



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
*La Universidad Católica de Loja*

**ÁREA SOCIO HUMANÍSTICA**

TITULACIÓN DE LICENCIADO 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

AUTOR: Rojas Santin, Julia Patricia

DIRECTOR: Salcedo Viteri, Karina Soledad, Mgs

CENTRO UNIVERSITARIO LATACUNGA

2014

## APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magister.

Karina Soledad Salcedo Viteri.

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 Rojas Santin Julia Patricia, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, septiembre de 2014

f).....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Rojas Santin Julia Patricia declaro ser autor (a) 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 Licenciado Ciencias de la Educación mención Inglés, siendo Karina Soledad Salcedo Viteri director (a) 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.

Adicionalmente, declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”

f.....

Autora: Rojas Santin Julia Patricia

Cédula: 050237995-1

## DEDICATION

I thank my lovely creator Jehovah, for providing me the inspiration, the power and the courage, during all the time I have developed this research. For this reason, I dedicate all my efforts to The King of the Kings, Jehovah.

## ACKNOWLEDGMENT

Eternal thanks to the Supreme Goodness for the wonderful gift of life and my family, to my thesis advisor: Mgs. Karina Salcedo Viteri, for her patience and effort, to the Universidad Técnica Particular de Loja to its teachers and directors.

## CONTENTS

COVER	i
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS	iii
DEDICATION	iv
ACKNOWLEDGMENT	v
CONTENTS	vi
ABSTRACT	1
RESUMEN	2
INTRODUCTION	3
METHOD	6
DISCUSSION	9
Literature Review	9
Description, Analysis, and Interpretation of Results	24
Conclusions	46
Recommendations	47
REFERENCES	48
ANNEXES	51

## ABSTRACT

The following research explores the factors that influence teaching-learning process in the class. Furthermore, the topic is: “Factors that influence the English language teaching-learning process in Ecuadorian private high school”. The objective was to analyze the factors that influence the English language teaching-learning process. Moreover, the sample included teachers and students from 8<sup>th</sup> to 10<sup>th</sup> of basic superior and 1<sup>st</sup> to 3<sup>rd</sup>, of basic high from private high schools; besides fifteen teachers between 25 and 40 years old, and students between 13 and 18 years old were interviewed. The classes were observed to determine the factors that influence the teaching – learning process in high schools in Latacunga, Salcedo and Ambato. This project was performed using the quantitative method. The applied techniques were note-taking and surveys. Moreover, the collecting instruments were questionnaires and observation formats. The data was explained, described, and then, the descriptive analysis was done.

According to the analyzed data, the private high schools have many factors that influence the English language teaching-learning process.

**KEY WORDS:** EFL teaching, factors, high schools.

## Resumen ejecutivo

La siguiente investigación explora los factores que influyen en el proceso enseñanza-aprendizaje en la clase. El tema es: “Factores que influyen en el proceso de enseñanza aprendizaje del idioma Inglés en colegios particulares del Ecuador” El objetivo fue analizar los factores que influyen en el proceso enseñanza-aprendizaje del idioma Inglés. La muestra incluyó profesores y estudiantes de octavo a décimo año de educación básica superior y estudiantes de primero a tercero de bachillerato de colegios particulares, además quince profesores entre 25 y 40 años, y estudiantes entre 13 y 18 años de edad fueron entrevistados. Las clases fueron observadas para determinar los factores que influyen en el proceso enseñanza-aprendizaje en colegios de las ciudades de Latacunga, Salcedo y Ambato. Este proyecto fue ejecutado usando el Método cuantitativo. Las técnicas aplicadas fueron toma de notas y entrevistas. Los instrumentos fueron cuestionarios y formatos de observación. Los datos fueron explicados, descritos y el análisis descriptivo fue realizado. De acuerdo a los datos analizados, los colegios tienen muchos factores que influyen en el proceso enseñanza-aprendizaje del idioma Inglés.

**PALABRAS CLAVE:** Enseñanza del inglés como lengua extranjera, factores, colegios.



## INTRODUCTION

This research arises from the necessity to determine what factors influence the English language teaching-learning process of different high school students in the country.

The specific objectives of this research are: To identify students' English level and their needs in the classroom; to determine the classroom conditions in which English lessons take place; to recognize the characteristics of in-service English teachers; and determine institutional facilities and norms regarding quality education. Besides, the importance of this work lies on improving the teaching-learning process, which is restricted when basic textbooks are used without taking into account factors that influence the English language teaching such as factors concerning students, teachers, classroom, and educational institution.

Regarding the topic of this work, previous research has been done to analyze various aspects of the factors that influence the English language teaching-learning process. The first study conducted by Owoeye, & Yara, (2011), researched the class size and the academic achievements of secondary school students in Ekiti State, Nigeria.

As a result of this study a deep analysis was made of the following research hypothesis; there is no significant difference in the performance of students in rural and urban secondary schools as there is one in the performance among small and large classes.

A total of 50 secondary schools participated in the study. These schools formed the target population made up of 4 Federal schools and 64 public schools. A descriptive survey method was used by the researcher which was also an ex-post facto type. This makes the study unlimited in scope.

A second study, by Şad (2010), investigated about the prospective teachers' evaluations about teaching English to young learners. The purpose of the study was to examine the prospective teachers' evaluations about the implementation of the primary ELT curriculum, and to inquire the possible problems and difficulties in teaching English to young learners. On the other hand, during the research of the study, there were limitations because some participants' reflections might be based on some biases observations. Therefore, in order to control the possible biased observations and comments, the researcher constantly sought for consistency between the comments by different practitioners about the same mentor teacher.

Another important study is the one by Farooq (2011), he researched about the perceptions of prospective teachers about factors influencing classroom management. The purpose of the study was to explore the perceptions of prospective teachers about the factors affecting the classroom management; to investigate the difference in the perception of male and female prospective teachers in relation to factors influencing classroom management; and to compare the perceptions of prospective teachers of three teacher training institutions about the factors contributing towards the classroom management. On the other hand, during the research of the study, the author did not find limitations.

This research seeks to benefit teachers and students by awaking their interest towards the factors that affect the English language teaching in the classroom. This interest will promote motivational courses. This will transform into successful classes from the perspective of teachers and into more awareness about different factors that affect the English language teaching-learning process.

This study will provide a starting point for future research about the factors that affect the English language teaching – learning process. For the educational

ambit, the present work seeks to provide the educators with an analysis of the current state about the teaching – learning process in the English curriculums. It also provides with a basis for future investigations about the diverse factors that affect the English language teaching because it represents a source of statistical data which can be used for comparison in a near future.

However, methodology of the current research was limited by time constraints and sample population. Longer time periods were needed for getting more accurate data about the factors that affect the English language teaching-learning process in Ecuadorian private high schools; these should ideally consist of the duration of the entire course or school year and for a period of years. The sample population should also include all age groups from elementary, middle and high school.

Furthermore, it is suggested to analyze the different factors that influence the English language teaching –learning process in private high schools of our country. In Ecuador, private high schools are known for providing a good education, but today private high schools are losing students because of the poor economic situation of student's parents.

Lastly, it is also suggested to research about technology, like software or language laboratories, its adoption in Ecuadorian classrooms and its effectiveness can help to improve the teaching – learning process into classroom.

## METHOD

This section includes information about how this research was carried out, taking into account the settings, participants, and the process.

### *Setting and Participants*

This research was developed in Latacunga, Salcedo and Ambato in Ecuador, in some private high school around these cities. The selected school years for developing this study were eighth grade (12 years approximately), ninth grade (13 years old approximately) and tenth grade (14 years old approximately), and first year of basic high (15 years old approximately), second year of basic high (16 years old approximately), and third year of basic high (17 years old approximately), from the private high schools mentioned above. Besides, the classes were taught in the morning and in the afternoon, and each class lasted around 45 minutes. There were approximately 10 female and 15 male students in each class, and only one teacher for each level. Moreover, the number of teachers being observed was fifteen, they were also participants.

Both teachers and students took a survey about the different factors that influence the English language teaching-learning process into classroom.

### *Procedures*

There were a lot of steps needed to develop this research. The first step was searching for bibliography material with scientific information in an organized and sequential way, mainly referred to the factors that influence the English language teaching-learning process in the EFL classroom. For this research, different sources such as books and the internet were also used.

After the collection of the required information, the next step was to write the literature review, including pertinent data about the foreign language teaching,

students, teachers, classrooms and educational institution. The literature review also included previous studies about factors that influence the English language teaching-learning process.

Afterward, high schools were selected in order to do the field research. After the authorities of the chosen privates high schools allowed me to work on these schools, the researcher started to attend eighth, ninth and tenth grades, and then; first, second and third year of high school, in order to observe them during fifteen classes in total.

The purpose of these observations was to keep a record of the factors that influence the English language teaching-learning process in the classroom, and to decide which are factors that influence the English language teaching in class. During the observations, the students and the teacher also took a survey about themes concerning to the factors that influence the English language teaching-learning process. On the other hand, the used method for this research was quantitative to explain, describe, and analyze data. Moreover, the used techniques for this study were reading, for the collection of the bibliographic material; note –taking; and the survey, that was used during the field research. Finally, the used instruments were observation formats, surveys, and questionnaires. In addition, the used sources were books, internet, and the didactic guide.

After the observations, the collected data, from the observed 15 classes, were tabulated to obtain the results of this research. On the basis of this research twenty graphs were completed, and it was done the quantitative analysis.

The description and the analysis of results were made quantitatively; this analysis included information about the frequency of the factors that affect the English language teaching-learning process in the class.

The analysis and interpretation of results was done from a neutral point of view to obtain the most accurate information in order to improve the English teaching, based on the factors that affect the English language teaching – learning process.

## DISCUSSION

### Literature Review

Teaching English as a foreign language is a great challenge for our society who nowadays faces different obstacles that must be overcome and who constantly have to find different ways of making the progress of learning and teaching English better so that it becomes part of students' lives. Furthermore, in order to get the students engaged, we need to know how to make this process relevant and meaningful for them, the factors that influence the English language teaching process.

In addition, this can help students achieve these goals, and can make the class more interactive and fun, so that our students create the habit of loving the language. The first part of the literature review includes the following topics: teaching method and approach, managing learning, lesson design, class size, classroom space and seating arrangement, teaching resources, classroom observation, learning style and aptitude to learn English. The second part, on the other hand, provides theoretical support on five studies referred to the factors that influence the English language teaching – learning process in classrooms.

