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

TRABAJO DE TITULACIÓN

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Loja, junio de 2017

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DEDICATION

This thesis was done in memory of my dear mother

Esperanza Figueroa Mera (1947-2010)

a wonderful and admirable woman who was constantly guiding and supporting me through

this path of knowledge I will never forget her love, effort and vigor, I miss her a lot and, to

my dear father

José Alfonso Vinueza a very wise man,

a counselor, my support and who has taught me how to serve and love God.

To my dearest and loved family: Miriam and Franklin, David and Diana, Enoc, José, Edison,

Alexandra and José, Daniel, Camila, Anthony, Mateito, Juan José and Sarahí a very close

family.

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<div align="right">Noemi</div>

CONTENTS

LIST OF GRAPHS

Abstract

This research work is about the factors that influence the English language teaching-learning process in Ecuadorian private high schools. The general objective of this study is to analyze the factors that influence the English language teaching-learning process.

Quantitative and qualitative methods were used in this research, which took place in Santo Domingo de los Colorados and in Quito, Ecuador. This research process was done in private schools, fifteen classes were observed from tenth grade junior high school to third year of high school in order to determine factors that influence the teaching-learning process regarding teachers, students, classrooms and educational institutions. This research included interviewing and surveying the fifteen teachers, where a student of each observed class was also surveyed.

The instruments to collect data include a teacher's questionnaire, a student's questionnaire and an observation sheet. Data were tabulated and results were also analyzed and interpreted. As a result, it can be said that the factors that influence the English language teaching-learning process in Ecuadorian private high schools show that almost half of the teachers in private high schools with an English degree have a good level of linguistic competence.

For factors concerning students according to the surveys, such as discipline, timing, feedback, physical space, comfortable environment and classroom resources improve the quality of the lessons which influence more than half of the students to have an intermediate level.

Key words: Factors, teachers, students, teaching learning process, English language.

Resumen

Este trabajo de investigación se centra en los factores que influyen en el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios privados del Ecuador. El objetivo general de este estudio es analizar los factores que influyen en el proceso de enseñanza-aprendizaje del idioma inglés. En esta investigación se utilizaron métodos cuantitativos y cualitativos; la cual tuvo lugar en Santo Domingo de Colorados y en Quito- Ecuador. En este proceso de investigación, se observaron 15 clases desde décimo grado de básica a tercer año de bachillerato en colegios privados con el fin de determinar factores con respecto a profesores, estudiantes, aulas e instituciones educativas. Además, esta investigación incluye entrevistas y encuestas a 15 profesores. Donde un estudiante de cada observación de clase también fue encuestado.

 Los instrumentos que se utilizó para recopilar datos fueron los siguientes, un cuestionario para el profesor, un cuestionario para el estudiante y una hoja de observación. Se realizó la tabulación cuantitativa de cada una de las variables y se analizaron e interpretaron los resultados.

 Como resultado de la investigación, se puede decir que los factores que influyen en el proceso de enseñanza-aprendizaje del idioma inglés en los colegios privados del Ecuador demuestran que casi la mitad de los profesores que poseen un título de inglés tienen un buen nivel de competencia lingüística y con respecto a los factores que influyen a los estudiantes según las encuestas, tales como la disciplina, el tiempo, la retroalimentación, el espacio físico, un ambiente cómodo, y recursos del aula, mejoran la calidad de las clases por la que influye a más de la mitad de los estudiantes a estar en un nivel intermedio.

Palabras claves: Factores, profesores, alumnos, aprendizaje, enseñanza.

Introduction

Studies done in Ecuador have revealed that many students graduate from high schools with a really low English level which means that they are not prepared for an international university. Where English is the language through which classes are given, this has been a problem for many years in Ecuador. This problem limits students' academic performance causing to have less opportunity here in this country and abroad.

That is the reason; the factors that influence the English language teaching-learning process in private high schools of Ecuador need to be investigated. This study is important, because it will help recognize and examine the factors that influence in English teaching-learning so teachers, educational institutions, authorities and people who are interested in Education can take advantage of the positive factors to change this knowledge deficit and find better solutions in order to improve the English level of students in Ecuador.

Moreover to continue with the purpose of this research work, specific objectives were raised to identify students' English level and their needs in the classroom, one of the objectives are to determine the classroom conditions in which English lessons take place, another one is to identify the characteristics of in-service English teachers, and the last one to determine institutional facilities and norms regarding quality education.

In fact, there are some previous studies on factors that influence the English teaching-learning process. There is one done by Muhammad (2008) the purpose of his study was to explore the direct influence that the English teachers have on students, to learn about positive and negative reinforcement in the class and to analyze student's participation level. The limitations identified by the author were that the observations have been made discreetly and there was just an observation with a small proportion of time.

Another study is the one done by Khamkhien (2012). Its main purpose is investigating how gender, motivation and experience in studying English affect the choices of language learning strategies and to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students. The limitation was the restricted number of the students; the findings of this study remain inconclusive and call for subsequent studies analyzing a larger group of participants.

In addition, a third study was investigated which was done by Ashamad (2003) whose purpose is to focus on teacher's speech to define if classes provided a context for language learning from a perspective of negative feedback and form-focused instruction. There is one limitation which is the number of students to be observed, a much larger number of students are necessary to make this a more valid representation of content-based classrooms in general.

This study will be a guide for those who are interested in education like teachers, educational institutions and authorities in order to get acquaintance with the factors that influence the process in teaching and learning English. During the investigation there was one limitation, which is one period of forty five minutes that was not enough for an observation class. Some recommendations for a future study is to observe the same classroom twice or three times in a different schedule in order to check other factors that influence the language teaching and learning.

Chapter I: Literature Review

This section of the literature review contains relevant information like the importance of teaching English as a foreign language in Ecuador, teaching approaches and methods, managing learning, lesson design, class size, classroom space, seating arrangement, classroom and teaching resources, classroom observation, learning styles and language aptitude. This section also includes some previous studies done by different authors on factors that influence the English language teaching-learning process in Ecuadorian private high schools which will be described below.

Importance of Teaching English as a foreign language in Ecuador

According to the Education Minister of Ecuador (2003) to know more than one language and especially English language has an advantage because it is a universal language for communication. The Education Minister of Ecuador considers English language as a tool in order to have a better job for future professionals, therefore, is very important integrating English language in the school curriculum developing all the language skills.

In addition, the Secretaría Nacional de Educación Superior Ciencia y Tecnología SENESCYT (2012) mentioned that teachers should be instructed and have the best methodology in order to teach English in Ecuadorian public high school, SENECYT is doing well to prepare future teachers in the United States in order to change the panorama of English teaching in Ecuador, the Secretaría Nacional de Educación Superior Ciencia y Tecnología SENESCYT also mentioned that in the future teaching English should be a requirement from the first grade of basic education. This is a very important step to improve education in Ecuador.

Apart from this, The Education Minister of Ecuador has been conducting series of actions like projects to strengthen the English teaching with the only purpose to improve the quality of education in our country.

Teaching approaches and methods

Nunan (2011) mentioned about teachers that know the importance of using different methods and approaches which are considered as part of teaching such as The Natural Approach, The Cooperative Learning Teaching, The Grammar Translation Method, The Communicative Language Teaching and Total Physical Response which will be described below.

To begin with, The Natural Approach an imitation of how humans naturally acquire their mother tongue language. Krashen and Terrell (1983) see communication as the primary function of language; they also identified The Natural Approach with a "traditional" approach to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language."

