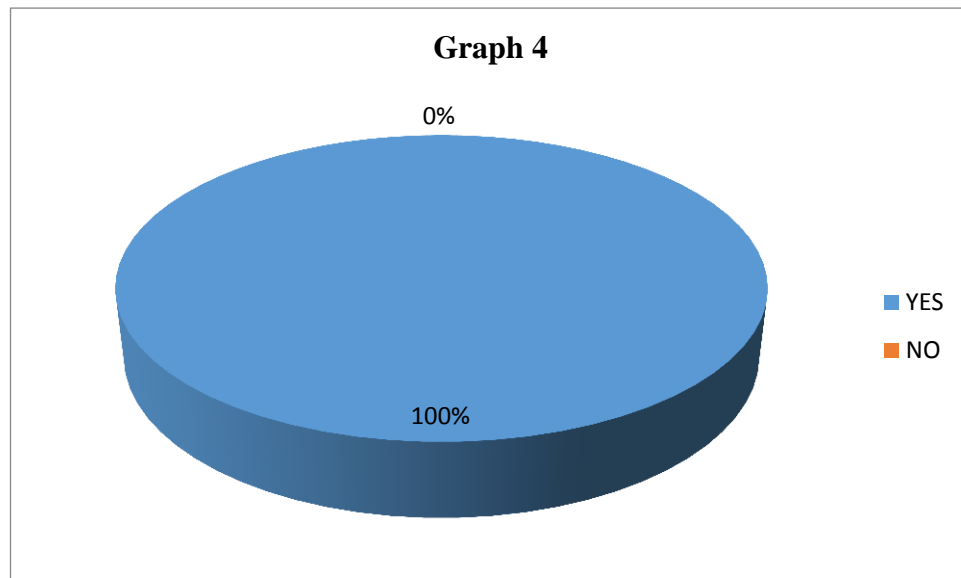
Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 3 shows that 87% of the activities used in the classes are whole group activities, while a 13% of the activities used in the classes are not. When whole-group activities are used in class, students will be allowed not only to learn or to create their knowledge as a whole group, but also students will be allowed to share ideas, opinions, and feelings. As a result of it, students' previous knowledge will be activated, hence helping them to take decisions or to do a work as a group.

Recent researches have shown the Whole Class activities, especially the ones that involve dialogue, the importance of the link between spoken languages, learning and cognitive development ( Mercer, Wegerif & Dawes, 1999). Through using language and hearing how others use it, students become able to describe the world, make sense of life's experiences and get things done themselves; in other words, without guidance of the teacher students will be able to learn and use the target language as a tool for communicating and thinking. In brief, if teachers want a

discussion-based class, the more teachers get students talking to the whole class, the more comfortable they will be talking latter.

*Do teachers use individual activities to teach their lessons?*



Author: Mercedes Sarmiento

Source: Teacher's Questionnaire

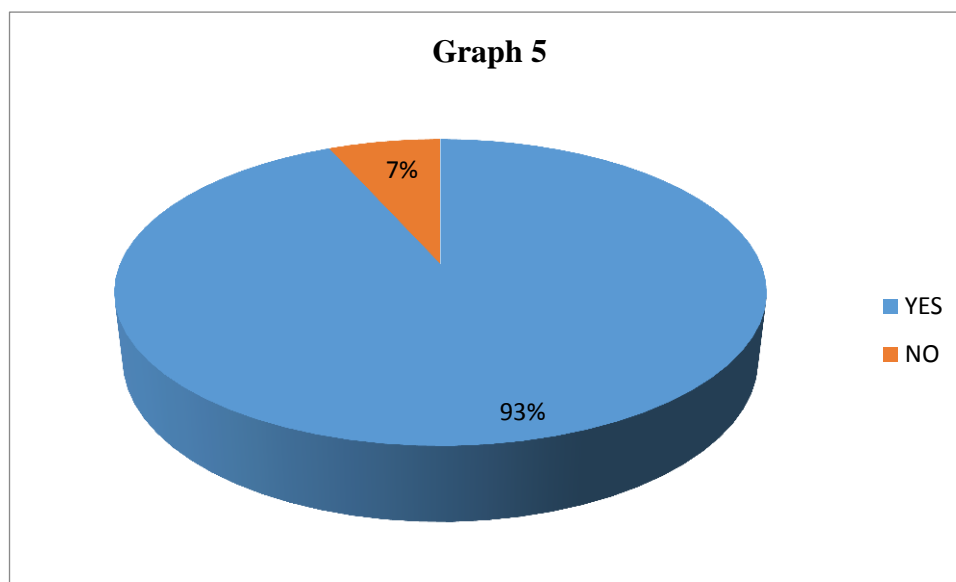
The previous graph shows that 87% of the activities used in the classes by teachers to teach their lessons were whole group activities; nonetheless, graph 4 shows that individual activities are used all the time; in other words, 100% of the activities used during this classes were focus on individual activities. In fact, whether using whole group activities or individual activities, depends on the kind of work teachers want their students do to create or to acquire knowledge. Therefore, lesson plan is crucial in order to give or provide students individual activities because every single student is a unique person with his own desires, feelings, emotions, goals, and hopes in life.

The results showed in graph 4 confirm what Minkler (2008) says that each student has a place in the cycle where he is most comfortable in. This is why multiple



intelligence has to be taken into account when individual activities are planned because students learn different things in different ways.