The first topic included in this literature review is teaching method and approach. Thus, there have been different methods and approaches to teach a foreign language, which have evolved during time.

#### *Teaching Methods and Approaches*

Throughout the history, the world has changed in different aspects; teaching is one of the fields that have improved more, specially teaching a foreign language. Nowadays, everyone wants to learn a new language, mainly English because of the economic and social power that it represents. That is the reason why teaching a

foreign language has experienced many changes, foreign language teaching has experienced some transformations since the nineteenth century but the major one occurs in the twenty century.

Currently, there are different methods to teach in the class. In addition, these are some of the teaching methods that have been implemented until now, for example, Richards & Rodgers (2001) mention five of them: Communicative Language Teaching, Grammar-Translation, The Natural Approach, Task Based learning, and Cooperative Language Learning.

The first method mentioned is Communicative Language Teaching; this was described as dominant; it covers a wide range of classroom practices which differ from other practices in that the underlying principles of the language are not the main concern. Richards & Rodgers (2001, p. 159-161) stated, “The Communicative Approach Language teaching starts from a theory of language as communication. The goal language teaching is to develop communicative competence.” According to Richards & Rodgers (2001), the objective of this method was that a learner should acquire communicative competence instead of understanding the underlying principle of how the target language works.

The second method is Grammar-Translation. Moreover, Larsen- Freeman, D. (2000, p. 11) stated, “This method was used for the purpose of helping students read and appreciated foreign language literature.” In addition, this was also hoped that, through the study of the grammar of the second language, learners would come more familiar with the grammar of their native language and that his familiarly would help then speak and write them native language better.

The third method is The Natural Approach; this dealt with the natural acquisition of a language instead of its conscious learning. Besides, Richards &



Rodgers (2001, p. 170-180) argued, “The Natural Approach assumes a linguistic hierarchy of structural complexity that one masters through encounters with “input” containing structures at the “1 + 1” level.” Furthermore, this method was made available for natural language use, in a similar way to learning a mother tongue.

The fourth method was Task Based Learning; this consists of a set of methodologies in which students learn by carrying out tasks instead of learning through item centered methods. Besides, Richards, & Renandya,(2002, p. 20) declared, “It is proposed that classroom task which involve negotiation of meaning should form of basis of the language teaching curriculum, and that task can be used to facility practice of both of language forms and communicative function.”

Finally, the fifth method was Cooperative Language Learning; this was part of a more general instructional approach also known as Collaborative Learning (CL). Larsen-Freeman, D. (2000, p. 164) claimed, “Cooperative or collaborative learning essentially involves students learning from each other in groups.” Besides, Richards & Rodgers (2001, p. 192) said, “Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small group of learners in the classroom.”

This methodology complements previously mentioned natural learning processes. All the methodologies have the commonality of learner centeredness. They focus on giving the student more control about what is being taught by allowing more participation in choosing the lesson activities and contents; opposite approaches rely only on the teacher to direct the class.

### *Managing learning*

Sometimes in the classroom the students do not want to follow the instructions given by the teacher. However, the teachers have to manage their classroom and to

give instructions that the learners understand. Concerning to this, Smith, C. J., & Laslett, R. (1993, p. 29) asserted, "Instruction should be clearly written on a part of the chalkboard reserved for this purpose, perhaps in a different color from that used for summarizing the lesson content, providing headings and spelling." According to this, Harmer, J. (1998, p. 4) stated, "When teachers give instructions, it is important for them to check that the students have understood what they are being asked to do." According to Harmer, an effective lesson should include guided practice either orally or written, so that the students use the skill or knowledge they have learned newly and they receive feedback and correction from the teacher. Also, feedback fosters motivation because it gives valuable information to the students on their progress. It also provides teachers with the areas that need revising and improvement. Furthermore, this will help to students to assimilate the information given into classroom by the teacher.

On the other hand, some very important into classroom is the time. To take into account the time when the teacher is teaching the English Language, this will help to do all the planned activities and to reach the aim into classroom.

### *Lesson design*

Teachers should plan lessons previously. However, planning does not necessarily imply that we have to follow a certain, rigid succession of activities even though they turn out to be a headache for students. Of course, it is impossible to follow every detail of the lesson. There will naturally be unexpected and unavoidable changes in the flow of the lesson.

Nevertheless, Spratt et al (2011, p. 133-134) claimed, "A lesson plan is set notes that help teachers to think through what is going to be taught and how it is going to be taught. It also guides teachers during and after the lesson". According to

Spratt, a lesson plan is a teacher's detailed description of the course of instruction for one class. This will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children. Harmer, J. (1998, p. 132) stated, "The formats will vary depending on the trainer and the course, but all plans have the same ingredients."

Besides, there may be requirements mandated by the school system regarding the plan. Nevertheless, when the teachers design lesson plans' they have to take into account all the components of it, such as time, main aims, anticipated problems, procedures, etc. This will help them not to improvise, but to teach in a planned way for the good teaching.

#### *Class size*

Class size does not refer to the physical size of the classroom. Rather, it refers to the number of students in the classroom. Normally, the ideal number in a language classroom should neither be more than 12 or 15 in order to provide enough communication nor should it be too small in order not to lose the atmosphere of communication. However, the reality is different, due to the lack of schools, classrooms, teachers, there are many classes that hold 30 to 50 students together.

Furthermore, large classes have disadvantages, among them we have; the students cannot move easily and some students do not want to join in some of the activities, teachers must speak very loud with an attractive tone of voice so that their students can hear them as clear as possible to understand, large size classes make teachers frustrated and tired, and they may feel hopeless to manage the class successfully, and students can not attend the classes.

On the other hand, Flood et al (2003, p. 518) stated, "Teacher in small classes tend to give more and better feedback than those in larger classes." According to this,

Odden, A., & Archibald, S. (2001, p. 32) argued, “Most schools adopting and implementing a higher performance school design – provided regular class sizes of about 25 students.” According to the authors mentioned above, for what the foreign language teaching to be successful, it is important to limit the number of students to at least 15 or 16. Also, in smaller classes the students find that it is easier to learn, and they should have most contact with the teacher for a good feedback.

#### *Classroom space and seating arrangement*

Every teacher knows that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community. But for many teachers, setting up the physical environment of their classrooms can be quite daunting, especially when faced with older buildings, crowded classrooms and insufficient storage space. Martir at el (2011, p. 454) argued, “Most students and teachers prefer low-density classroom because lower densities usually feel less crowded.”

According to Martir at el, a setting or space where in the learner acts, using tools and devices, collecting and interpreting information, interacting perhaps with others, etc. In addition, to concern over physical aspects of the learning environment, school size and capacity are issues that are receiving increased attention. In contrast, physical environment and quality significantly affects student achievement. Furthermore, it affects the learning of the students when they are learning a second language.

In addition, if the classroom is reduced, it will fatigue the learners, which will cause that they lose the interest for the subject. Besides, in reduced classroom the environment will be warm, weary, and boring, and it is a great factor that goes to influence thus direct or indirect the learning.

Seating arrangements also influence how the classes are held. The traditional row and column style of seat layout has fallen out of favor with many educators. On the other hand, Woolfolk, A. (2007, p. 455) argued, “Horizontal rows share many of the advantages of the traditional row and column arrangements. They also permit students to work more easily in pairs. Clusters of four or circle arrangements are best for student interaction.” According to Woolfolk, moving the seats, in different places, forming groups of students, make learning more productive.

On the other hand, Harmer, J. (1998) mentioned that there are many forms of arranging the class, these are: circles, separate tables, orderly row, and groupings. The first, circles, a circle of desks puts every student in the front row. Second, orderly row imply teachers working with the whole class. Some activities are especially designed to this kind of organization: explaining a grammar point, watching a video, using the board, demonstrating text organization on an overhead transparency which shows a paragraph, for example. It is also useful when students are involved in certain kinds of language practice. If all the students are focused on a task, the whole class gets the same messages. Third, grouping mean putting desks in small groups so that students face each other. This is ideal for group activities. Groups can be dynamic, changing based on the activity, or constant. Form groups carefully by mixing students with differing strengths and weaknesses, genders and skill levels. It is occasionally beneficial to form skill groups with students of similar abilities.

Finally, many different ways exist to arrange classroom seating, each with its own benefits and drawbacks. The most effective seating will depend on the teaching style of the teacher and the goals of the class.

### *Classroom and/or teaching resources*

Not to use teaching materials for teaching English is a factor that really affects the learning. Hence, Tuwuari, S. R. (2008, p. 101) claimed, “They provide the learners with realistic experiences, with capture their attention and help in the understanding of the historical phenomena. Audio-visual Aids will have to be harnessed to make the teaching lively and interesting.” According to Tuwuari, teaching materials are often used as a link or element between the teacher and / or learner and reality. Besides, all the teaching and learning is held in contact with real life, but it is not always possible or desirable and therefore it is used a variety of means, resources or materials that serve as a bridge between the teaching and learning and the real world.

Finally, teaching materials replace the reality and try to represent it in the best way possible, facilitating their objectification. Furthermore, when sources explain about teaching materials or resources, they mean a number of means or instruments that promote the teaching and learning process. There are many teaching resources to use into classroom, among them we have; television, CD players, computers, projectors, etc.

### *Classroom observation*

Classroom observations are used to support teachers and other classroom staff and to monitor the quality of teaching and learning in the educational field. Notwithstanding, it enables us to recognize and reinforce good practice, to identify ways of improving teaching and learning and to highlight practice which ought to be shared more widely. Zepeda (2009, p. 17) claimed, “Classroom observations allow principals to affirm what teachers are doing right by encouraging them to keep up the momentum. Moreover, observations allow the principal and teacher to celebrate

successes in teaching and student learning” In all these ways it contributes directly to the quality of pupils’ learning and experience in school.

However, classroom observation has some advantages and disadvantages, for example, several teacher trainers and educational researchers argue that observations can provide useful feedback to teachers, and can improve the overall effectiveness of the teaching/learning process.

On the other hand, some disadvantages are: first, most classroom observations are conducted by administrators rather than by practicing teachers. Peer observations are not very common. Consequently, observation tends to be seen as judgmental, and one more aspect of administrator ‘power’. Second, much of the observation is unsystematic and subjective. Administrators and teachers generally have not been trained in observation and its tools. Consequently, they tend to use themselves as a standard, and they observe impressionistically. Third, most observation is for teacher-evaluation purposes, with the result that teachers generally regard observation as a treat. This leads to tension in the classroom and tension between teacher and observer at any pre- or post-observation meetings.