In addition, Larsen (2000) emphasizes on students' basic communication skills and vocabulary through their receiving meaningful exposure to the target language. One of the characteristics of The Natural Approach is its advocacy of a "silent period" where preproduction can begin; this silent period encourages the delay of oral production until speech "emerges. The Natural Approach also encourages teachers not to insist for students to speak the target language right away, students do not speak yet they just listen until they are ready to speak. Teachers help students to understand what they are speaking by using pictures, gestures, and being very expressive.

Another method is the Cooperative Language Learning Approach for teaching which has cooperative activities that involves pairs and small groups of students in the classroom.

Olsen and Kagan (1992) mention that cooperative language relies on a social basis structured exchange of information between learners in group and where each learner is held responsible for his or her own learning and is motivated to increase the learning of others.

According to Salandanan (2008) Cooperative Language Learning is an approach in which students' work in team to tackle academic tasks, the groups they have are controlled by the members themselves, groups are formed of both sexes and they are also made up of mixed abilities.

The Grammar translation method is another method discussed here. This method is characterized by memorization of grammar rules and vocabulary, Davies and Pearse (2000) mention that this method makes students memorize grammar rules to correctly construct sentences. In the past it was used to help students read and appreciate foreign literature that is why students need to learn grammar rules. In this method the roles are very traditional, the teacher is the authority in the classroom, and the role of the students is very passive, they learn what the teacher knows. The students are taught to translate from one language to another and to study grammar deductively; practice comes after translation and memorization of rules.

According to Nagaraj (1996) grammar is taught prescriptively, a distinctive feature of this method is its focus on translating the sentence, in this method vocabulary is taught through bilingual word lists reference to dictionaries and memorization of words and their meanings, the native language of the learner is used to explain new items and to make comparisons with their equivalents in the target language.

With this method teachers depend so much on their textbooks they only follow the lessons and exercises, they do not have a vision for innovating a class lesson and considering student's need.

Concerning the Communicative Language Teaching, Richards and Rodgers (2001) mention that it starts from a theory of language as communication. The goal of language teaching is to develop what Hymens (1972) referred to as "communicative competence". Madhavi (2009) mentions that communicative Language Teaching refers to skills other than linguistic which helps learners to place their linguistic knowledge in the social world.

In addition Brown (2001) mentions that in Communicative Language Teaching, language techniques are applied so students can use the language in a practical, useful, productive and receptive way, the author also mentions that the objective is concentrated on grammatical, discourse, functional, sociolinguistic and strategic, coming all these from components of communicative. Nagaraj (1996) mentions that the Communicative Language Teaching is marked by the following characteristics: Communicative tasks aim to make learners fluent as well as accurate in their use of target language, communicative syllabus emphasize the functions of language rather than the rules, they all aim to make the learner attain communicative competence and the prime focus is on the learner the teacher is just the facilitator.

Raman (2004) mentions that The Total Physical Response is based on the way in which the child acquires the first language. It can be engaging as it involves body movements. Basic characteristics of this approach are: listening precedes speaking, understanding is developed through the use of body movements, and speaking is never forced. Another words the teacher gives commands to the students in the target language and students respond with body action.

In addition Brown (2001) mentions that activities involving conversation are easily developed in the Total Physical Response method once students overcome the fear of speaking.

Managing learning

It is very important for a teacher to apply the timing, feedback and instructions to prevent most students' behavior. Referring to instructions, Ur (1991) mentions that the instructions that are made at the beginning of the class have to be very essential so students can understand precisely what they have to do.

Concerning timing, Richards and Bohlke (2011) suggest that classes could last from 40 to 50 minutes, having in mind that not all the time is used for teaching and learning since there will be procedural issues to attend to.

In addition, Goodwyn and Branson (2005) mention that whatever the length of lesson a teacher plans for, the practical needs (arranging the seating, taking the register, giving out books, packing away etc.) which are part of a classroom management have to be accounted for, then a careful equivalence act of teacher's instructions, variety of activities, developing students' skills, summing up and learning, needs to take place in order for the right pace to be achieved.

Regarding feedback, for Stronge (2007) is an important instrument that allows both students and teachers to evaluate how they are working in class and improve the teaching-learning process.

Finally, Jones (2007) mentions that the teachers are responsible to help students work independently, by walking around them while they are working together and then a feedback is necessary . Teachers and students are part of the same team, they work together, in other words supporting each other that way everyone benefits from the lesson.

Lesson design

There are many different types of lesson plans for teaching English. However, most of them tend to follow the standard format that Kenneth (2012) details: Warm-up, presentation,

9

controlled practice, free practice and feedback. There are a number of variations that can be applied so students cannot become bored. Kenneth gives ideas of how to use a lesson plan.

According to Gower and Phillips (2005) it is important for a teacher to consider in a lesson plan information of details and background of the students' profile, classroom circumstances which include the size of the classroom and its composition, the timetable fit and the students' needs and knowledge brought to class. Davies and Pearse (2000) mention that a lesson plan includes specific objectives, materials, procedures and time. In addition, Richards and Bohlke (2011) state that a lesson plan is made on six aspects as follow: 1) the general goals of a lesson; 2) type of activities done in class; 3) the order in which the activities are developed including opening and closing activities; 4) the time spent on different activities; 5) work as a whole class, work in pairs, work in groups; and 6) the materials such as textbook, worksheets, and DVDs used in class.

Class size

Referring to large groups Davies and Pearse (2000) consider that communication with a large class is poor, not all the students can hear or see their teachers. They also mention that it is difficult for teachers to supervise the work of each student and to remember all the students' name. In addition Brown (2001) mentions that there are problems to work within large classes since the skills and abilities of students vary a lot among them, they do not have much attention on their individual work and they also have less feedback on their tasks. The author also mentions that within large classes students use less of their speaking skills because the opportunities that they have are limited.

In addition, regarding working with small groups Odden and Archibald (2009) said that almost all of the class sizes reduction policies have been inaugurated because of a growing belief that lowering class size improves student learning. But Miles and Frank

(2007) mention that small class-size strategy is more effective when teachers receive professional development around how to teach smaller groups of students.

Moreover, Claus- Ehlers (2010) suggest that small class size can be beneficial to students and it does not mean that all the schools have to reduce class size. Rather, class size transitions need to be undertaken with a great of thought and planning.

In the same way, Bascia (2010) said that small class sizes are an intuitively good idea. Both parents and teachers believe that small groups of students allow for more individual attention and result in higher achievement. The author also mentions that the impact is greater when accompanied by pedagogical change.

Finally, Shanzenbach (2014) mentions that class size is one of the most studied education policies, and an extremely rigorous body of research demonstrates the importance of class size in positively influencing student achievement.

Classroom space and seating arrangement

Concerning seating arrangement and classroom space will help teachers and students to improve in the teaching- learning process. Thompson (2011) names some convincing reasons to use seating arrangement: students can see that teachers are organized, it will enable teachers to learn students' names quickly and students can have a better concentration.

Ruiter & Dang (2005) mention that the most ideal seating arrangement for effective language learning is the U-shape, where desks are arranged next to each other so they form the shape of a "U" this shape seating plan where students can face each other and engage in conversations at appropriate distances can also facilitate interactive discussions. A teacher may check students' work with the U-shaped set up by standing beside a student and then switching positions to monitor the next student and continuing until all of the students have been helped.

On the other hand Jones (2007) mentions the reality of most classrooms are regularly crowded and have furniture that cannot move around easily, at times their seating arrangement are placed in rows facing the front. Although the furniture is not easy to move around, the students can move to work in pairs or in groups just turning around to face the student from the back so they can see each other and have a better communication and for teacher to move around and monitor. Teachers are very creatively.