*Do teachers use group work activities to teach their lessons?*



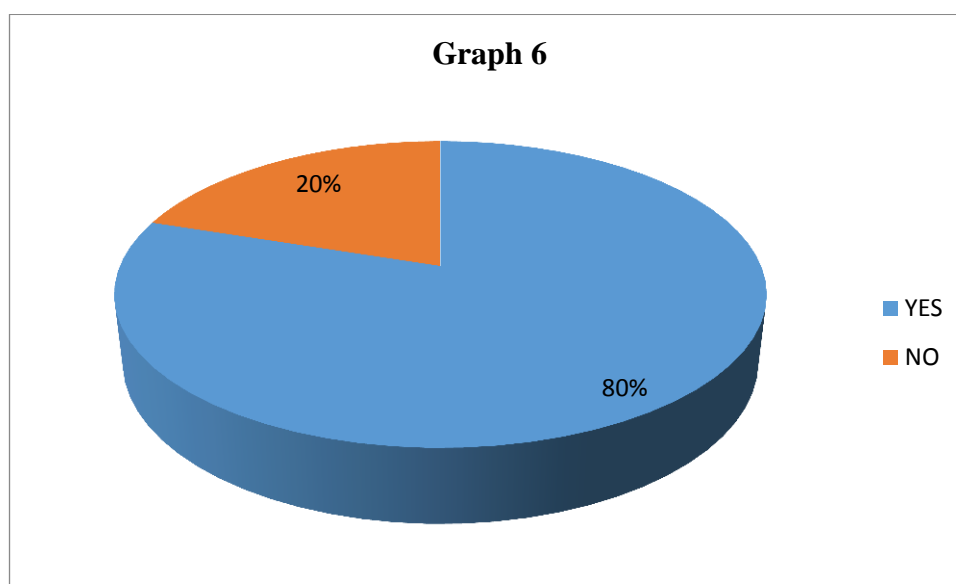
Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 5 shows that different group activities are used or applied to teach lessons. For instance, in the two previous graphs (3 and 4) shown that whole group activities and individual activities are used in class; however, in this graph it is disreputable that work group activities are used in a great percentage, 93%, to teach lessons. Indeed, different class activities are picked out based not only on the type of activities teachers want their students to do, but also in the kind of task and evaluation in which the students are working on in the classroom in order to acquire or create their knowledge.

According to Chastian (1988) states that using group work activities is of a good strategy if they are used at the right time in the right way. Some of the good reasons for using group work activities are: students will have more speaking time, improve

their speaking skills, cut down on embarrassment, have fun, error correction, improve their fluency, and get to know each other better, among others. All of the above will help to make the atmosphere in class nicer, and the communication between students and teachers in all classroom activities will be more natural.

*Do teachers use English most of the time in their classes?*



Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

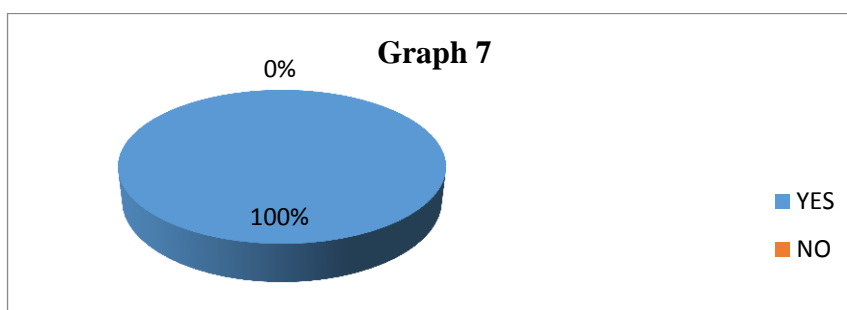
Graph 6 shows that spoken English is greatly used in class. In fact, 80% of the teachers use English most of the time in the classroom to teach their lessons, while twenty percent of them do not use English most of the time in order to facilitate the learning process to be much easier for students to understand and grab new words or information. How much spoken English is used in classrooms depends on several factors. For example, students' level, lessons, tasks, and so on.

The results gathered through this question "*Do teachers use English most of the time in their classes?*" have a lot in common with the information given by Chastain (1988). He states that using English in class is worthy if it can be done successfully

and without too much difficulty; nonetheless, there are some times when using the students' own language is the best option because an explanation in English could easily confuse our students, especially when the word or phrase is unfamiliar to them. In fact, an advantage of using student's own language is that the situation or the lesson can be explained more quickly and without much effort, thus saving time for more practice.

According to Chastain (1988), "Second Language learners, must first learn to understand the spoken language they hear. Listening is regarded as a receptive skill, in that the listener is receiving messages from the speaker. The main resources receive by students come from the teacher who may use English as a communicating skill for instructions." Therefore, from the perspectives of language learning and communicating in real language situation, it benefits students in Learning English for teachers to use English in class. In brief, if spoken English is used most of the time in classes, it will give students more practice in listening and responding in the target language, thus helping students pick up words and expressions beyond the language of the book.

*Do teachers plan their lessons?*



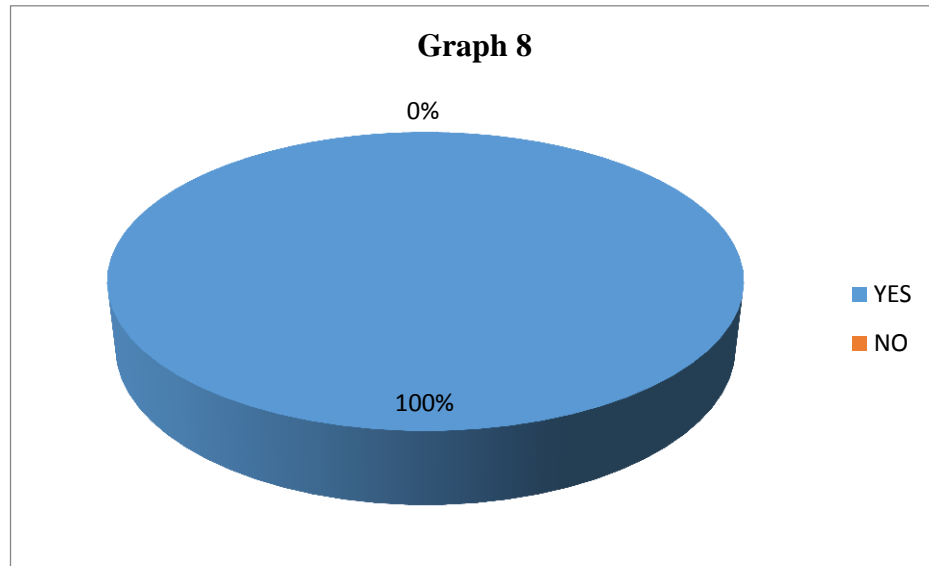
Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 7 shows that 100% of the lessons are planned in advance. This was clearly noticed during my observation classes, because a well-planned and organized class plan was followed by the teachers from the very beginning of the classes to the end of them. The presentation of the classes was well done, followed by different interesting activities to practice what the teachers had explained. Then, activities such as, grammar and readings were reviewed, and finally a brief and interesting feedback was provided, thus guaranteeing that the topic, lesson or unit was clearly understood. To sum up, when a lesson is planned, teachers not only have an order to follow to present, develop, and finish the class, but also they make it more interesting and useful for the students.

According to Tuchman (2009) a teacher needs to be conscious of the importance of designing a lesson in order to help himself and the students to reach success in the teaching-learning process, and to create a nice environment to acquire the language. In other words, following a plan to teach a lesson will help the teacher guide better the students in the educational process, thus successfully achieving not only the objectives but the goals.