Finally, Wragg, E. C. (1999, p. 138) said “In order to give more direct insight into how observation and action can be linked, especially to help experienced and beginner teachers develop further their own professional skills, and also encourage pupil to learn more effectively.” According to Wragg, classroom observations can be a guide for teachers so they can reflect on their own teaching practices, and those who are observing can learn from others who perhaps can be more successful educators that have different methods.

### *Learning styles*

Woolfolk (2007) states that learning styles are the ways a person uses to learn, study, and for processing information in learning situations. Motivation is an important factor in learning styles so these students that are not motivated tend to be motivated by rewards, grades, external standards. Taking into account learning styles is beneficial for students since teachers have responsibilities and focus on the varying abilities of each student and in that way they keep students motivated.

Furthermore, Page & Page (2011, p. 84) stated, “There are visual, auditory, and kinesthetic learning styles.” Besides, Page & Page argued that visual style refers to students who learn by seeing words in the books, on blackboard, and in workbooks; auditory style is preferred by students who learn by hearing from oral explanations; the kinesthetic style is useful to students who learn by the experience and by practice in the classroom; tactile style, on the other hand, it is used by students who learn by making materials; finally, groups style is applied when the students study with others, and individual learning style when the learner prefers to study alone.

Learners have a distinction according to the learning styles they have. Knowing how to approach students is probably one of the hardest and most important factors that teachers need to be aware of, for this reason, it is vital that we analyze how students acquire knowledge and how this knowledge can be permanent in their minds.

When there is no connection between the teaching method of the professor and the learning styles of the students they become bored and discouraged to learn; therefore, this brings negative consequences for them like poor school attendance,



dropping out of class, and sometimes wondering if the profession they are taking is the right one for them.

### *Students' intelligence or aptitude to learn English*

In the present day, many students have little aptitude to learn English; this is a factor that affects both the students and teachers in the teaching-learning process. Therefore, pupils must have special ability involved in second language learning because the relationship between aptitude and second language learning go together the development of both promotes the achievement of a meaningful learning. Regarding this, Candlin & Mercer (2001, p. 3) reported, "Aptitude: there evidence in the research literature that some individuals have an exceptional `aptitude 'for language learning." Moreover, they argued that aptitude is a major factor determining the level of success of second language learning. Finally, when the students have a good aptitude to learn the English, it is easier for the teacher to teach and reach the desire to learn.

Now, concerning the previous studies related to the factors that influence the English teaching, it can be said that there are important studies about the English language teaching learning - process in classrooms in different countries and around the world. The following are 5 studies which provide necessary information for carrying out this research.

Nowadays, there are many factors that influence the learning English in high school. In this respect, Bahous Bacha & Nabhani. (2011) reported the ways to motivate students in the EFL classroom. The purpose of the study was to find out the views of the teachers and students of what hinder students' language learning in the English language classroom in discussing engagingly, critical thinking, and academic writing. The significance of the study is its value to the teachers at the university to

improve the teaching/learning situation. The researchers chose to interview 30 students attending the different English language courses in the English as Foreign Language (EFL) Program at the University: Semi-structured interviews were conducted individually and face-to-face.

The applied method was qualitative using mixed methods of questionnaires and semi-structured interviews. Qualitative data analysis was used to find consistent patterns in the various perspectives revealed in the interview data and researchers' notes. Transcripts were read thoroughly and common themes and perceptions were highlighted. The instruments used to collect the data complemented each other. They gave us a clearer picture of the problems students face in the language classes. They also drew on teachers' and students' views regarding the issue at hand. Thus, conclusions were taken. Findings were compared to some international studies.

Another important study is the one by Şad (2010) carried out are search where explores prospective teachers' evaluations about teaching English, they carried out the study in Turkey area, where 31 overseas senior ELT students at İnönü University. Furthermore, the purpose of the study was aimed to examine the prospective teachers' evaluations about the implementation of the primary ELT curriculum, and to inquire the possible problems and difficulties in teaching English to young learners.

The obtained data from participant journaling, and reflective journals were analyzed using qualitative content analysis. Also, qualitative content analysis aims at providing knowledge and understanding of the phenomenon under study. It involves recording and analyzing various forms of print or visual texts to see how helpful they are to handle that particular phenomenon.

As a result, it was seen that actual practices in terms of teaching English

to young learners are not generally consistent with the theory and curriculum, although there were optimistic results to some extent. These findings reveal a theory-practice dictomy from the perspectives of the prospective teachers. Furthermore, Teachers poor performance in terms of teaching English to young learners can be a result of the fact that curriculum for teaching English to young learners, i.e. at 4<sup>th</sup> and 5<sup>th</sup> grades, is a recent one and most teachers have not been offered a special course about teaching English to young learners at the faculty of education. But as a matter of fact, their instructional performance in this study was not also found in consistency with the principles of teaching English to older age groups, either.

Farooq, (2011) did an interesting research where he explores the perspective of the teacher within the management classroom. Also, the objective of the study was to explore the perceptions of prospective teachers about the factors affecting the classroom management and investigate the difference in the perception of male and female prospective teachers in relation to factors influencing classroom management.

The descriptive study was conducted by using survey methodology consisting of self-report research method. Self-report research needs gathering standardized information from all members of a population or sample. It means that the questions should be same for each and every member of the population. The well-known methods for collecting self-report data are the questionnaire study and the interview study.

Participants of this study were the prospective teachers who completed their Master in Education in the current year from three teacher training institutions of Lahore. They were with fresh knowledge and understanding about the content and the practical work related to teaching. The sample comprised of 700 prospective teachers selected on available basis from these teacher training institutions.

The results were that the prospective teachers perceived that classroom environment is the most influential factor for classroom management followed by factors such as student-teacher interaction and confidence in students. Whereas assigning responsibilities without supervision to students is the least important factor to affect the classroom management followed by the factors group work and corporal punishment.

Deneme (2008) researched about language learning strategy preferences of Turkish students. Besides, the objective of this study was directed primarily on the language learning strategy choices of Turkish students. The study aims to detect what language learning strategies Turkish students apply while they are learning English.

Furthermore, the study was applied to fifty participants selected randomly among the third year students studying English as a foreign language.

On the other hand, the research was carried out by using the descriptive research model and data were collected by means of the sill questionnaire. Besides, the questionnaire was conducted by the learners of English as a foreign language; while the sill questionnaire was conducted by the lecturers who had already been informed about the function, steps and the conduction of the questionnaire beforehand.

As a result, the answers show that the participants apply all the strategies at different levels of frequency to remember more effectively. They usually connect the new information to what they already know, make use of mental pictures and locations of the new words to remember them. Besides, the participants seldom prefer to use rhymes and flashcards to remember new English words and they do not physically act out new English words.

Furthermore, the participants practice the sounds in English, start conversations in English, watch English language TV shows or go to movies spoken in English, first skim an English passage then go back and read carefully, and try not to translate word-for-word. The participants rarely say or write new English words several times while they are learning English. Moreover, they use each strategy to compensate for missing knowledge almost at the same frequency level. They make guesses to understand unfamiliar English words, use gestures, read English without looking up every new word, try to guess what the other person will say next in English, and use the synonyms of the words they cannot think of.

Another important study is the one by Owoeye & Yara, (2011) researched about class size and academic Achievement of secondary school in Ekiti State, Nigeria. Furthermore, the purpose of the study was to answer the following research hypothesis; there was no significant difference in the performance of students in rural and urban secondary schools in term of whether they are in small or large classes. The participants of the study were a total of 50 secondary schools formed by the target population comprising of 4 Federal unity schools and 64 public schools.

To this study, the used method was descriptive survey design of the ex-post facto type. This is because the researchers will not be able to manipulate the variables for simple reason that they have already occurred.

Finally, the result showed that all urban small classes had mean achievement core of 1.4000 while the urban large classes had mean achievement score of 1.7765 with the t-value of 1.49. The results compared the school certificate examination achievement score between rural large and rural small classes and also established the significant difference or otherwise in their scores. The result of the t-test statistic showed that the rural large and rural small classes were not significantly different.

### *Description, Analysis, and Interpretation of Results*

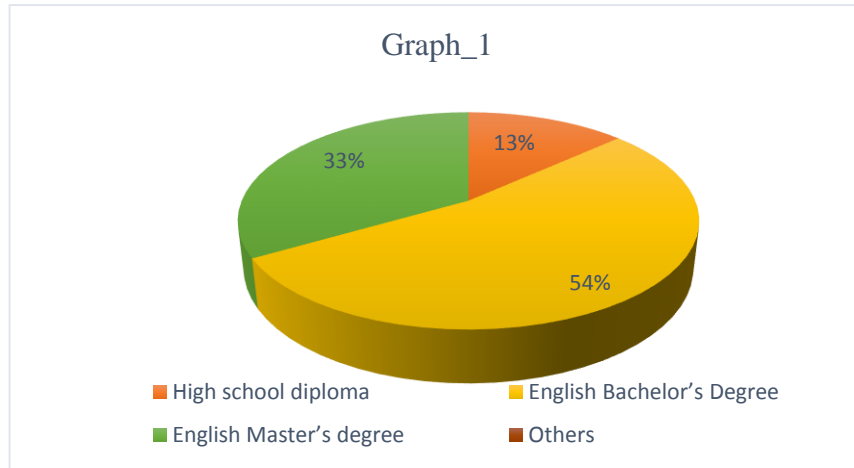
The description, analysis and interpretation of results were developed taking into account the quantitative results. Besides, this section discusses the results from research which are illustrated in 20 graphs. These 20 graphs show the tabulated results from the surveys and observations carried out in 6 different levels: eighth, ninth, and tenth of basic education, and first, second, and third of basic high in private high schools in Latacunga, Salcedo and Ambato.

The used method for this research was quantitative to explain, describe, and analyze data. Moreover, the used techniques for this study were reading, for the collection of the bibliographic material; note –taking; and the survey, that were used during the field research. Opinions from teachers and students were considered. They were collected through surveys in order to make comments or further observations in this section.