In addition, Thompson (2011) mentions that teachers that have their own classroom space will help minimize discipline problems caused by sharing a classroom. The author also suggests that if the teacher has an overcrowded classroom the teacher has to assume a strong leadership role, being extremely organized and a model of efficiency, in order to have a positive discipline climate.

Classroom or teaching resources

Teaching resources are materials that teachers and students use in their language teaching-learning process. Thompson (2011) says that the term materials refer to anything that teachers and learners use to help the language learning such as videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, photocopied exercises, newspapers, food

packages, photographs, and live talks by native speakers.

Among other resources, Mayesky (2012) comments that technology like computers, digital cameras, videos, videos games, interactive CDs and DVDs should be an early childhood program. Mayesky also mentions that the Internet has changed radically since 2002, the term Web 2.0 has been created to a more dynamic, interactive, social, and content-sharing environment, as a result, teachers can use tools and services as blogs, wikis, Twitter,

podcast, photo and video – sharing sites, social networks, and virtual worlds. Consequently, all these sites should be monitored by the teacher in order to control students' use.

In contrast, Larson & Keiper (2011) emphasize that one of the most important things teachers have to learn when using technology is that the focus in the classroom should not be on the technology but on how it can be used to accomplish something meaningful, to encourage students' learning.

Classroom observation

O´Leary (2014) comments that classroom observation has progressively developed as a significant tool for evaluating and improving teacher performance in schools. In addition, Wragg (1999) mentions that, a classroom observation can benefit both the observer and the person being observed, it helps to inform and enhance the professional skills of both people.

When doing observation, it is suggested that supervisors should be clear and let observed teachers know the purpose when doing an observation classroom, because teachers are little nervous to know whether the observation is done for development or evaluation, (Bailey, 2006).

In addition, Richards (1998, p. 147) states, "teachers need to have a clear understanding of the role of observation and its potential for helping develop a reflective orientation to their own teaching." Richards also mentions that the information obtained from observation can be useful for the observed teacher as a source for critical reflection and for the observer if she or he is doing the observation tasks as part of a teacher preparation course.

Students' motivation

It is very important that students have motivation from the beginning of their life school, Theobald (2006) suggests that teachers should motivate students enough so they can

learn with eager to have succeed during school and adult years. Teachers need to become aware that it is also their responsibility to motivate students.

Regarding motivation, it is said that there are two kinds of motivations the intrinsic and the extrinsic one. Alderman (2004) mentions the academic engagement that intrinsic and extrinsic motivations have. The author says that intrinsic motivated students are the ones who engage in studies for their own sake and without pressure such as satisfaction, interest, learning, and challenge. In contrast, Alderman says that extrinsic motivated students are the ones who engage in studies for external factors such as receiving praises, good grades, special privileges, and certificates or materials rewards.

Learning styles

Learning styles refers to students' natural way of learning, Thompson(2011) describes some learning styles: the auditory learners are some students that have a preference for hearing the language, the visual learners are the ones that have a preference for seeing it written down, the analytic learners are the ones that have a preference for learning in a discrete bits, the global or holistic or experiential learners are the ones that have a preference for experiencing it in large chunks, and the kinesthetic learners are the ones that have a preference for doing something physical whilst experiencing the language.

Language aptitude

Apart from, after investigating and having discussed about theoretical topics used when teaching English, there are five studies related to factors that influence the English language teaching-learning process described below.

Firstly, Aduwa and Iyamu (2006) did a study to find out the frequency of the use of instructional media, instructional techniques and the school learning environment by the teachers in English language lessons. The main instruments used for this study were

14

questionnaires and observation. Questionnaires had four sections dealing with demographic items such as school type and location; instructional resources/media used by the teachers frequently, methods teachers frequently adopted for teaching English language, and the school environment and the observation: research assistants were trained to observe each classroom and some classroom proceedings during administration of the questionnaire noting the features or characteristics of the learning environment. This survey research was applied to three thousand senior students.

The range of data collection instruments employed increased the researcher's ability to examine the nature and frequency with which certain variables occurred in the research setting.   The results were that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons. Students learn under harsh environment, which is often rowdy, congested and noisy.

Aduwa and Iyamu conclude that public secondary schools in Nigeria are not ready to go to university since they have a disadvantage due to poor background and preparation in language education. For this reason, public secondary schools in Nigeria should be provided with adequate and a variety of instructional media and teachers should become familiar with a variety of instructional delivery methods, rather than relying on textbooks, chalkboard and lecture method. On the whole, Aduwa and Iyamu strongly recommended that the learning environment in public schools in Nigeria should be given priority attention by state and federal governments so that children can learn well.

Secondly, another study is the one done by Khamkhien (2012) whose main purpose is to know how gender, motivation and experience in studying English affect the choices of language learning strategies and to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students. The participants were 136

undergraduates. The 80-item Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) and a background questionnaire were employed in this study. The SILL contains 80 items of learning strategy statements classified into six categories: Memory category, Compensation category, Cognitive category, Metacognitive category, Affective category, and Social category.

The data of the two groups of students on the SILL, as classified based on gender, highly-motivated and lowly-motivated students and students experienced in studying English in international schools and/or programs and by students inexperienced in those were analyzed.

Khamkhien concluded that the study highlights the significance of language learning strategies in learning process. Identifying learning strategies use and understanding factors that might affect learning their learning strategy pattern is one of the many possible ways classroom teachers employ to help students become successful learners.

Thirdly, there is a study done by Muhammad (2008) the purpose of his study was to investigate the direct influence of the English teachers, to learn about positive and negative reinforcement in the class and to analyze student's participation level.   The sample of the study consisted of fifty teachers and two thousand and seven hundred students.

The method used in this study was observational in order to gather information; the instrument was an observation sheet which represented 90 seconds for 10 categories, each block in observation sheet represented 3 seconds. In each 45 minutes- class, 13.50 minutes were used for observation. Then, the 13.50 minutes were divided into 9 observation sessions, where each observation session lasted 90 seconds. Finally, the teacher in each observation period of 3 seconds was observed, classified and recorded in the relevant block of the observational sheet until concluded the 90 seconds.

Muhammad concluded that in the majority of the classes, the English students were passive and the environment of the classroom was autocratic. It was observed in the classroom that the majority of English teachers used a lecture method very frequently and asked just a few low-order questions.

Continuing with a fourth study there is one done by Ashamad (2003) which the mayor purpose of this study was to focus on teacher's speech to define if classes provided a context for language learning from the point of view of negative feedback.

This study took place in secondary school in Malaysia, and the numbers of participants were two teachers and eighty students. The process made here was an outcomes-oriented methodology. The results have shown that while the focus on content was generally explicit, the focus on linguistic form was generally implicit.

Ashamed concluded that the findings seemed to indicate that teachers in these classes provided negative feedback and feedback focused on form consistent. However, it was apparent that the frequency of negative feedback and form-focused feedback were minimal when compared to their focus on content. The teachers' utterances were typically those characterized by an emphasis on content-specific information rather than linguistic forms.

Finally, there is one study done by Tahir and Raza (2012) who mentioned that the main purpose of this study was student's attitude towards attendance in class, hours spent in study on daily bases after college. Students' family income is significantly related with student performance. This study took place in the University of Pakistan where 300 students were the participants from a group of colleges.

Statistical techniques and regression analysis were used as a methodology and a questionnaire was employed in order to have data collected. The results were relied on multiple regression technique for data analysis because of the multivariate relationship of our

model. Tahir and Raza concluded that selecting these combination of variables do have some objectivity because in a setting like Pakistan it is the need of time to highlight the role of the half of the population, like any other developing country in Pakistan.