Setting goals for each class and sharing them with the students will provide a roadmap for them because when learning objectives are clear for students it makes easy for them to distinguish among different types of knowledge, focus on important details, balance their independence learning with teachers' guidance; as a result of it, students will increase their ability to guide their own learning.

*Do teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons?*



Author: Mercedes Sarmiento

Source: Teacher's Questionnaire

Graph 8 shows that aspects such as discipline, timing, feedback, and instruction are carefully considered when teaching a lesson. This graph shows that the 100% of them consider discipline, timing, feedback, and instruction to teach their lessons. It was noticeably observed that all the aspects mentioned above were taken into great consideration when teaching, because there was no sign of indiscipline by the students, in contrast, all of them were paying attention to the teachers and to the classes. Taking about timing, the forty five minutes were well distribute and managed in order to accomplish with all the different aspects and activities planned for the class. Most of the classes started by presenting the topic, made the students to practice, reviewed the activities, and provided feedback. Time was well managed by the teachers. In brief, when teachers take into account factors such as discipline, timing, feedback, and instruction to teach their lessons, they make classes more

interesting and understandable for the students. Thus, creating a good environment to facilitate the learning process to be successful.

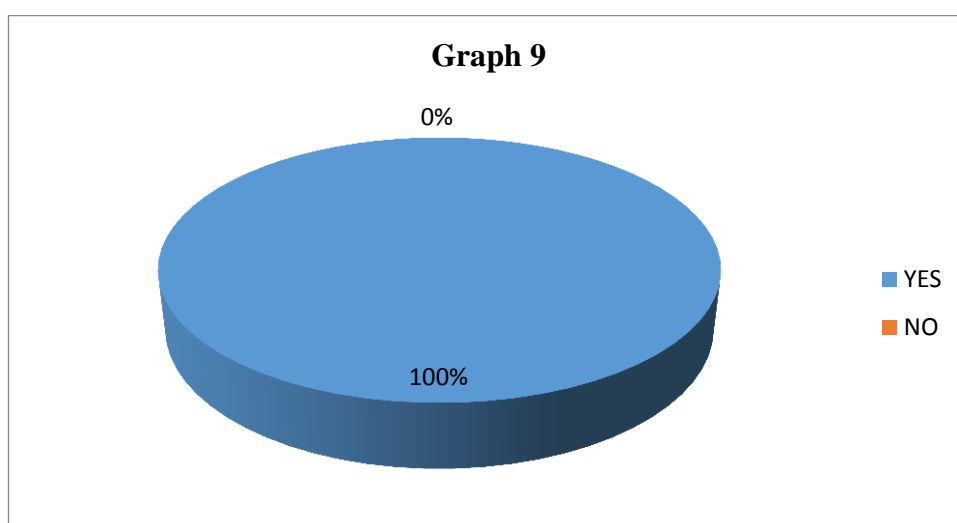
Nesterenko (2001) states that is crucial that instruction have to be given to the students with respect to acquire the language, because as every single process we need to have some instructions to follow to fulfill successfully any activity.

Providing formative feedback will allow students to modify their thinking or approaches to studying to improve their learning; in other words, when teachers provide feedback, they not only help the students to acquire the language, but also they help them to recall what they have learned before.

Setting a time to carry out any activity is crucial because it is not possible to have success if teachers do not set a specific time for each of the different class activities. In short, setting a time is something that tutors and students need to be aware of along learning process.

#### *Factors Concerning Students*

*Do teachers consider students' needs to teach English successfully?*



Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

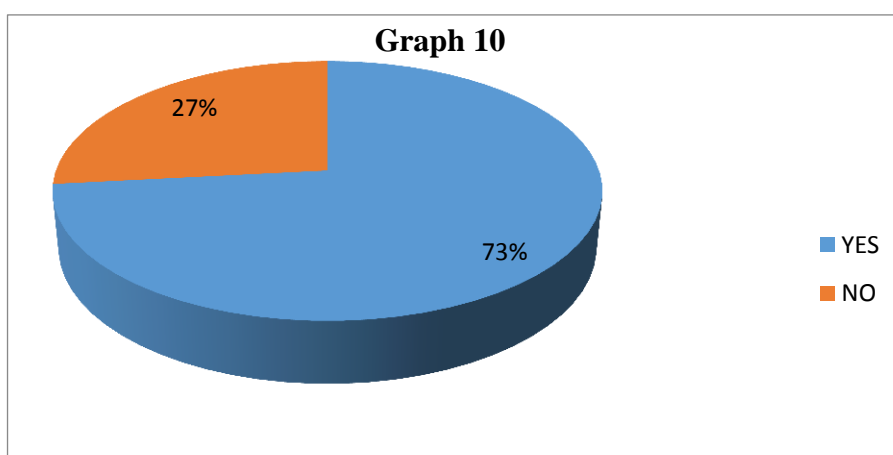
Graph 9 clearly shows that students' needs are taken into account in order to teach English successfully. During the observation classes, it was easy to see how students' needs were carefully collected and analyzed in order to know which method or strategy would work better for the lesson to be achieved successfully. In fact, teachers do their best in order to teach the second language efficaciously. For example when a new topic was about to be taught they spoke clearly and slowly to make it more comprehensible with the final objective of making it useful to the students according to their needs. Indeed, teachers used extra materials such as: flash cards, posters, gestures, miming, and so on.

Westerfiel (2010) states that in the needs assessment process, the teacher does his/her best to find out information about the needs and wants of the learner, and the context in which the learning will take place. To be more clear, a Target Situation Analysis has to be conducted in order to find what does the learner need to be able to do with the language in the future, a Present Situation Analysis to see what can the learner do with the language now, and Context Analysis to find what is the environment in which the learning will take place. Thanks to this process, the teacher will be able to design a task-based course curriculum that meets the needs of the students.

When trying to meet student's needs is important to take into account what Brophy (2001) states in his book. He says that motivating students to study English is perhaps the most difficult challenge that a tutor faces in the teaching-learning process. Not all students in the classroom are going to be motivated to study English because the majority of time they don't feel like being in a classroom at least in English classes for many reasons. For example; students think English is not

necessary. They also think English is a very difficult language to be learned, or simply students do not want to learn it. Therefore, before thinking in teaching from the curriculum teachers have to meet students' background to see where and how to start. In other words, meeting our student's needs is crucial for our classes to be more connected to what field or purpose English could be used not only in their present but future.