*Quantitative Analysis*

*Factors Concerning Teachers*

*Which level of education do you have?*



Author: Rojas Santin Julia Patricia

Source: Teachers' questionnaire

Graph 1 shows that 13% of teachers, said that they have a high school diploma; 54% mentioned that they have an English Bachelor's Degree; 33% stated that they have English Master's degree.

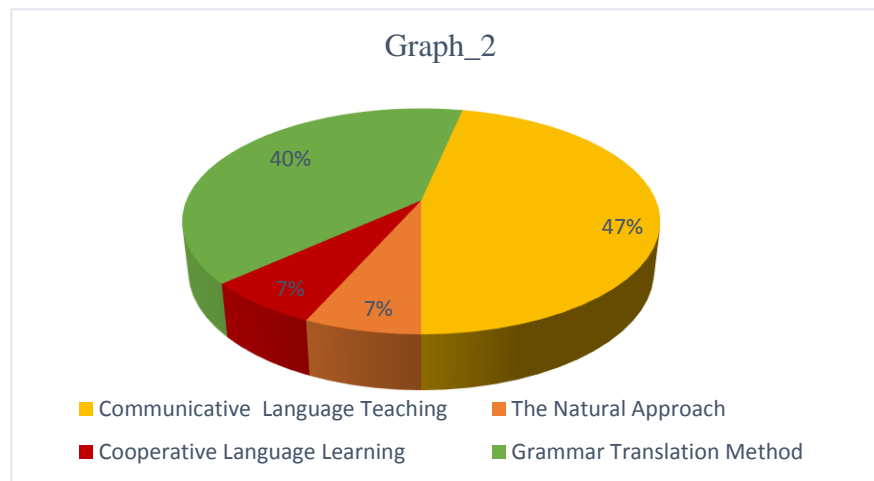
A high level of English that a teacher has means, that he will impart a high quality of teaching. The results will show students fully immersed in the language and the linguistic competence.

On comparing the teacher's questionnaire and the observation sheet, it can be noted that really most of the teachers have a good English level, however, it was clear that for many English teachers to teach speaking skills was very difficult.

These teachers not always managed the time in the classroom and guided and free speaking activities were very short.

According to the results, it is not enough that the teacher has a good English knowledge, more important to know the best way to transmit the new language, for this reason it is a necessity to have more time to practice the language among them.

*Which of the following methods were used in this class?*



Author: Rojas Santin Julia Patricia

Source: Teachers' questionnaire

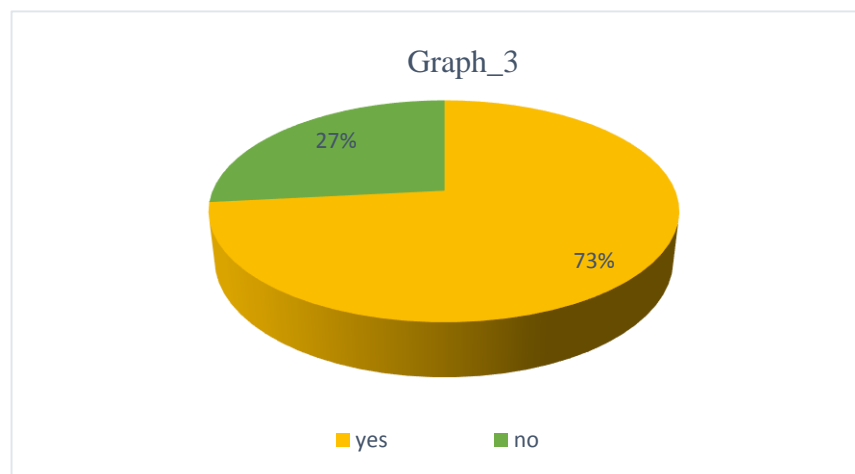
Graph 2 shows that 47% of the teachers said that they use Communicative Language Teaching Method, 40% mentioned that they use Grammar Translation Method, 7% stated that they use Cooperative Language Teaching Method, and 7% declared that they use The Natural Approach. On the other hand, methods such as; Content-Based Instruction, Task-Based Language Teaching, Cognitive Academic Language Learning, Total Physical Response, Whole Language Approach, had 0%. It is to say that these methods are not used to teach English.

Student's questionnaires show that students like the Communicative Language Teaching Method, because they wrote that they liked interacting with other partners, it was because they were motivated in the English class when the teacher used this method.



According to the result, the most used method was Communicative Language Teaching, because this method is dominant and covers a wide range of classroom practices. According to Richards & Rodgers (2001), the objective of this method was that a learner should acquire communicative competence instead of understanding the underlying principle of how the target language works.

*Do you use whole-group activities to teach your lesson?*



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

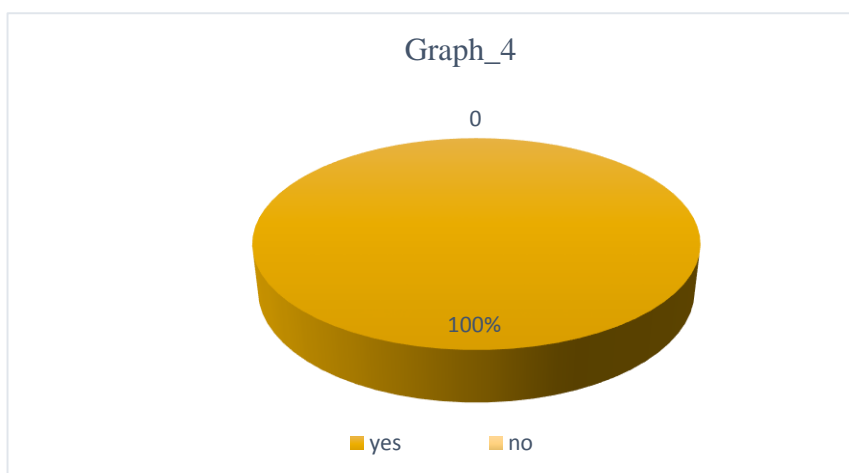
Graph 3 shows that 73% of teachers said that they use whole-group activities to teach the lesson; while 27% stated that they do not.

However, during the observation class, teacher did one or two activities, that were based on the text book, that is to say, that whole-group activities were not used in the classes. In contrast, it is suggested that in each lesson, the teacher should use whole-group activities, because they contribute students to do varied activities. Also, whole-group activities permit to teach English successfully, and the students will acquire an advanced level of the English foreign language.

Deneme (2008) researched about use whole-group activities to teach lessons and he discovered that this method let students practice the sounds in English, start

conversations in English, watch English language TV shows or go to movies spoken in English. The students rarely say or write new English words while they are learning English. Moreover, they use each strategy to compensate for missing knowledge almost at the same frequency level. They make guesses to understand unfamiliar English words, use gestures, read English without looking up every new word, try to guess what the other student will say next and use the synonyms of the words they cannot think of.

*Do you use individual activities to teach your Lesson?*



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

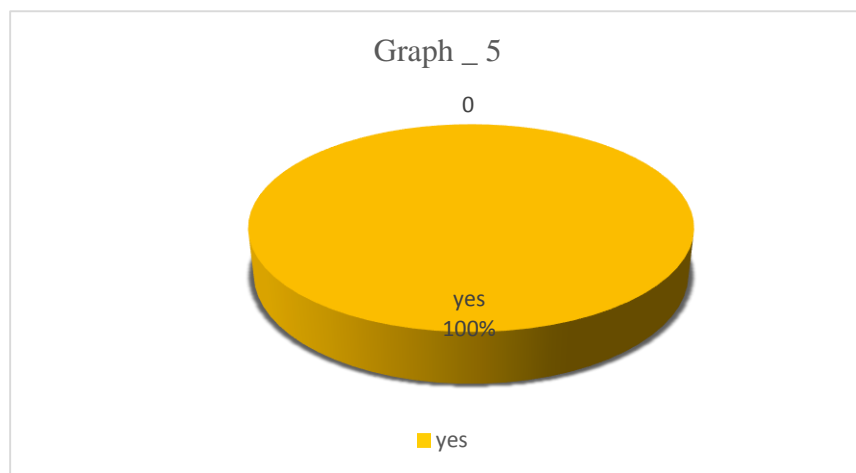
Graph 4 shows that the data obtained from the survey, 100% of teachers mentioned that they use individual activities to teach their lessons. The observation of the class demonstrated that the teacher really use individual activities in the classroom.

Besides, it was observed that each student was on her/his seat, working individually on the assigned task. Richards, & Renandya, (2002, p. 20) declared, "It is proposed that classroom task, which involves negotiation of meaning, should form the basis of the language teaching curriculum, and that task can be used to facilitate

the practice of both of language forms and communicative function.” These activities are important because the teacher can review class work individually to each learner, helping them when they have problem with the task.

Finally, we can say that student’s questionnaire shows that the teachers use some individual activities to help them in the language teaching-learning process, this is very important because thanks to this activity the students could reach the linguistic competence they need and they will be prepared to communicate with other people in English.

*Do you use group work activities to teach your Lesson?*



Author: Rojas Santin Julia Patricia  
Source: Teachers’ questionnaire

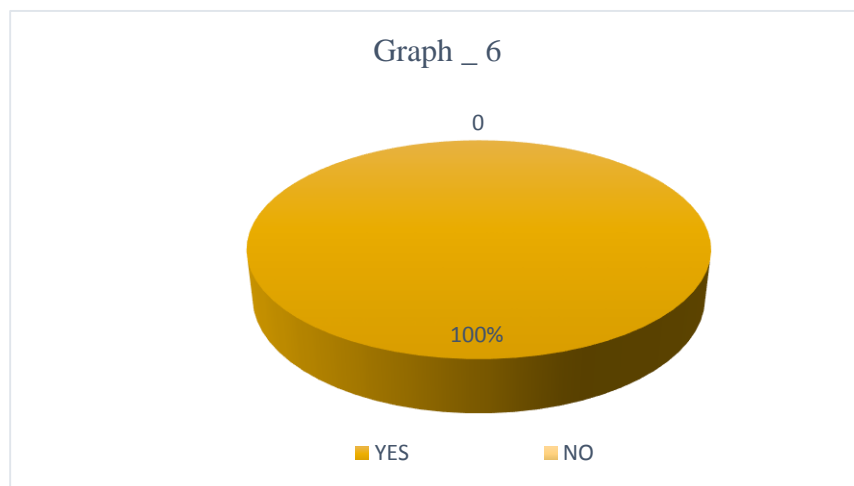
Graph 5 shows that 100% of the fifteen teachers said that they use group work activities to teach their lessons, any teacher mentioned the opposite. It could be possible that they do not want to feel embarrassed because only in one or two institutions the teachers used group work activities. In the student questionnaire, the students wrote teachers are good with the teaching but some were very bored in the English class, because the teachers only use individual activities in classroom.