Chapter II: Method

Setting and participants

This research work was conducted in Santo Domingo de los Colorados and in San Francisco de Quito, the number of participants in this study were thirty, fifteen teachers and fifteen students from eight private high schools.

Procedures

This research work started by gathering information in order to carry out the literature review which includes relevant topics importance of Teaching English as a foreign language in Ecuador, teaching approaches and methods, managing learning, lesson design, class size, classroom space, seating arrangement, classroom and/or teaching resources, classroom observation, learning styles, language aptitude. Also the literature review was supported with five previous studies on factors that influence the English language teaching-learning process. All the topics mentioned before were selected from books, magazines, articles, journals, didactic guide and web sites.

This study was conducted to a field research where a quantitative method was applied; the instruments and techniques to collect data were observation formats, questionnaires, note-taking, surveys. These instruments and techniques were administered to 15 teachers and 15 students in 15 classrooms from 9 different private high schools, the teachers were also interviewed in English in order to determine their English language proficiency level of which the standards of The Common European Framework of Reference for Language was used as a reference.

The results obtained in this research work were analyzed in a quantitative manner by answering twenty questions and drawing graphs to interpret the information gotten from the surveys, interviews, and observation classes.

Chapter III: Discussion

Description, Analysis, and Interpretation of Results

In this section the collected information is analyzed and described using quantitative analysis, that will be made based on the results. There are four main factors such as factors concerning teachers, factors concerning students, factors concerning classrooms, and factors concerning educational institutions.

Each factor has some questions which are written below represented by graphs and percentages. The results will be described and interpreted in each graph based on the reasons provided by teachers and students. Addition, there will be information obtained through the observation that took place in each class.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?
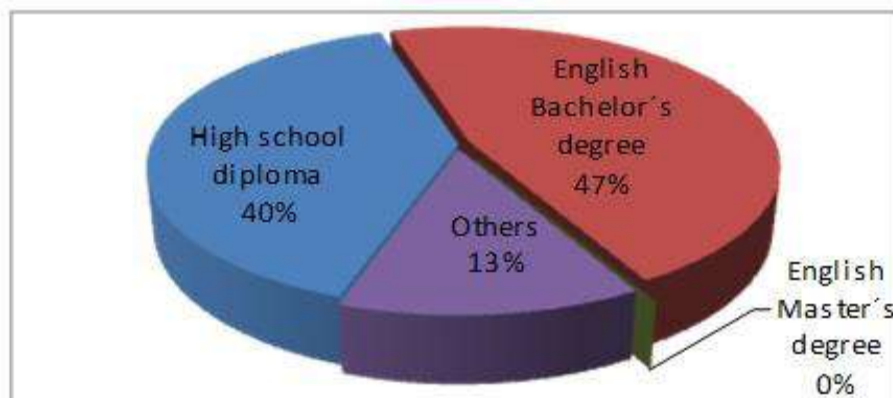
Graph 1
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph number 1 shows that 47 % of the teachers have English Bachelor's degree, 40 % of other teachers have a high school diploma, meanwhile a 13 % of the fifteen teachers that have been observed has hold degree that has nothing to do with English, and finally as show in this graph and according to the questionnaires none of the teachers that were observed have an English Master's degree.

After every single observation class the teacher was interviewed in English in order to have an idea of their language proficiency, the Common European Framework of Reference of Languages (CEFR) was used Therefore 3 teachers were placed in advanced level (C1), 5 of them were placed in high intermediate level (B2), 5 teachers were place in the intermediate level (B1) and 2 teachers were placed in the basic level (A2).

It is necessary for an English teacher to have an English degree, a well prepared teacher with a high language level is a factor that influence on the process of teaching and learning English. It is worth saying that 1 of 3 teachers placed in C1 have a Bachelor's Degree; 3 out of 5 teachers placed in B2 also have a Bachelor's Degree; 3 of 5 teachers placed in B1 have a Bachelor's Degree ; and 1 of 2 teachers placed in A2 have a Bachelor's Degree.

According to the interview done to the teachers, some of them that were placed in high language levels do not have a Bachelor's Degree but they have an excellent proficiency language level, because they have lived in the United States of America for many years, all the other teachers that do not have a Bachelor's Degree have mentioned that they are currently studying in college in order to obtain a bachelor's degree in English. During the observation and interview to teachers they demonstrated a high proficiency language level, which is an excellent influence in the process for English language teaching- learning.

Which of the following methods were used in the observed classes?
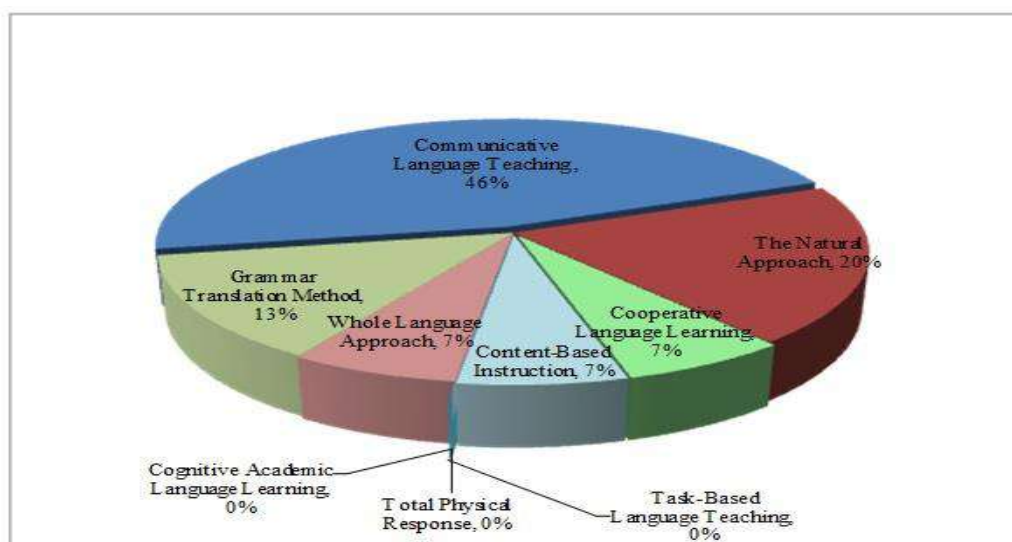
Graph 2
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 2 shows that 7 out of 15 teachers, which correspond to a 46%, said that they use the Communicative language teaching method in the English classes. Three out of the 15 teachers (20%), employ The Natural Approach. Two out of the 15 teachers (13%) use The Grammar Translation Method. One, that represents a 7% of the teachers, uses The Cooperative Language Learning in class. One teacher, which corresponds to a 7%, applies The Content Based Instruction. Finally, one teacher, which corresponds to a 7 % uses The Whole language Approach method.

According to the teacher's questionnaire The Task Based- Language Teaching, The Cognitive Academic Language Learning and The Total physical Response (0%) are not used. Due to the application of the observation sheet, 10 of 15 teachers (66 %) use The Grammar Translation, while 4 of the 15 teachers (26.66 %) applied The Natural approach and finally 1 of the 15 teachers (6.66 %) uses The Content Based Instruction,

The results as shown in the graph above are different from the observation; there is no coherence. Probably, the teachers' answers are not totally true because the teachers demonstrated the lack of importance and understanding the different methods and approaches that can be applied in the classes. Referring to methods, Nunan (2011) mentioned about teachers that should know the importance of using different methods and approaches which are considered as part of pedagogy.

According to the students' answers 14 of 15 of them (93.33%) mentioned that they like how English is taught in classes, because the teachers know how to explain in an easily way, and only 1of 15 students (6.66%) mentioned that did not like how the teacher taught English.