*Do teachers consider students' level to teach English successfully?*



Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 10 shows that students' English level is significantly considered to teach English efficaciously. In fact, seventy three percent of the teachers of the private high schools in which the investigation was carried out consider students' level to teach English successfully. This means that twenty seven percent of them do not take into consideration students' level to teach English. This graph actually represents the percentages about considering student's level to teach English successfully and not. What is more, during the observation classes, most of the teachers lower their English level to convey what they want to teach to their students and they also make their students practice their English. But there were some

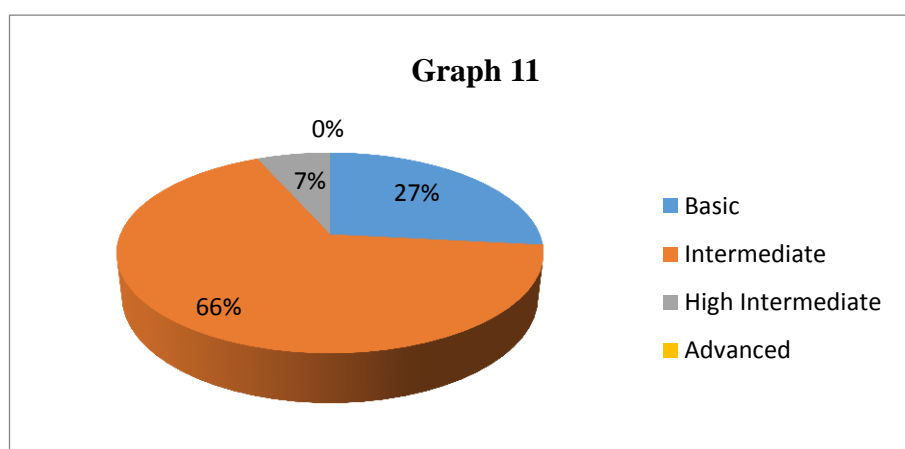


teachers who did not care about it. They just taught what they have to teach in order to stick with the syllabus. It does not matter if their students learn or not. This is the result of teachers spent too much time talking and talking without making their students practice their English.

According to Gardner and McIntyre (1992) the factors responsible for individual differences in L2 acquisition are divided into two broad classes; affective and cognitive. Language aptitude is viewed as a cognitive factor. Carroll (1981) states general aptitude as “capability of learning a task” which depends on some combination of more or less enduring characteristics of the learner. In fact, these studies give teachers a more precise information about the level of the students and the methodologies teachers use to teach their lessons.

The key for a successful teaching and learning are: know ability levels; backgrounds; interest levels; attention spans; ability to work together in groups; prior knowledge; and learning experience. These are crucial in order to develop a plan that is designed to meet the students’ needs and that is framed according to what is considered the best practice in teaching and learning.

*Which is the level of the students?*

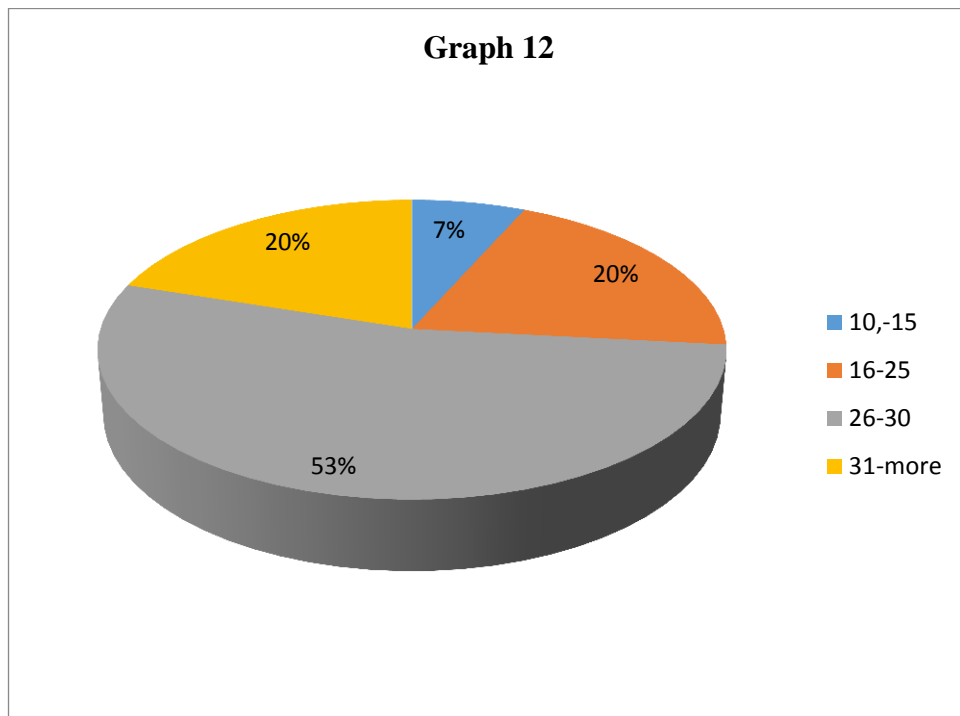


Graph 11 shows that the investigation performed about the students' level in 6 private high schools gave as a result the following information: a) 66% of them have an intermediate level b) 27% of them have a basic level c) 7% of them have a high intermediate level d) the results showed that 0% of the students have advance level. Most of the students have intermediate level in these high schools. It could be appreciated during the observing classes. The students did pretty well at understanding the level of their teachers. The students also could do pretty well some exercises that were asked to do by the teachers. Furthermore, when the students needed help they use their English to ask for it whether to their classmates or teachers. It was great to see how the students were having fun and helping each other to learn and practice the English language.

Knowing students' level is fundamental in order to fruitfully teach a language. According to Rod (1999), he states that Language Aptitude refers to the capacity students have for learning languages. This ability can be assessed by using formal aptitude tests, which predict the degree of success the student will have with a new language; what is more, the information gathered through them will place students in the right level.