On the other hand, Harmer, J. (1998) mentioned that grouping means putting desks in small groups so that students face each other, this is ideal for group activities. Groups can be dynamic, based on the activity, or constant. It is suggested to form groups carefully by mixing students with differing strengths and weaknesses, genders and skill levels. It is occasionally beneficial to form skill groups with students of similar abilities.

Doing an analysis of the obtained data from the 15 observed classes, it was observed that teacher used individual activities in the class. This conclusion was reached because the students were not arranged in groups to perform the activities.

Working in groups not only presents the definite advantage of boosting the student's communication experience but it also allows them to share their experiences, in short, it improves their cognitive skills.

*Do you use English most of the time in your classes?*

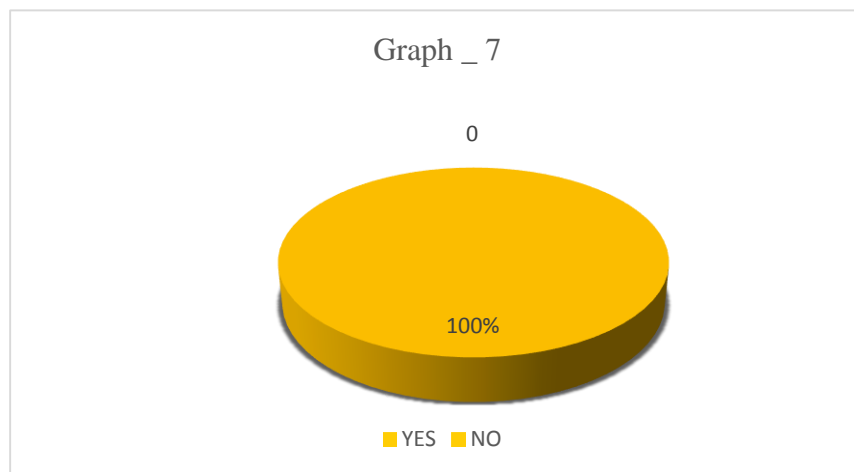


Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

Graph 6 shows that 100% of the 15 teachers said that they use English most of the time in their classes.

Nevertheless, doing an analysis between the survey of the students and the observation of the class, it can be concluded that the lesson is given in English as in Spanish. Furthermore, the native language was used to teach the lesson class because the students did not understand when the teacher was explaining. The students said; they did not understand. With this problem, the teacher used Spanish to teach English. However, it is very important to use English most of the time in the classes, because this will permit a total immersion in the English Language and students will also acquire the linguistic competence to communicate with other people, reaching an advanced level of the English language.

*Do you plan your Lesson?*



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

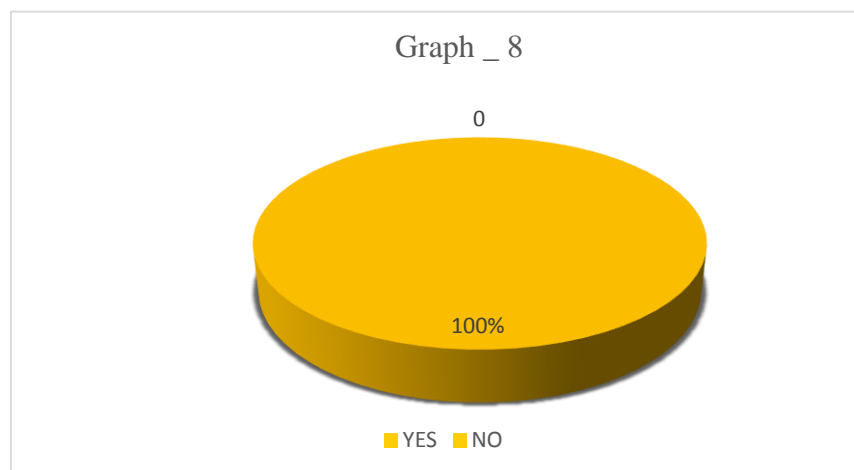
Graph 7 shows that 100% of the 15 teachers said that they plan their lesson to teach English. In contrast, analyzing what was done during the observed class, it can say that the lesson plan is not used in class by the teacher. In the class, the teacher did not do any warm-up activities, review, assessment, feedback, because the lesson was not prepared beforehand.

Spratt et al (2011, p. 133-134) claimed, "A lesson plan is set of notes that

help us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson”. According to Spratt, a lesson plan is a teacher’s detailed description of the course of instruction for one class. This will vary depending on the preference of the teacher, subject being covered, and the need and/or curiosity of children.

Finally, it is important to remember that when the teachers’ designs the lesson plan. It has to be taken into account all the components of lesson plan, this will help teacher to teach in an organized way.

*Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lesson?*



Author: Rojas Santin Julia Patricia

Source: Teachers’ questionnaire

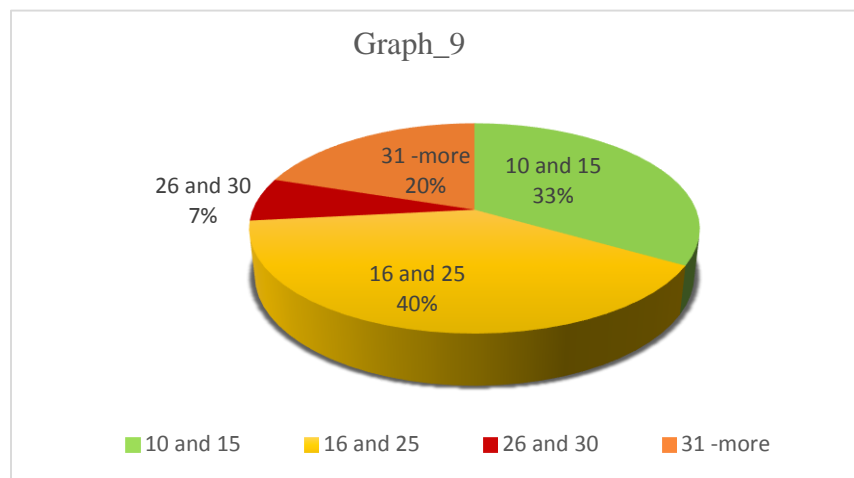
Graph 8 shows the 15 teachers, 100%, reported that they consider discipline, time, feedback and instruction in their class. The observed classes demonstrated that discipline, time, and feedback were considered in class, but instruction was not considered for this reason the student’s questionnaire reveals that students are confused about what they are being asked to do.

Sometimes in the classroom the students do not want to follow the instructions given by the teacher. However, the teachers have to give instructions that the learners understand. Concerning to this, Smith, & Laslett, (1993, p. 29) asserted, “Instruction should be clearly written on a part of the chalkboard reserved for this purpose, perhaps in a different color from that used for summarizing the lesson content, providing headings and spelling.”

Therefore, it can be concluded that instructions are important because it help students to understand what they have to do; it also helps teachers to be aware of the tasks that students have to do.

#### *Factors concerning classroom*

*How many students do you have in this class?*



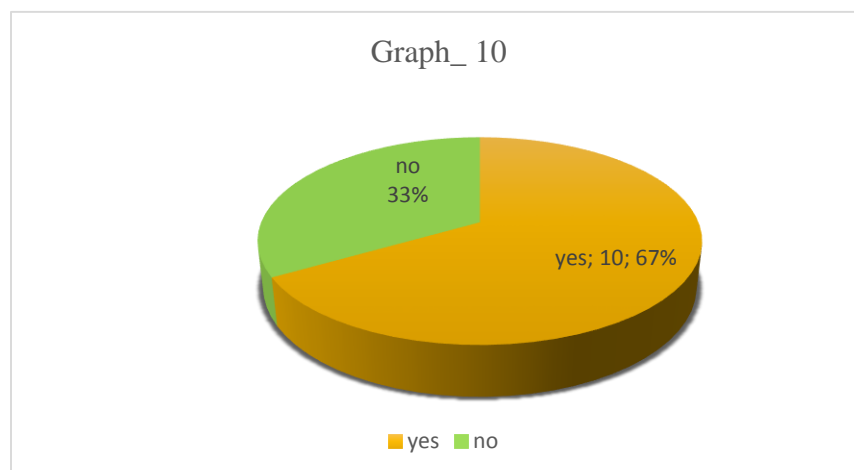
Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

Graph 9 indicates that 40% of the teachers reported that they have between 16 and 25 students in their classroom; 33% of the teachers mentioned that they have 10 and 15 students in their English class; 20% of the teachers reported that they have more than 31 students by class; and 7% of teachers said that they have 26 and 30 students during the lessons.

On the other hand, analyzing the obtained data on the observation sheet, this demonstrated that in each classroom there were more than 31 students and they cannot move easily and some of them do not want to join in some activities; for this reason they think that English language is very difficult.

Flood at el (2003, p. 518) stated, “Teacher in small classes tend to give more and better feedback than those in larger classes.” According to the author mentioned above, the foreign language teaching to be successful, it is important to limit the number of students.

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



Author: Rojas Santin Julia Patricia  
Source: Teachers´ questionnaire

Graph 10 shows that 67% of the fifteen teachers said that they feel comfortable; while 33% stated that they do not feel comfortable working with a lot of students in the class; besides, the students mentioned that they do not feel comfortable about the number of learners in the class.

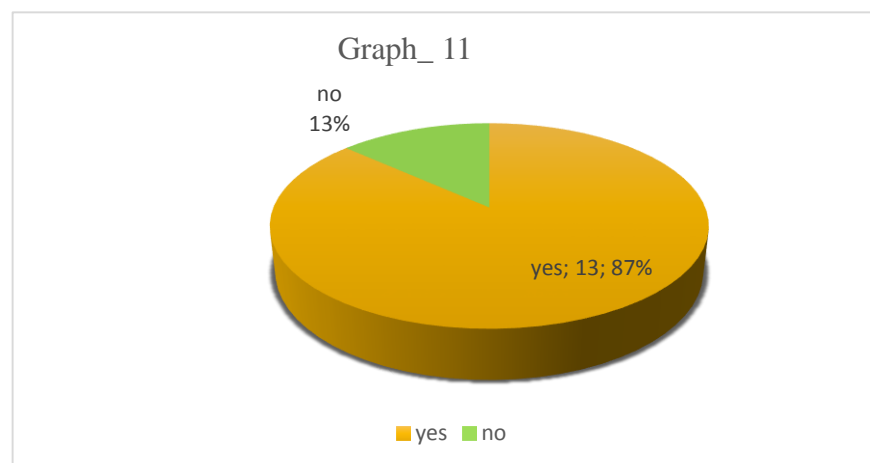
The obtained data from the observation in class, demonstrated that in the classroom there were 25 students, and sometimes more than 30 students.