Do teachers use whole- group activities to teach their lessons?
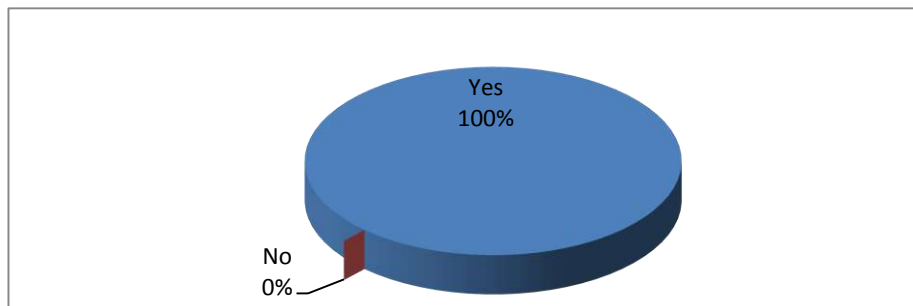
Graph 3
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 3 shows that all 15 teachers which correspond to 100%, said that they use whole group activities in their classes to teach English. In addition all the students (100%) also confirm that the teachers use whole group activities. However, it was observed that 10 of 15 teachers (66.66%) use whole-group activities to teach their lessons while 5of 15 teachers (33.33%) did not use.

It was observed that teachers prepared their classes only for whole group activities, that is the traditional teaching, in the classes that were observed one of the teachers used the

24

following activities like listening to a song and completing the missing words, two teachers used a video, and the rest of the teachers explained grammar structure where the students would complete the grammar exercises on their textbook, whereas 5 teachers applied group work like dialogues and reading comprehension.

Whole group activities apparently help teachers to handle large classes, which is practical for them even though is not for all the students. Regarding whole group activities, Kelly (2012) mentions that whole group activities which the instructor typically will stand in front of a class and present information so students can learn and they will also participate by answering questions and providing examples. The author also mentions that this teaching technique is excellent as long as they use other ones.

Do teachers use individual activities to teach their lessons?
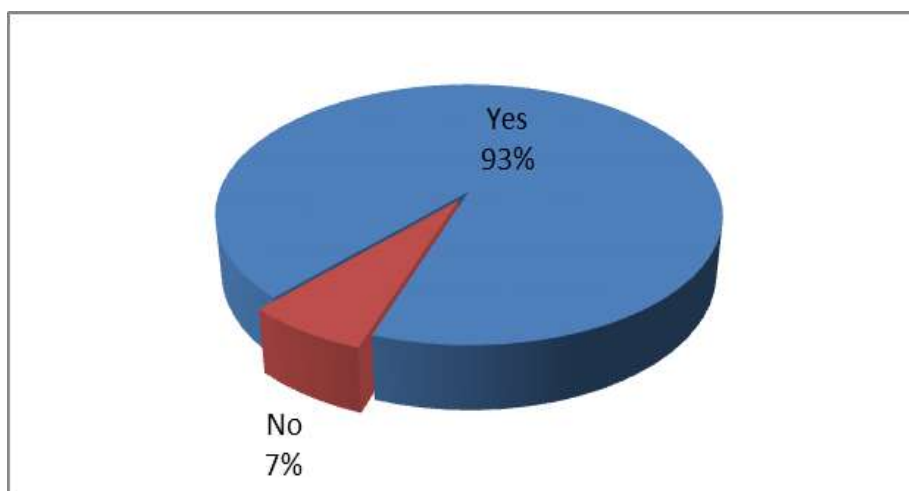
Graph 4
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

In graph 4 we can see that 14 out of 15 interviewed teachers (93%) from private high schools said that they use individual activities to teach their lessons. And only 1teacher from 15 of them does not use individual activities for teaching. According to the questionnaire done to the students, all of them (100%) mentioned that they are motivated to learn English by

individual activities that teachers use in their lessons.

On the other hand the observations that were done to the 15 teachers 11of them (73.33%) use individual activities while 4 of them (26.66%) do not use this activity.

Do teachers use group work activities to teach their lessons?
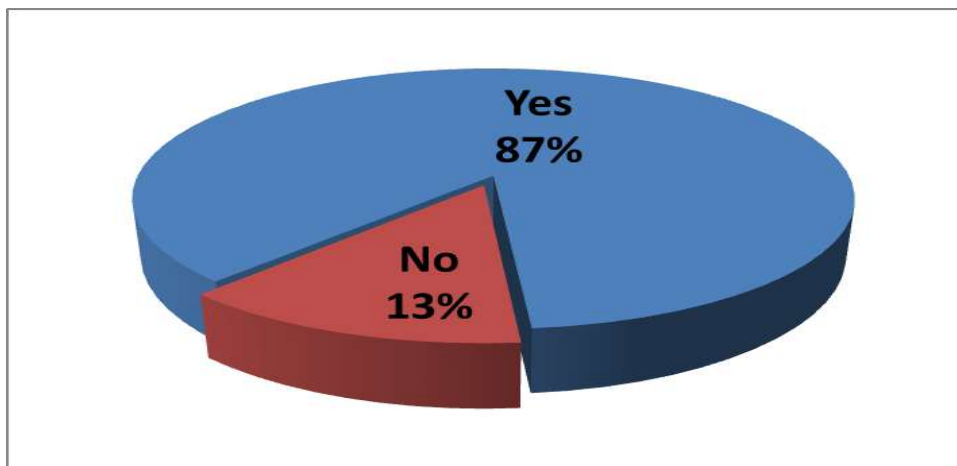
Graph 5
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 5, shows that 13 of the 15 interviewed teachers (87%) said that they use group work activities, while 2 of the 15 teachers (13%) do not use group work activities, on the other hand, the students' questionnaire demonstrate that all of the 15 students (100%) like how their teacher motivates them by using group work activities.

However, the observed classes do not reveal the same as the teachers and students' questionnaire, according to what it was observed in the classes 5 of 15 teachers used the group work activities like preparing a conversation in groups of 3 and dialogues in pairs meanwhile 10 of 15 teachers did not use group work activities, it could have been that teachers use these activities in other classes that were not observed. This activity is very important to realize because of the different kinds of students that teachers have.

Nash (2013) mentioned that group work activities demands specific skills of cooperation and compromise. Teachers can prepare their students for life outside of the classroom by using group work skills into the curriculum. This activity helps all students to participate in a different way; this is a factor that influences a lot in the teaching learning process.

Do teachers use English most of the time in their classes?
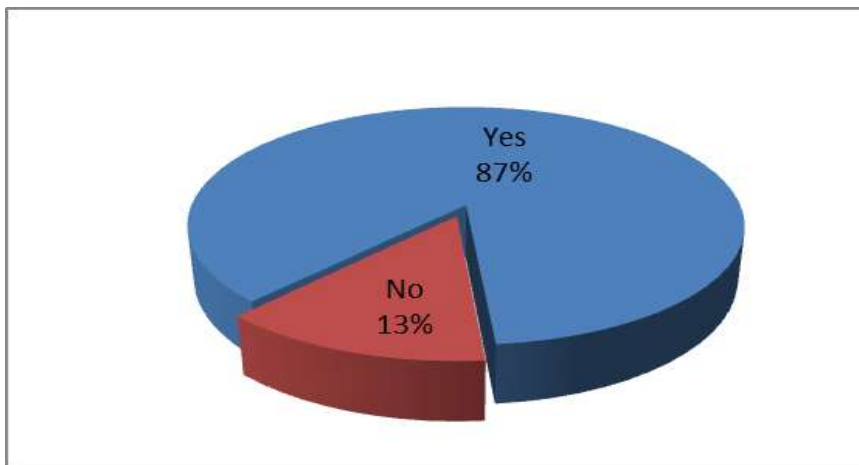
Graph 6
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 6, shows that 13 out of 15teachers (87%) use English in class while 2 of 15 teachers (13 %) do not use English. The students' questionnaire reveals that 93.33% of them mentioned that teachers use English in their classes. However, the results of the class observation are different from the teachers and students' survey, according to the 15 observed classes 6 of the teachers use English in a 100%, 3 of them use English in a 75%, 5 of them use English in a 50% and 1 teacher uses English in a 25%. As it was observed most of the teachers tend to translate after they speak in English, so students can understand the instructions and explanation given by the teachers, other teachers start the class speaking in English but after a short time they end up speaking Spanish the whole class.