## *Factors Concerning Classrooms*

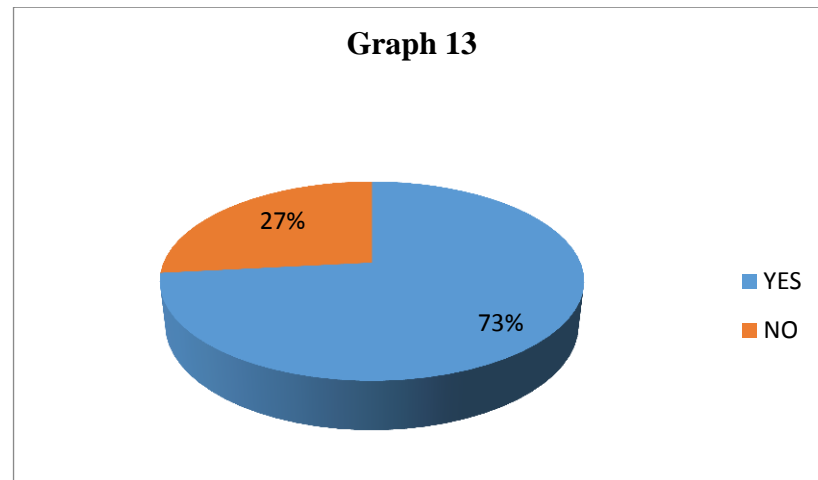
*How many students are there in the observed classrooms?*



Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 12 shows that in the observed classrooms the number of students was variable. For example, there were from 26 to 30 students what represents 53%, and a 40% is divided in 20% from 16 to 25, and the other 20% to more than 31 students, and the last 7% from 10 to 15 students. This graph shows us that the number of students in the classroom is variable. This depends on different factors such as the grade, the students' level, and sometimes it depends on the physical space of the classroom.

*Do teachers feel comfortable working with this number of students?*



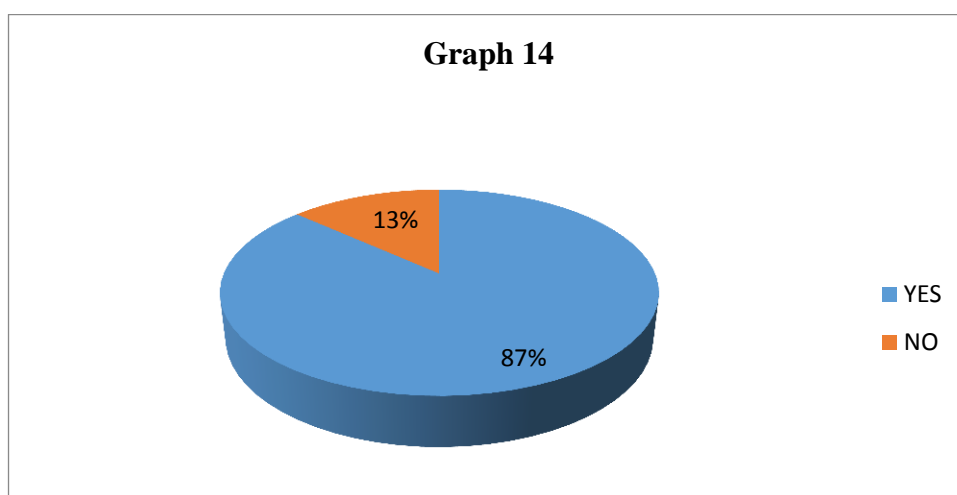
Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 13 shows that 73% of the teachers feel comfortable working with this number of students ( from 26 to 30), while a 27% of the teachers do not feel comfortable having this number of students in the classroom to work with in the teaching learning process. The reason why teachers feel whether comfortable or not working with this number of students just the teachers know.

Regarding the number of students, Robert & Mester (2007) state that is crucial to taken into account the number of students because it does affect how well teachers can teach and students can learn. In fact, the tutor needs to have the skills to deal with the number of students in a classroom. Sometimes tutors face in a classroom with a lot of students and sometimes with few students. When he has more students than the physical space, it turns into an uncomfortable environment, thus the teacher has to faces some difficulties to teach the language. For instance, it is not easy at all to have a total control of the whole class, because while teachers are guiding some students the rest are playing, making noise, or simply doing nothing.

At this moment is when teachers' creativeness has to put to work to smartly manage that situation; on the other hand, sometimes having an small number of students has its advantages like it will be much easier to guide the students in a better to acquire the language by making all of them to participate actively and enthusiastically. Furthermore, different methods, approaches, techniques, and strategies can be applied and see which one or ones work better.

*Do teachers have enough space to work with this group of students they have been assigned?*

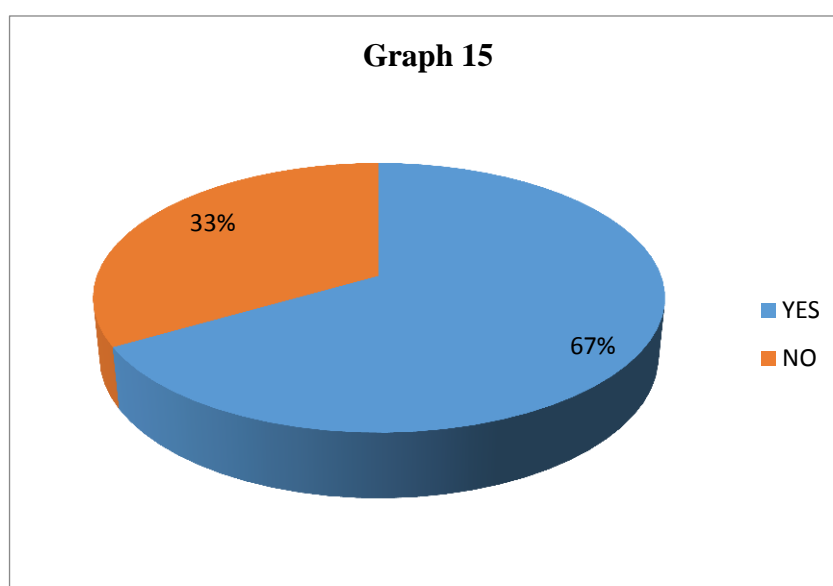


Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 14 shows that having enough space in class for students to feel comfortable when working individual or in groups is not a problem because most of the classrooms are big enough for the number of students they work with. And this are the result according to the survey, 87% of the teachers who were interviewed told they have enough space to work with this group of students (from 26 to 30), and only the 13% of teachers told they do not have enough space to work with this number of students (from 26 to 30). This graph shows us that even though there are lots of students in the classrooms teachers have enough space to work with the students, and

that having this number of students in the classroom does not represent any problem for teachers to reach the preplanned objectives and goal. I could also see that most of the classrooms had enough space, and just some of them did not have enough space that is exactly what this graph represents.