According to this, Odden, A., & Archibald, S. (2001, p. 32) argued, “Most schools adopting and implementing a higher performance school design – provided regular class sizes of about 25 students.” According to author, the ideal number in a language classroom should be until 25, in order to provide enough communication among students.

As conclusion, teachers agree that small classes create a desirable learning environment which results in better student achievement, and at the same time make their own teaching experience more rewarding.

*Do you have enough space to work with this group of students?*



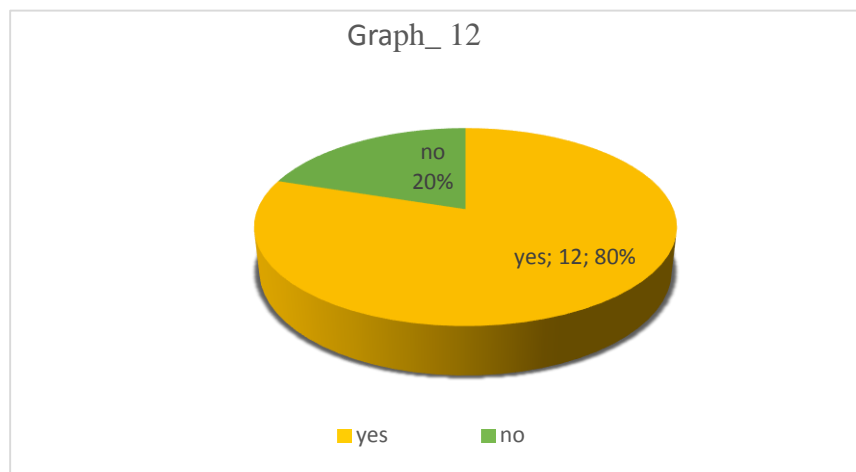
Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

According to the fifteen surveyed teachers, graph 11 shows that 87 % said that they had enough space to work with the student group, while 13 % mentioned that they did not have enough space to work with the students into classroom.

Besides, the field research showed that there is not enough space to teach in the classroom, for this reason the students cannot do dynamic activities easily. We can conclude this because the classroom had a lot of students and there was not enough space to work with them.

On the other hand, educators know that the classroom environment can enhance or hinder learning. Furthermore, it is important to consider that if the classroom is reduced, it will not affect the students or cause the lost of interest in the subject.

*Do you arrange students` seat in relation to the activities planned for your classes?*



Author: Rojas Santin Julia Patricia  
Source: Teachers´ questionnaire

Graph 12 indicates that 80% of teachers said that they arrange students’ seat in relation to the planned activities; while 20% mentioned that they do not arrange students’ seat into classroom.

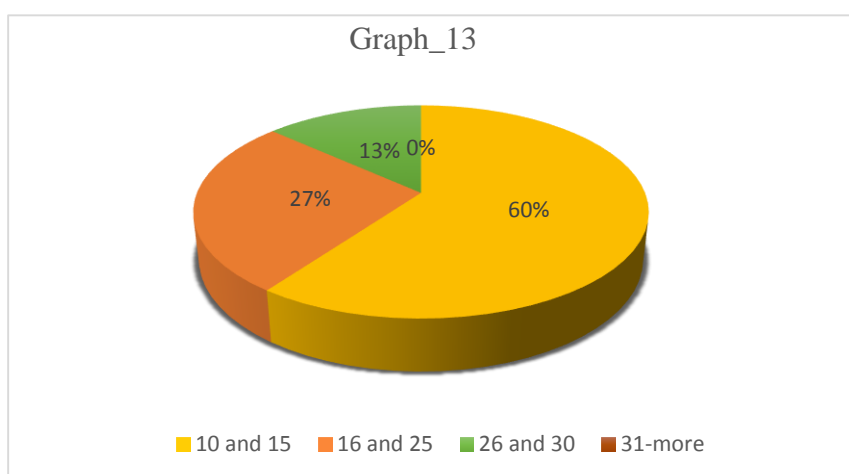
Analyzing between the observation sheet and student´s questionnaire, both demonstrated that the students’ seat are not arranged to do the planned activities. The seats were arranged in the traditional form, in columns.

Woolfolk, A. (2007, p. 455) argued, “Horizontal rows share many of the advantages of the traditional row and column arrangements. This, also permit students to work more easily in pairs. Clusters of four or circle arrangements are best for student interaction.”

According to Woolfolk, to change seats in different places, to form groups of students, makes learning more effective. Besides, Harmer, J. (1998) mentioned that there are many forms of arranging the class, these are: circles, separate tables, orderly row, and groupings.

In conclusion, there are many different ways to arrange classroom seating, each with its own benefits and drawbacks. The most effective seating will depend on the preference of the teacher, subject being covered, and student's need.

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



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

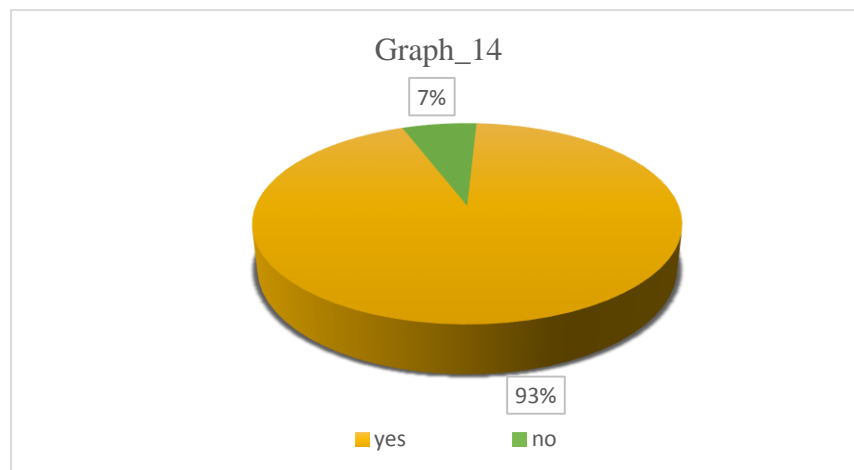
Graph 13 shows that 60% of the 15 surveyed teachers think that the number of students must be from 10-15; while 27% think that the number of students must be from 16-25, and a small group, 13% stated that the appropriate number is from 26-30 into classroom. However, there are many classes formed by 26 or 30 students, in these classes students cannot move easily and they do not like participate actively in class.

Furthermore, large size classes make teachers frustrated and tired, for this reason Flood at el (2003, p. 518), stated, "Teacher in small classes tend to give more

and better feedback than those in larger classes.” According to this, Odden, Archibald, (2001, p. 32) argued, “Most schools adopting and implementing a higher performance school design – provided regular class sizes of about 25 students.”

According to the authors mentioned above, it can say that small class sizes help teacher to keep the class under control, and give each student attention and therefore, promote better feedback, doing the learning process easier for the student.

*Do you use teaching resources (TV, tape/Cd recorder, and Computer, Projector, Smart board, and Supplementary materials?)*



Author: Rojas Santin Julia Patricia  
Source: Teachers’ questionnaire

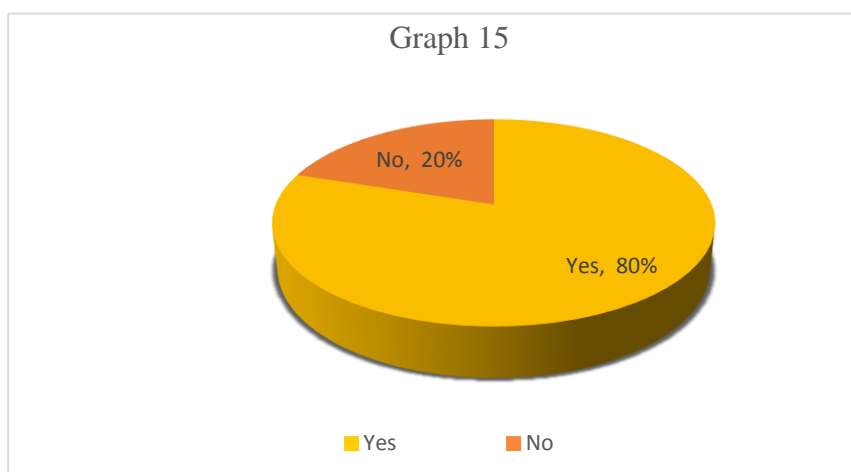
Graph 14 indicates that 93% of the teachers declared that they use teaching resources such as TV, a tape/cd recorder, computer(s), a smart board, and supplementary material for teaching; while 7% declared that they do not use any teaching resources to teach English in class.

According to the survey and the observation done in class, teachers only used a tape recorder/cd player, a TV to teach English. Hence, Tuwuari, S. R. (2008, p. 101) claimed, “They provide the learners with realistic experiences, with capture

their attention and help in the understanding of the historical phenomena. Audio-visual aids will have to be harnessed to make the teaching lively and interesting.”

Teaching materials are often used as a tool to teach real life situations. But, really, all teaching and learning should be related to real life experiences, although this is not also possible or desirable. Therefore, a variety of different media, resources or materials can be used to serve as a bridge between teaching and learning and the real world. Finally, teaching materials help us to come to grips with reality and try to represent it in the best way, making this goal a lot easier to achieve.