Do teachers plan their lessons?
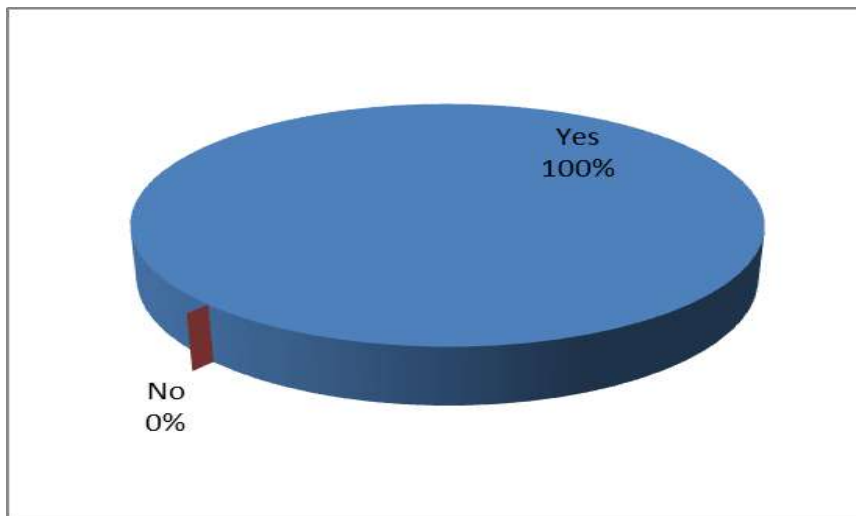
Graph 7
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

As shown in graph 7, a 100% of the teachers mentioned that they plan their lessons, in addition to confirm this result, 93.33% of the students answered yes to all the positive questions about their teachers. Nevertheless, the results of the observation classes are not in accordance with teachers and students' results. In the observed classes 10 of 15 teachers (66.66%) did some activities of a lesson plan, like warm up activities and introduction of the new topic and 5 of 15 teachers (33.33%) just went directly to the topic to explain grammar.

It is worth mentioning that some of the teachers presented a photo copy of their lesson plan, but did not follow all the activities of the lesson plan. It is very important to plan a lesson because it is like a map or guide so the teacher will not forget most of the steps even if the circumstances change the plan.

Do teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons?
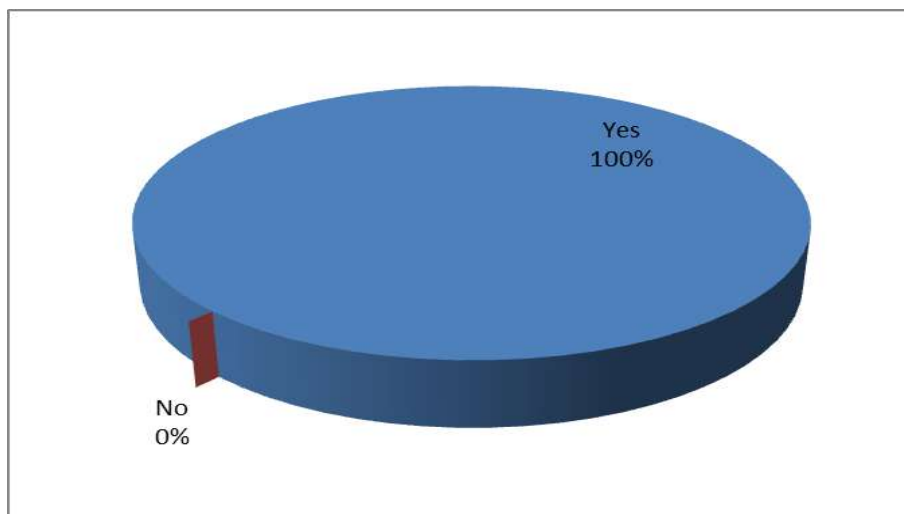
Graph 8
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 8 shows that a 100% of the teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons, in like manner 100% of the student's also mentioned that their teachers control the discipline in class, that their teachers assign a determined time for each activity, and the that instructions that teachers give are clear enough. According to the observation class 14 of 15 observed teachers controlled discipline while 1 of them was always calling the students' attention because they were talking out loud and laughing most of time, these students were not interested in reading. Concerning timing and feedback 40% of the teachers did not consider these aspects, probably because teachers use too much time in grammar instructions, so there is not time for feedback. While the other teachers (60%) considered most of the aspects such as discipline, timing, feedback and instructions to teach their lessons.

Do teachers consider students' needs to teach English successfully?
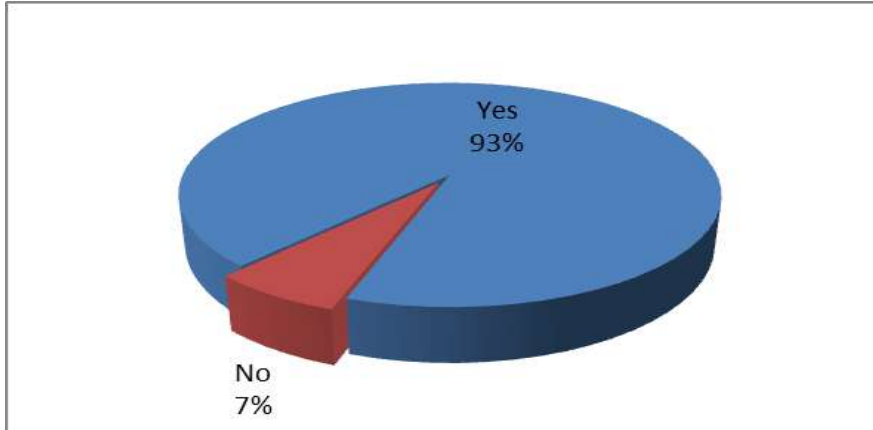
Graph 9
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 9 we can see that 93% of teachers consider students' needs when teaching

English while a 7% of them mentioned that they do not consider students' needs, a 93% of the

students demonstrated that teachers consider student's needs. From the experience obtained in

the observation classrooms, it was noticed that teachers would like to do all the items that the

teacher's questionnaire requires, but in the reality things are different, if teachers would really

consider students' needs English teaching –learning process would be different and have

better results.