*Do teachers arrange students' seats in relation to the activities planned for their classes?*

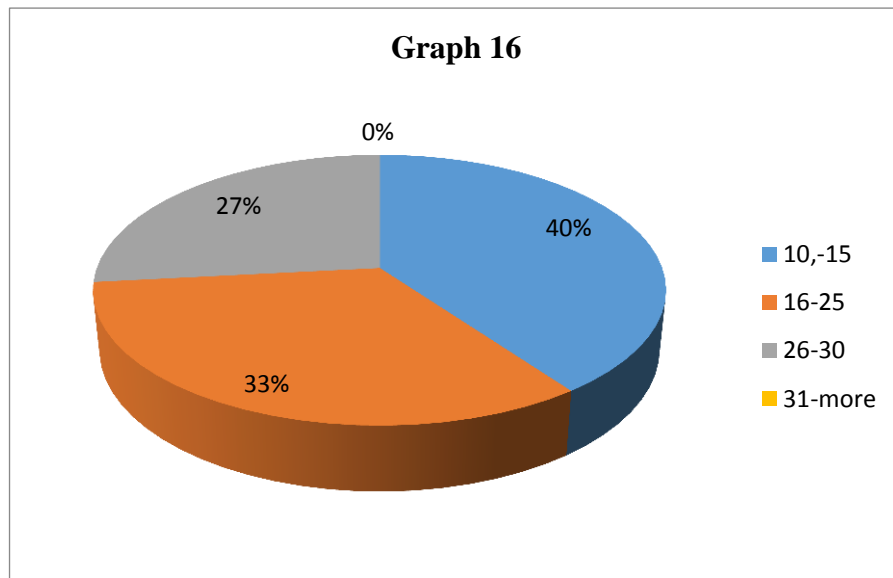


Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 15 shows that students are organized in relation to the activities teachers have preplanned for the class. And according to the results gathered through this research, 67% of the teachers do arrange students' seats in relation to the activities they have planned for the classes, on the other hand, thirty three percent of them do not arrange students' seats in relation to the activities they have planned for the classes. This was clearly seen when I made the observations in very different classrooms. Some teachers arranged the seats according to the activities they have

planned; pair work, group work, and individual work. On the other hand, others did not care about it. It was just another class for them.

*How many students do teachers think is the appropriate number to teach English?*

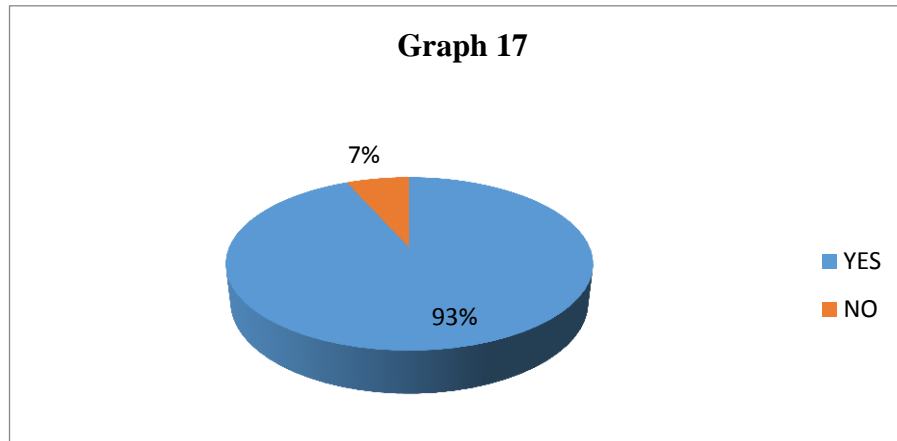


Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 16 shows that 40% of the teachers consider that the appropriate number of students to work with is from 10 to 15. The 33% of the teachers consider it is appropriate to work with a group of students from 16 to 25, and 27% of the teachers consider it is appropriate to work with a group of students from 26 to 30.

One of the interviewed teachers said “As we know thousands of public schools across the country are seeing their class size swell because of budget cuts and teacher layoff, undermining a decade-long push not only by parents but administrator and policy makers to shirk classes’ size”. In fact, how the number of students in classes have risen across the country has been directly affecting how well teachers can teach and students can learn.

*Do teachers use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smart board, and supplementary materials)?*



Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 17 shows that most of the teacher absolutely agree using teaching resources such as, TV, Tape, Cd players, Computers, projectors, Smart board, smart phones, and supplementary materials are useful and interesting tools that help teaching in a better and updated way. Here are the results collected through this research, 93% of the teachers use teaching resources in the classroom to teach. On the contrary, just seven percent of teachers do not use this kind of technology to teach their lessons. In fact, when technology is used in class, students feel much better because they are not only are updated with regard to technology, but also because they can use it in several ways to take advantage of it to learn.

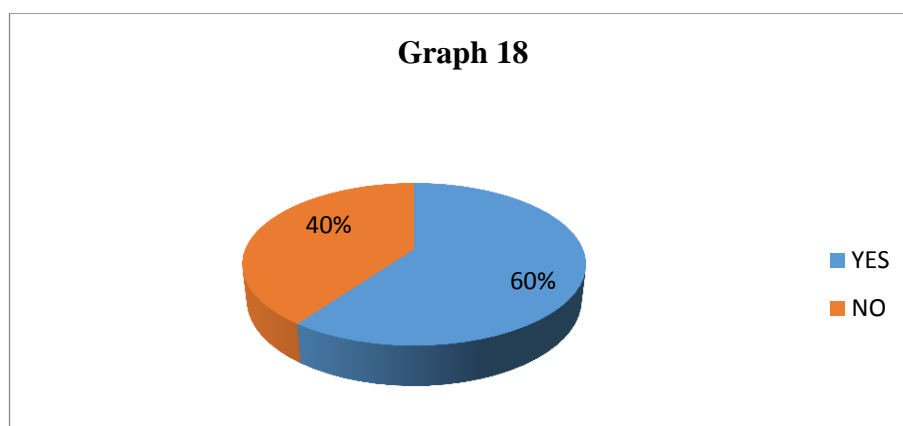
Rosenberg (2001) states that, "Internet technologies have fundamentally altered the technological and economic landscapes so radically that it is now possible to make quantum leaps in the use of technology for learning." Successful management is a key factor contributing to a constructive classroom environment.



Nowadays, there are many benefits of using technology in the classroom especially as students become increasingly digitally literate. This increasing focus on technology use in a classroom and the different ways that today learners communicate have impacted how computers and any other technological device are used in the classroom in order to prepare students to meet the demands of the 21<sup>st</sup> century. In fact, these technology tools have also been used to extend classroom communication outside the classroom. In others words, today with a single laptop, an android phone, a projector and an internet connection a teacher can make the class more enjoyable, save time, thus giving students authentic and meaningful learning experiences. As a result of it, students gain an awareness of the importance and the value of communication.