*Do you consider appropriate the resource you have in class?*



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

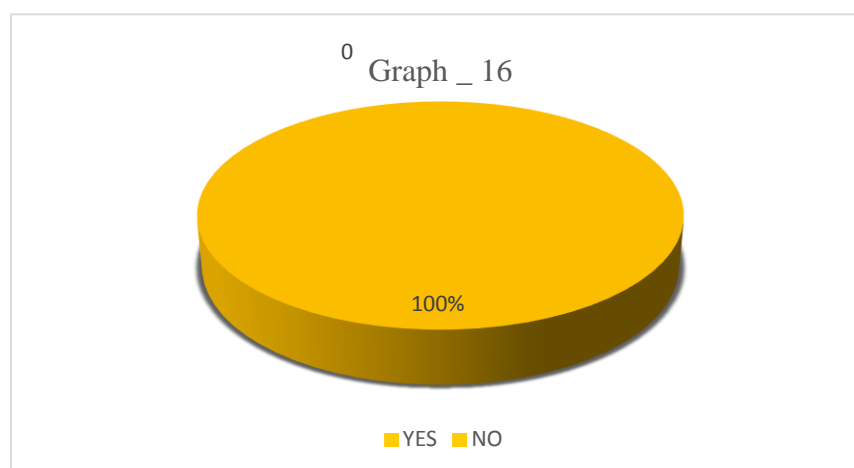
Graph 15 shows that the 80% of the fifteen surveyed teachers consider appropriate the resources that are in class, while the 20% mentioned that they do not. However, the data obtained demonstrated that the teaching resources in the classroom are not appropriate for teaching. Furthermore, during the class it was observed a teaching resource, a tape recorder /CD player was not in good condition and had poor sound quality. As a result, the students could not hear the track clearly, and it affected the learning process.

Students wrote in their questionnaires that they liked to learn when the teachers used teaching resources. Teaching resources can keep students' concentration, can also make learning interdisciplinary, when teachers incorporate resources from different subjects in their lessons. Hence, Tuwuari, S. R. (2008, p. 105) claimed, "Resources include in-class assignments as well as take-home ones. In-class assignments include worksheets that aid the teacher to promote further goals and increase collaboration between students in the classroom. Take-home assignments include drills that students can independently answer to develop analytical skills on their own".

Therefore, it can be concluded that teaching resources must teach easier and not create obstacles to learning. There are many teaching resources to use in the classroom, such as television, CD players, computers, projectors, etc. The bottom line is that teaching materials are, in education, the link between words and reality.

#### *Factors concerning students*

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



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

Graph 16 indicates that 100% of the 15 teachers stated that they consider students' needs to teach English successfully into classroom.

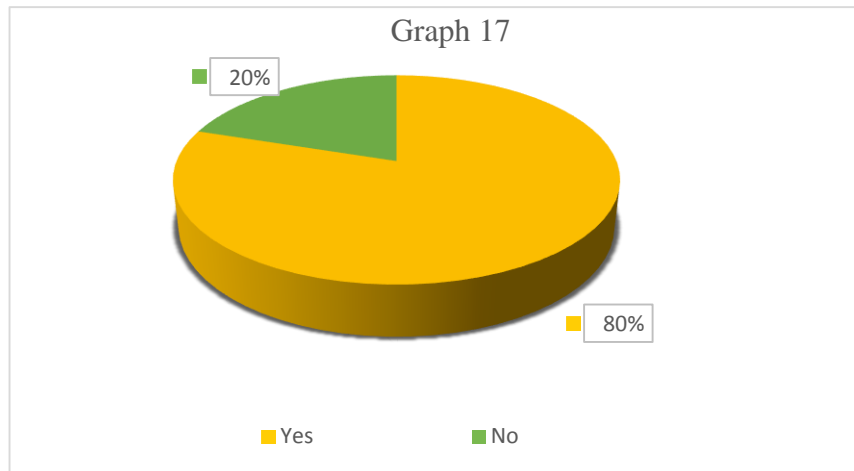
In contrast, doing an analysis of the obtained results, it was observed that the teachers do not consider the students' needs to teach English. For example, eighth year students only have a basic level of English and teacher should have been taken into consideration this information; unfortunately, it was not observed in class. All learners do not have the same way to learn English in the classroom.

The observed class students were boring and they very confused even though they wrote they like the English class.

Another problem is that, many students have little aptitude to learn English; this is a factor that affects the teaching learning - process for the students and teachers. Regarding this, Candlin & Mercer (2001, p. 3) reported, "Aptitude: there evidence in the research literature that some individuals have an exceptional 'aptitude 'for language learning'". For this reason the teacher must consider students' needs to teach English successfully.

To conclude, all teachers really must consider students' needs, these can be age, personality, attitude, aptitude, motivation, and learning styles because this really affects the teaching-learning process and the students will not acquire communicative competence.

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



Author: Rojas Santin Julia Patricia

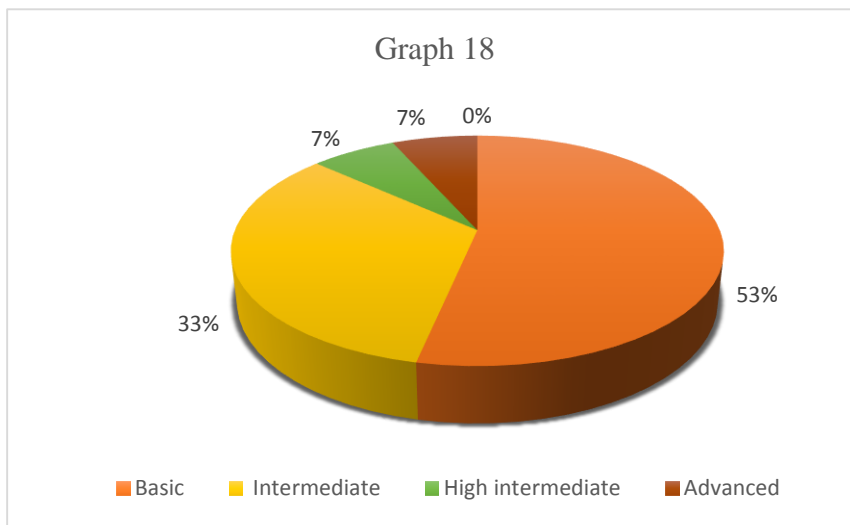
Source: Teachers' questionnaire

Graph 17 shows that 80% considered the students' level to teach English successfully, while 20% mentioned that they do not.

On the other hand, analyzing what was observed in class, it can be seen that the students' level of English is not being taken into consideration. This conclusion is reached because when the teacher spoke in English during the class, the students did not understand what the teacher said. Furthermore, learners did not understand because they had a basic level; although use another, the teacher used an advanced level. In contrast, to teach English successfully is necessary to take into account students' level knowledge, this can be basic, intermediate, or advanced level. Teaching with the correct level of English will certainly contribute to a better students' understanding.



*Which is the level of your students?*



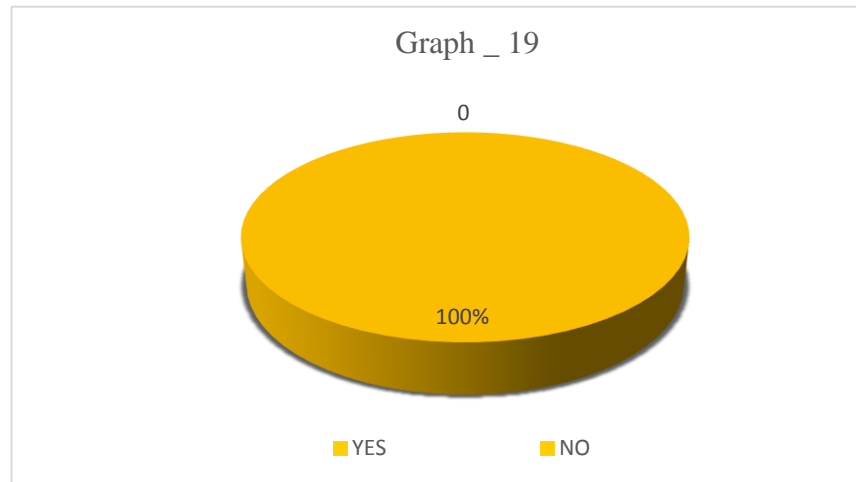
Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

Graph 18 indicates that 53% of the teachers said that the students have a basic level; the 33% mentioned that the learners have intermediate level; 7% declared that the students have high intermediate level, and a 7% stated that the students have an advanced level of English.

Analyzing the data on the observation of the class, this demonstrated that a minority of students have advanced level, while the most of the students have basic level. During the observation of the class, the students interacted with the teacher in Spanish; English was used in a 50% in the class. Finally, it can be concluded that students do not have an intermediate level of English; they always used their mother tongue during the class.

*Factors concerning educational institution*

*Does the institution review your lesson plan?*



Author: Rojas Santin Julia Patricia  
Source: Teachers' questionnaire

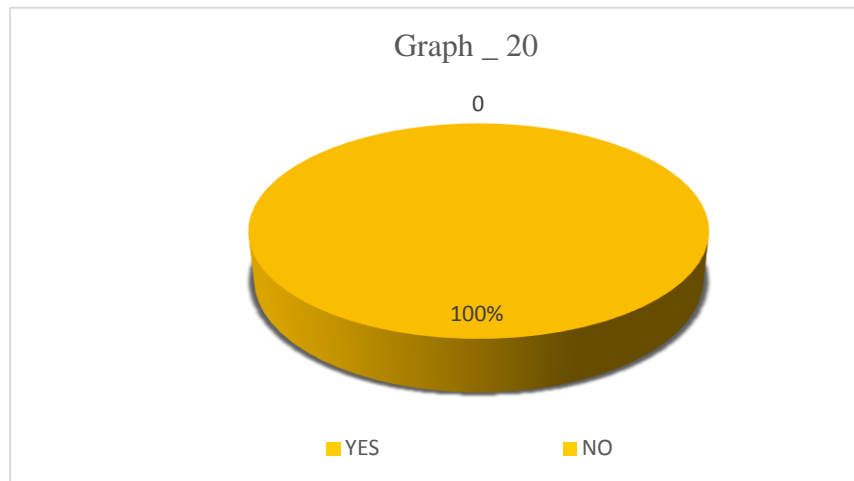
Graph 19 indicates that 100% of the teachers mentioned that the institution reviews their lesson plan.

Although the teachers interviewed stated that the institution reviews the lesson plan, it is evident that the lesson plan was not used in the class. This can be concluded because the educator simply gave the class using the text book. It is worth remembering that institutions should review the lesson plan to determine if the teacher is really fulfilling his objectives, to know what areas have been covered and to analyze points that could be included in future lessons plans.