Do teachers consider students level to teach English successfully?
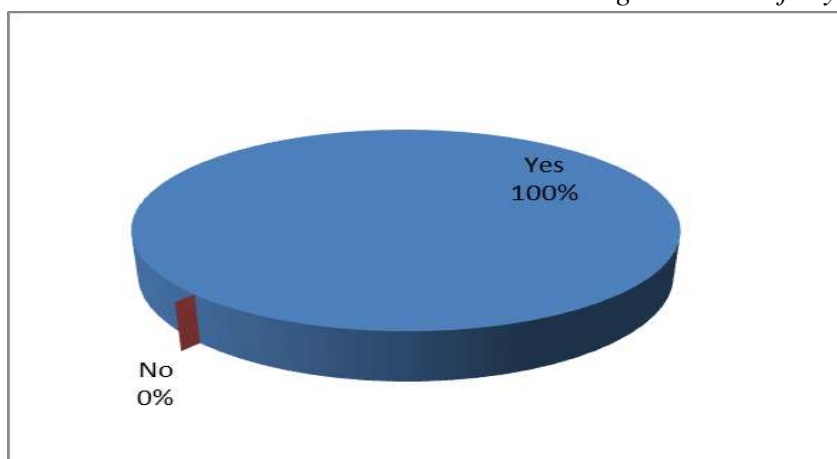
Graph 10
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 10 reveals that 100% of the observed teachers mentioned that they consider students' level to teach English successfully, as the classes were observed, it could be noticed that teachers had a successfully English class, students seem to understand the lesson. There were a couple schools that had English levels where they were divided into groups according to their English knowledge, if schools have this possibility it would be much better to teach and consider students' needs and levels, on the other hand, the classes that were observed, most of the teachers have applied learning styles in their classrooms, which influence in the teaching- learning process.

Which is the level of their students?
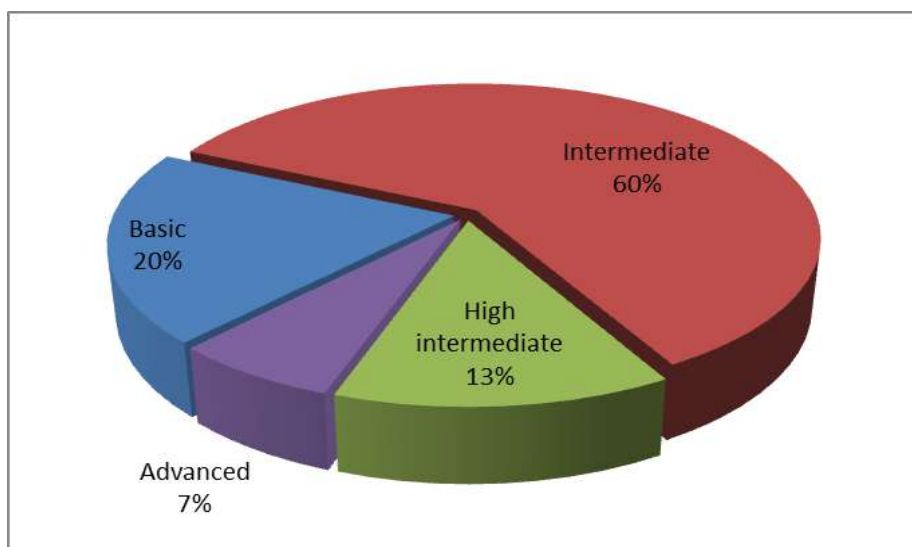
Graph 11
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 11 reveals that 3 out of 15 teachers (20%) mentioned that the level of their students is basic, 9 out of 15 teachers (60%) mentioned that the level of their students is intermediate, 2 out of 15 teachers (13%) mentioned that the level of their students is high intermediate and 1 out of 15 teachers (7%) mentioned that the level of their students is advanced. According to the students questionnaire 86% of them demonstrated that they have an intermediate level because the questions they answered were all yes, they were asked in their questionnaire if the activities they work on class are easy and they answered yes.

On the other hand and according to the observation class the results are almost the same to the teachers and students' survey considering that 4 of 15 classes (27%) that were observed from 9 private schools are in a basic level, 10 of 15 classes (66%) are in an intermediate level and 1 of 15 classes (7%) is in an advanced level, as it can be seen intermediate level prevails in the nine private high schools that were observed.

How many students do teachers have in this class?
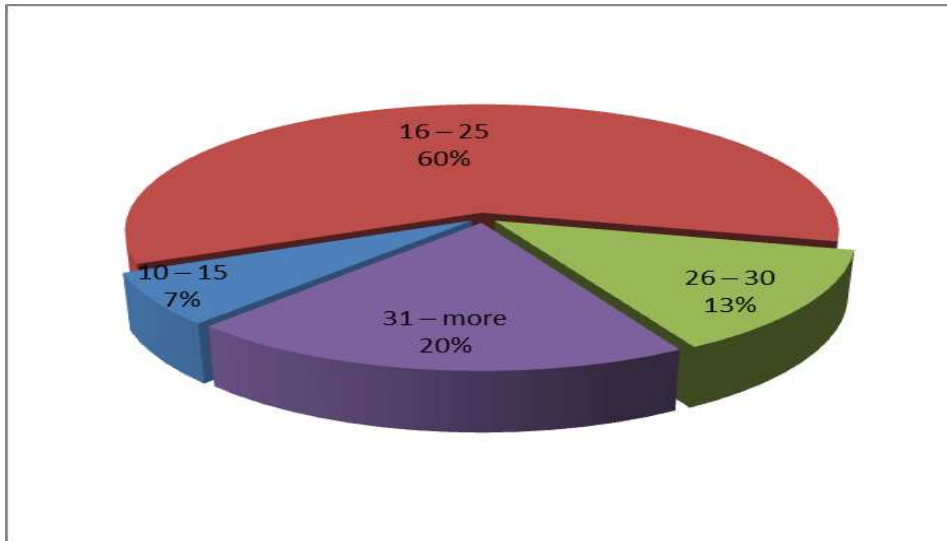
Graph 12
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 12 shows that 9 out of 15 teachers (60%) said that they have 16 to 25 students in their class, while 3 out of 15 teachers (20%) said that they have 31 and more students in their class, 2 out of 15 teachers (13%) said that they have 26 to 30 students in their class and 1 out 15 teachers (7%) said that they have 10 to 15 students in their class.

According to the students 87% of them mentioned that the number of students encourage them to learn English in a better way. During the observed classes the number of students was counted, somehow it does not match the number mentioned by the teachers and the results are different, it was observed that 4 out of 15 classes (26.66%) have 10 – 15 students, 4 out of 15 classes (26.66%) have 16-25 students, 4 out of 15 classes (26.66%) have 26-30 students and 3 out of 15 classes (20%) have 31 and more students.

Do teachers feel comfortable working with this number of students?
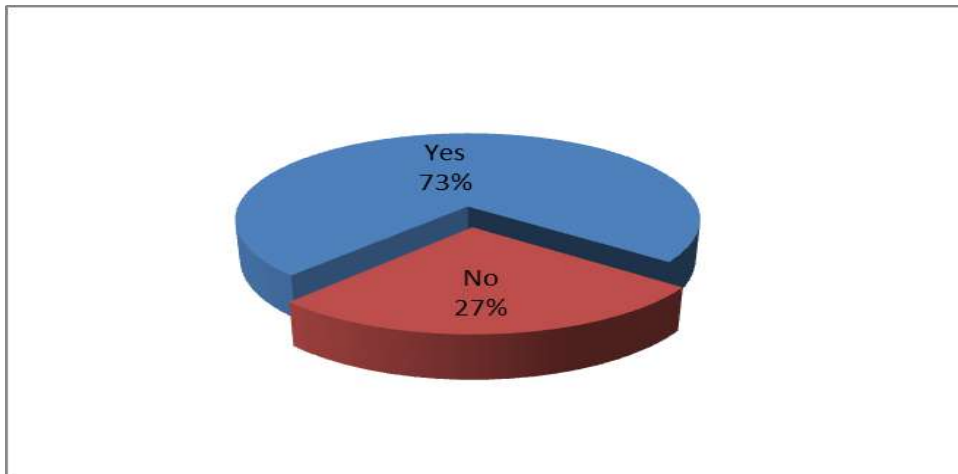
Graph 13
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 13 we can see that 73% that is to say 11 teachers feel comfortable with the number of students they have, whereas 27 % that is to say 4 teachers said they do not feel comfortable with the number of students they have.