Rcigcluth and Khan (1994) state that teachers must analyze essential aspects such as, the ones related to technology, which go by hand with the changes of our continuing changing society. These enormous changes have tremendously impacted on our educational and training systems. Participants in this educational and training paradigm require rich learning environments supported by well-designed resources.

*Do teachers consider appropriate the resources they have in their class?*



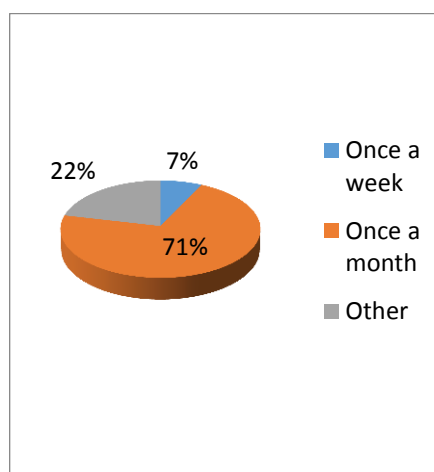
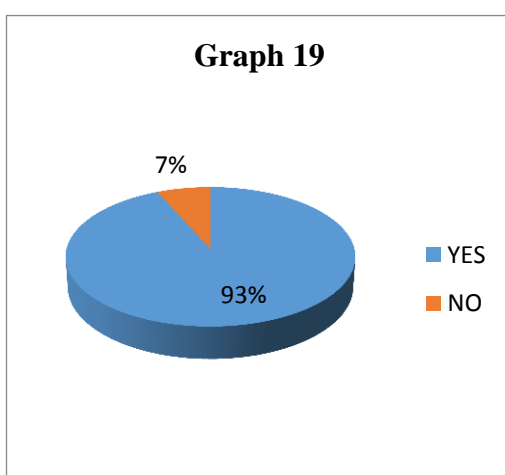
Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 18 shows that 60% of the teachers consider appropriate the resources they have in class to teach, while 40% of the teachers do not consider appropriate the resources they have in class to teach. I could see in the classrooms where I was in to observe the classes that most of them have resources to use and they were in a good condition to take advantage of them in the teaching learning process.

Allright (1990) states that it is very important for teachers to know the materials that are available to help them teach for success, since teacher and learners tend to rely heavily on them. Materials that are appropriate for a particular class need to have a fundamental instructional philosophy, approach, method and technique which suit the students and their needs. They should have correct, natural, current and Standard English. In brief, teachers need to learn how to find good materials, and how to best exploit them due to materials are getting more complicated, and instructional philosophy, approach, methods, and techniques are getting more important.

### *Factors Concerning Educational Institutions*

*Do the institutions review teacher's lesson plans?*

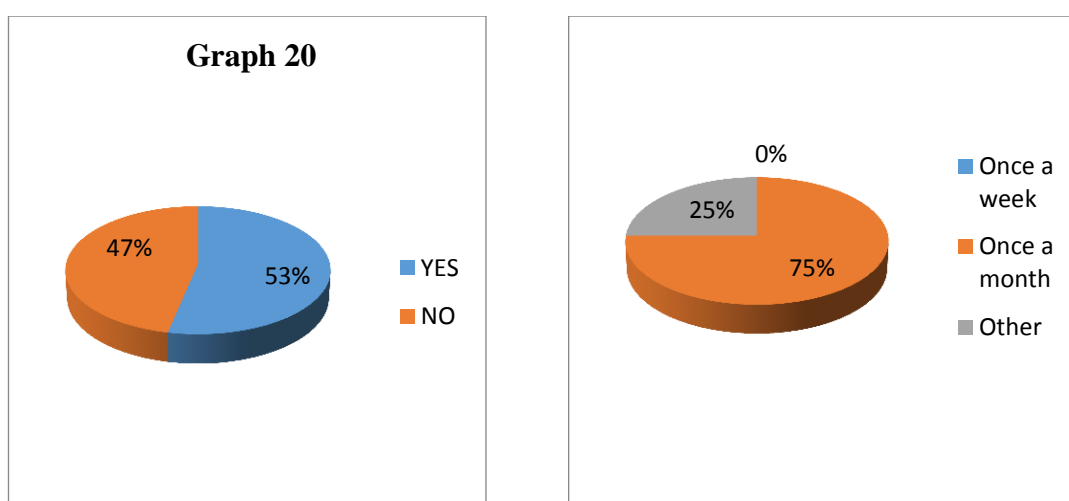


Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 19 shows that 93% percent of the institutions review teachers' lesson plans and that only 7% of the institutions do not review teachers' lesson plans. 93% of the institutions review teachers' lesson plans once a month. This represents 71%. Institutions also review teachers' lesson plans once a week in a 7%. Finally, institutions review teachers' lesson plans in a 22% in other occasions.

Based on the results gathered through this research, it is a fact that teachers' lesson plans are continuously monitored, reviewed and renewed to ensure the teaching and learning activities and the assessment, thus making sure that its quality are up-to-standards and up-to-date. In other words, as time changes, lesson plans need to be revise to suit the needs of society and the diversity of students.

*Do the institutions monitor teacher's teaching?*



Author: Mercedes Sarmiento  
Source: Teacher's Questionnaire

Graph 20 shows that the institutions monitor teachers' teaching in a 53% and they do it once a month what represents the 75%. 47% percent of the institutions monitor teachers' teaching in a 25% and they do it in other occasions. Some teachers say that when institutions monitor teachers' teaching sometimes they do not feel

confident at all, because they prefer not to be monitored. But also there are some teachers who do not feel afraid about being monitored or not, because they just simply say that they have to do their best every single day to give a good education to the students hoping to have not only better citizens, but also a better society in the future.

What is more, one of the teachers said that besides being evaluated by the institutions, where they work, or any other institution like the Minister of Education, evaluating teachers' own teaching is a way to identify the strong aspects of their preparation, as well as their weaknesses which might need to be changed and improved. Initiatives and responsibility should be taken by teachers to evaluate their teaching in order to make improvement over the time. It is important to understand that evaluating your teaching does not mean you are bad teacher, in fact, it means quite the opposite.

## *Conclusions*

After having completed the present research work, the following conclusions were drawn.