Nevertheless, Spratt et al (2011, p. 133-134) claimed, "A lesson plan is set notes that help us to think through what we are going to teach and how we are going to teach it. It also guides us during and after the lesson". According to Spratt, a lesson plan is a teacher's detailed description of the course of instruction for one class.

In conclusion, it is important for institution to review the lesson plan because it allows teachers to receive guidance, continuing support and feedback on your own performance.

*Does the Institution monitor your Teaching?*



Author: Rojas Santin Julia Patricia

Source: Teachers' questionnaire

Graph 20 shows that the 100% of the 15 surveyed teachers said that the institution monitors the teaching. Nonetheless, during the observed fifteen classes, neither the vice-principal nor any school director of the educational institution were present in class. Besides, it is possible that the educational institution monitors the teaching once a month. This conclusion was reached based upon the response from the teachers in the survey.

On the other hand, monitoring the teaching allows the principal and teacher to achieve successfully higher goals in teaching and learning, this will improve the quality of the students' learning experience in high school. Moreover, monitor the teaching can provide useful feedback to teachers, and it can improve the overall effectiveness of the teaching/learning process.

## Conclusions

- This study has demonstrated that some teachers do not take into account the students' level of English.
- Teachers use Spanish more than 50% percent in their English classes, although they have a good knowledge of English, this is happening because they are more worried about completing the units from the textbook.
- In the classroom, teachers keep the desks placed in a traditional way making class tedious and boring.
- The school principals look over and check the planning of the teacher, but in practice, the teachers sometimes do not base their class activities on this planning.
- Some students are confused because many teachers do not consider the students' learning styles, they are important because each student has a preferred way of absorbing new information.
- Some teachers do not plan their lessons taking into account students' needs, consequently, the lesson plans do not help them to deliver good classes.

## Recommendations

- At the beginning of the school year, teachers should give a diagnostic test to the students in order to know each student's level with the purpose of understanding which gaps to fill in during the class periods.
- The teachers should use teaching methods that allow students to interact and practice English, keeping speaking activities short until the students have more confidence and increased fluency. It is better to have a shorter time than is strictly necessary for full practice of the language.
- To improve English teaching the teacher should arrange the seat in different ways depending on the size of the class and activities. For instance, in activities where the students need to talk individually with a number of other partners, it is better to move furniture to the edges of the room and create a space in the centre of the classroom for the students to move around.
- School principals should have more class observation to determine if the teacher is really fulfilling his responsibilities.
- The lesson plan should be created taking into account the students' learning styles.
- The lesson plan should reinforce the students' knowledge considering the improving of their language skills.
- English should be the language used the most by the teachers. Spanish should be used only in special cases, for instance, when a complex grammatical structure is not comprehensible to the students.

## REFERENCES

- Bahous, R., Bacha. N.,&Nabhani. M. (2011). Motivating Students in the EFL Classroom: A Case Study of Perspectives: *English Language Teaching*, 4, (3), 33-43.
- Broughton, G., Brumfit, C., Flavel, R., Hill, P., &Pincus, A. (1978).*Teaching English as a foreign language: Errors, correction and remedial work*. New York: Routledge&Kegan Paul.
- Candlin, C., & Mercer, N. (2001). *English Language Teaching in its social context*. New York: Routledge.
- Candling, C., & Mercer, N. (2001). *English Language Teaching in its social context*. New York: Routledge
- Carrasco, J. B., &Baignol, J. B. (2004). *Técnicas y recursos para motivar a los alumnos* (6<sup>th</sup> ed.) Madrid, España: Rialp.
- Deneme, S. (2008). Language learning strategy preferences of Turkish students: *Journal of language and linguistic studies*, 4, (2) 83 – 93.
- Farooq, M. S. (2011, June). Perceptions of prospective teachers about factors influencing classroom Management: *Journal of Quality and Technology Management*, 7, (1) 23 - 38.
- Flood, J., Lapp D., Squire.J.,& Jensen, J. (2003). *Handbook of research on teaching the English language arts* (2<sup>nd</sup>ed.). New Jersey: Lawrence Erlbaum associates.
- Flowerdew, J., Miller, L. (2005). *Second Language listening: Theory and practice*. Cambridge: Cambridge University Press
- Gower, R., Philips, D., & Walters, S. (2005). *Teaching practice: A handbook for teachers in training*. Oxford: Macmillan Publishers.
- Harmer, J. (1998).*How to teach English: An introduction to the practice of English Language Teaching*. Edinburgh, England: Addison Wesley Longman Limited.

- Larsen-Freeman, D. (2000). *Technique and principles in language teaching* (2<sup>th</sup> ed.). Oxford: Oxford University Press.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2<sup>th</sup> ed.). Oxford: Oxford University Press.
- Odden, A., & Archibald, S. (2001). *Reallocating resources: How to boost student achievement without asking for more*. Thousand Oaks, Calif: Corwin Press.
- Owoeye, J. S., & Yara, P.O. (2011). Class Size and Academic Achievement of Secondary School in Ekiti State, Nigeria: *Asian Social Science*, 7, (6) 184 – 189.
- Page, R. M., & Page, T. S. (2011). *Promoting health and emotional well – being in your classroom* (5<sup>th</sup> ed.). Sudbury, Mass: Jones and Barlett Publisher.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2<sup>nd</sup> ed.). Cambridge
- Şad, S. N. (2010). Theory–practice dichotomy: Prospective teachers' evaluations about teaching English to young learners: *Journal of Language and Linguistic Studies*. 6, (2) 1 – 15.
- Salim, B. (2001) *A companion to teaching of English*. New Delhi, India: Atlantic Publisher.
- SENESCYT. (2012). *bases de postulación programa de becas “docentes de inglés para 8º año de educación general básica (EGB) a 3º de bachillerato en establecimientos fiscales - enseña inglés”*. Retrieved November 04, 2012, from [http://www.senescyt.gob.ec/Convocatoria\\_Ingles/adjuntos/Bases\\_de\\_Postulacion.pdf](http://www.senescyt.gob.ec/Convocatoria_Ingles/adjuntos/Bases_de_Postulacion.pdf)
- Smith, C. J., & Laslett, R. (1993). *Effective classroom management: a teacher`s guide* (2<sup>th</sup> ed.). New York: Routledge.

Spratt, M., Pulverness, A., & Williams, M. (2011). *The TKT Teaching Knowledge Test, course: Modules 1, 2 and 3* (2<sup>th</sup> ed.). Cambridge: Cambridge University Press.

Tuwuari, S. R. (2008). *Teaching English*. New Delhi, India: A P H Publishing Corporation.

Ur, P. (2002). *A course and language teaching*. United Kingdom: The Press Syndicate of the University of Cambridge Publishers.

Woolfolk, A. (2007). *Educational psychology* (10<sup>th</sup> ed.). Boston, MA: Allyn and Bacon.

Wragg, E.C. (1999). *An introduction to classroom observation* (2<sup>nd</sup> ed.). New York: Routledge

Zepeda, S. J. (2009). *The instructional leader's guide to informal classroom observations* (2<sup>nd</sup> ed). Larchmont, NY: EyeOnEducation.



ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA  
 La Universidad Católica de Loja  
 MODALIDA ABIERTA Y A DISTANCIA  
 CARRERA DE INGLES  
 TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

High school diploma ( )	English Bachelor's Degree ( )	English Master's degree ( )
Others:		

2. Do you consider Students' needs to teach English successfully?

Students' Needs ( <i>age, personality, attitude, aptitude, motivation, and learning styles</i> )	
YES ( )	NO ( )

3. Do you consider Students' level to teach English successfully?

Students' Level ( <i>Basic, Intermediate, High Intermediate, and Advanced</i> )	
YES ( )	NO ( )

4. Which is the level of your students?

*Students' Level			
Basic ( )	Intermediate ( )	High Intermediate ( )	Advanced ( )

5. Which of the following methods was used in this class? (*check only 1*)

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	( )

GrammarTranslationMethod	( )
Others	( )
_____	

**6. Do you use whole- group activities to teach your lessons?**

YES ( )	NO ( )	
Why?		
_____		
_____		

**7. Do you use individual activities to teach your lessons?**

YES ( )	NO ( )	
Why?		
_____		
_____		

**8. Do you use group work activities to teach your lessons?**

YES ( )	NO ( )	
Why?		
_____		
_____		

**9. Do you use English most of the time in your classes?**

YES ( )	NO ( )
---------	--------

**10. Do you plan your lessons?**

YES ( )	NO ( )
---------	--------

**11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?**

YES ( )	NO ( )
---------	--------

**12. How many students do you have in this class?**

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

**13. Do you feel comfortable working with this number of students?**

YES ( )	NO ( )
---------	--------

**14. Do you have enough space to work with this group of students?**

YES ( )	NO ( )
---------	--------

**15. Do you arrange students' seats in relation to the activities planned for your classes?**

YES ( )	NO ( )
---------	--------

**16. How many students do you think is the appropriate number to teach English? (check only 1)**

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

**17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?**

YES ( )	NO ( )
Which ones?	
_____	
_____	

**18. Do you consider appropriate the resources you have in class?**

YES ( )	NO ( )
Why?	
_____	
_____	

**19. Does the institution review your lesson plans?**

YES ( )	NO ( )	
If yes, how frequently?		
Once a week	Once a month	Other _____
		_____

**20. Does the institution monitor your teaching?**

YES ( )	NO ( )	
If yes, how frequently?		
Once a week	Once a month	Other _____
		_____



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**  
La Universidad Católica de Loja  
**MODALIDA ABIERTA Y A DISTANCIA**  
**CARRERA DE INGLES**  
**STUDENT'S QUESTIONNAIRE**

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

**21. ¿Te gusta aprender Inglés?**

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

Muy fáciles ( )	Fáciles ( )	Difíciles ( )	Muy difíciles ( )
-----------------	-------------	---------------	-------------------

**24. ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor?**

YES ( )	NO ( )
---------	--------

**¿Porqué?**

---

---

---

---

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

**30. ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra clase son claras?**

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

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

YES ( )	NO ( )
---------	--------

**GRACIAS!!!!**



## UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

OBSERVATION SHEET

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR(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 ( )

\* 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 ( )
---------	--------

**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 % ( )

## 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)?

<b>TEACHER'S LANGUAGE PROFICIENCY:</b>											
C2	( )	C1	( )	B2	( )	B1	( )	A2	( )	A1	( )