- This research revealed that the number of students in each classroom was small. A variety of activities were carried out, specifically individual work and pair-group which facilitated to observe the academic performance and to evaluate the students' progress.
- This research demonstrates that it is necessary to identify the right teaching methods, techniques, programs, for the purpose of identifying factors and futures that will help not only teachers but also educational institutions and authorities to plan and develop syllabus or curriculums that are led to meet and satisfy students' needs.
- This study demonstrates that there are some factors that influence the English language teaching-learning process. One of these is most of the teachers have Bachelor's degree in English field. Few of them have Master's degree, these give us a clear idea they are actually well prepared to guide students to learn English as a foreign language all the way through the teaching-learning process.
- This study has proven that giving instruction to the students with respect to what to do in a classroom to acquire the language is very important, because as in everything some instructions have to be followed to fulfill fruitfully any activity.

- This research has demonstrated that intrinsic and extrinsic motivation also play a very important role in students' studies along their lives. In other words, if students are motivated they have success in their studies, and when they do not, they just simply fail in their studies.
- This research demonstrates that there are some factors that influence the English language teaching-learning process. One of these is most of the teachers have Bachelor's degree in English field. Few of them have Master's degree, these give us a clear idea they are actually prepared to facilitate or guide students to learn English as a foreign language throughout the teaching-learning process.
- This research demonstrates that in spite of the availability of resources that exist nowadays, teachers do not take advantage of these and just use the book, the blackboard and sometimes the CD player. This factor leads students to feel unmotivated to learn the target language.

### *Recommendations*

- Teachers should be aware of the importance of designing a lesson in order to help himself and the students to reach success in the teaching-learning process, and to make a nice class environment to acquire the language. By following a plan to teach a lesson the tutor guides better the students in the educational process, because as everything in life it has to have a sequence of events.
- Teachers should not treat and teach at the same way all the time because every student around the world is a unique person with his own desires, feelings, emotions, dreams, goals, and hopes in life.
- English teachers should be trained frequently to acquire more knowledge in the English language and in the teaching-learning process. In other words, they need to be up-dated.
- Teachers should use a variety of methods and techniques to make the classes more interesting and to keep students' attention and motivation regarding particular students' needs.

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## Annexes

### UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

#### MODALIDA ABIERTA Y A DISTANCIA

#### CARRERA DE INGLES

#### OBSERVATION SHEET

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR</b> (desde 8vo básica a 3ro bachillerato):	

#### 1. Does the teacher consider Students' needs to teach English?

**\*Students' Needs** (*age, personality, attitude, aptitude, motivation, and learning styles*)

YES ( ) NO ( )

\* It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line) applied, and students' reaction to them.

#### 2. Which is the level of the students? (*Check 1*)

**\*Students' Level**

Basic ( )	Intermediate ( )	High Intermediate ( )	Advanced ( )
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\* It can be recognized based on the material they are using or placement done by the institution.

#### 3. Which of the following methods are used?

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

#### 4. Which of the following activities are used?

Whole-group activities	( )
Individual activities	( )
Group work activities	( )

**5. Which of the following aspects of the lesson plan were applied in the class?**

Time	( )
Lesson topic	( )
Objectives	( )
Warm-up activities	( )
Introduction of the new topic	( )
Guided or individual practice	( )
Review/Assessment/Feedback	( )
Materials and resources	( )

**6. Which of the following aspects have been considered by the teacher?**

Discipline	( )
Feedback	( )
Activities management	( )
Time management	( )

**7. How many students are there in the classroom?**

10 - 15 ( )	16 - 25 ( )	26 - 30 ( )	31 - more ( )
-------------	-------------	-------------	---------------

**8. Do students have enough space to move and participate in dynamic activities?**

YES ( )	NO ( )
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**9. Is the seating arrangement appropriate for the teaching-learning process?**

YES ( )	NO ( )
NOTES: _____	

**10. Which of the following resources are there in the classroom to facilitate teaching?**

TV	( )
Tape/Cd recorder	( )
Computer(s)	( )
Projector(s)	( )
Smartboard	( )
Supplementary materials	( )
Others	( )

**11. In which percentage does the teacher use English in class?**

25 % ( )	50 % ( )	75 % ( )	100 % ( )
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### TEACHER'S INTERVIEW

A1	Where are you from? Where do you live?
A2	Where did you learn English? How long have you studied English? Which subject was the most difficult during your major?
B1	How long have you been teaching English? Which skill is easier for you to teach? Would you like to continue studying? Why?
B2	What are the advantages or disadvantages of teaching English in a “non-English speaking country”? What are the main problems a teacher faces when teaching English in Ecuador?
C1	What social benefits are derived from learning English? What is the most important reward of teaching English as a profession?
C2	What are the benefits that come from teachers staying more time in the educational institutions? What is the difference between teaching English as foreign language (EFL) and teaching English as a second language (ESL)?

TEACHER'S LANGUAGE PROFICIENCY:											
C2	( )	C1	( )	B2	( )	B1	( )	A2	( )	A1	( )

**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
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**MODALIDA ABIERTA Y A DISTANCIA**  
**CARRERA DE INGLES**  
**STUDENT'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

**1. ¿Te gusta aprender Inglés?**

SI ( )	NO ( )
--------	--------

**2. ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender Inglés?**

SI ( )	NO ( )
¿Por qué? _____	

**3. Consideras que las actividades realizadas en clase son:**

Muy fáciles ( )	Fáciles ( )	Difíciles ( )	Muy difíciles ( )
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**4. ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor?**

SI ( )	NO ( )
¿Por qué? _____	

**5. ¿Tu profesor realiza actividades variadas que te permiten interactuar con tus compañeros de clase?**

SI ( )	NO ( )
--------	--------

**6. ¿Tu profesor utiliza Inglés la mayor parte del tiempo en la clase?**

SI ( )	NO ( )
--------	--------

**7. ¿Tu profesor controla la disciplina en la clase?**

SI ( )	NO ( )
--------	--------

**8. ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?**

SI ( )	NO ( )
--------	--------

**9. ¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué debes mejorar?**

SI ( )	NO ( )
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**10. ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra clase son claras?**

SI ( )	NO ( )
--------	--------

**11. ¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda?**

SI ( )	NO ( )
¿Por qué? _____	

**12. ¿Consideras que el número de estudiantes te favorece para aprender de mejor manera el Inglés?**

SI ( )	NO ( )
¿Por qué? _____	

**13. ¿Te gusta la forma en la que el profesor adecúa los pupitres para trabajar en los diferentes tipos de actividades?**

SI ( )	NO ( )
¿Por qué? _____	

**14. ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.?**

SI ( )	NO ( )
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**GRACIAS!!!!!!**