According to the student's questionnaire 87% of them said their teachers feel comfortable with the number of students while 13% of them mentioned that there are too many students and that they do not feel comfortable with the number of students. During the observation one of the class had 40 students and students that were sitting on the back row were talking all the time while the teacher was explaining grammar on the board, after the class was over the teacher mentioned that there were too many students and that is why she could not do other activities, there was another larger class where the teacher was able to handle she was monitoring and walking around the class and looked like she was enjoying teaching

As a result, most of the classes teachers demonstrated that they were comfortable working with the number of students they have.

34

Do teachers have enough space to work with this group of students?
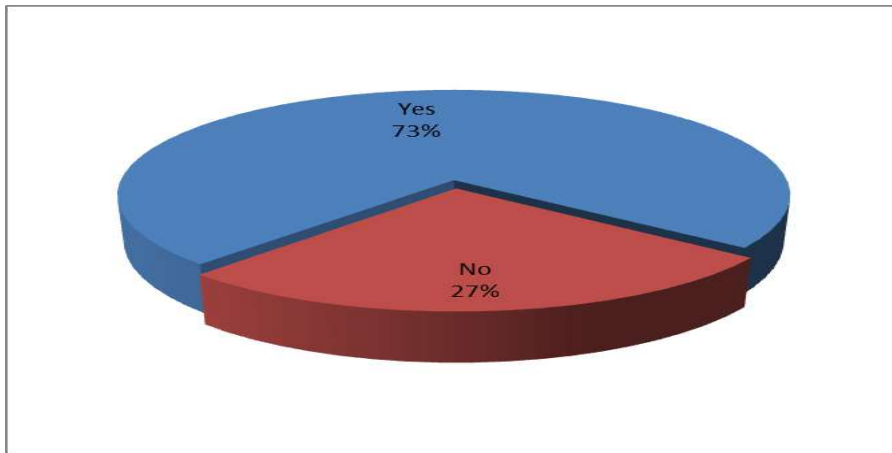
Graph 14
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

In graph 14 we can see that 11 teachers (73 %) mentioned that they have enough space to work with. In contrast, 4 teachers (27%) said that they do not have enough space to work with the students. According to the student's questionnaire 73% of them mentioned that they have enough space to work while 27% of them mentioned that they do not have enough space in their classroom.

Speaking of, the results of teachers and students are the same, in fact the observed class are almost the same since 10 classrooms have enough space and 5 classroom did not have enough space to work, in some cases not all teachers take advantage of the space they have, teachers do not move around, and students were in their seats all the time only 1 class took advantage of the space they had in their classroom.

Do teachers arrange students' seats in relation to the activities planned for their classes?
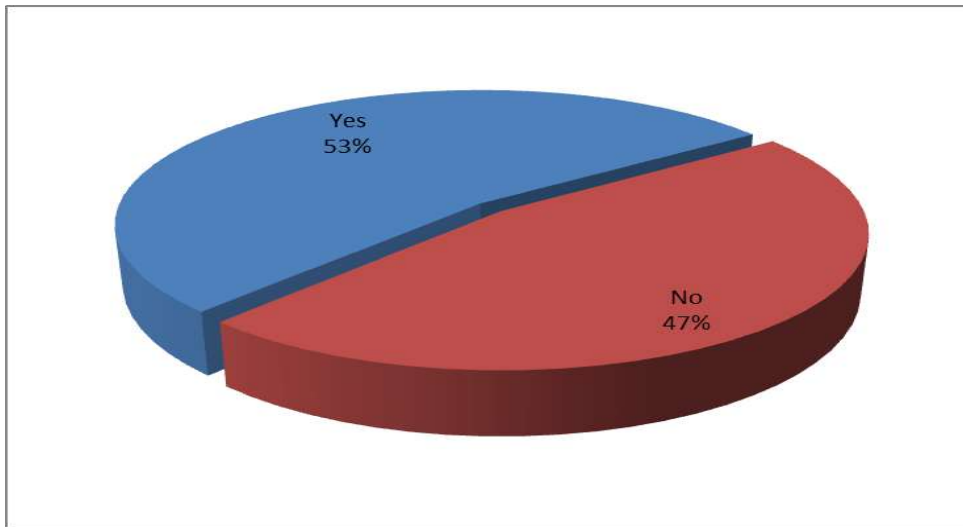
Graph 15
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 15 we can see that 53% of the teachers said that they arrange students' seats in relation to the activities planned for their classes, while 47% of the teachers said they do not arrange the seats. According to the student's questionnaire 87% mentioned that they like how their teachers arrange the desks so they can work in the different activities proposed in class, whereas 13% of the students mentioned that they do not like how teachers arrange the desks in their classes.

During the observation class 11 teachers did not arrange seats because they did not have enough time, since they had to leave them in a row for the next class, in one of the military school 2 of the teachers mentioned in the interview that they were not allowed to move chairs in another position, the desks had to be in a row, whereas 4 teachers had different seat arrangement 1 of them had the students' desks against the wall in a U shape, the other teacher arranged their desks to work in pairs and the other 2 teachers took their students to the audio visual room. As it can be seen the result from the teachers and students are not the same from the observation class.

How many students do teachers think is the appropriate number to teach English?
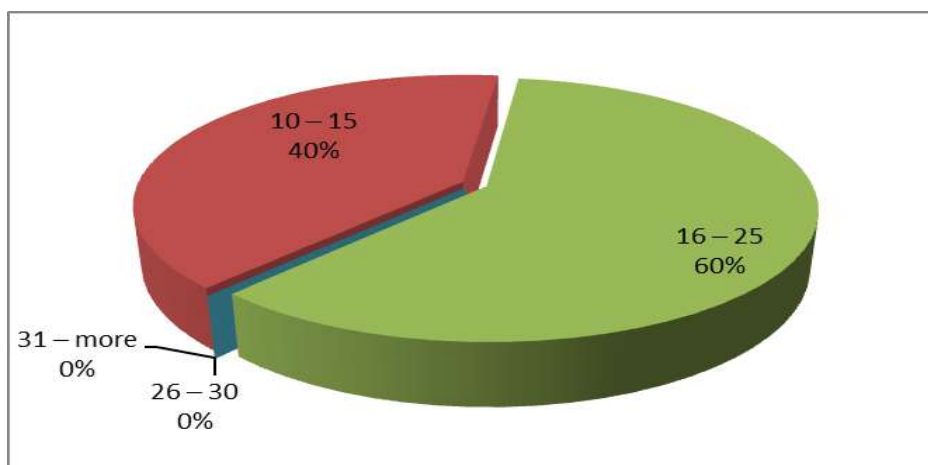
Graph 16
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 16 shows that 60% of the teachers think that 16-25 students is the appropriate number to teach English while a 40% of teachers think that 10-15 is the appropriate number. According to the student's questionnaire an 87% of them feel comfortable with the number of students in their class, while 13% of them mentioned that there are too many students and that they do not feel comfortable with the number of students. Moreover, like it was mentioned before most of the students demonstrate with their attitude that they do not care whether there are too many students or the appropriate number of students in class.

During the observation class it was seen that most of the teachers can handle a large class, although in the interview with the teachers 3 of them said that they had more than 31 students and mentioned that they would feel comfortable if they had 16- 25 students in their class so they can evaluate better and do different activities.

Do teachers use teaching resources?
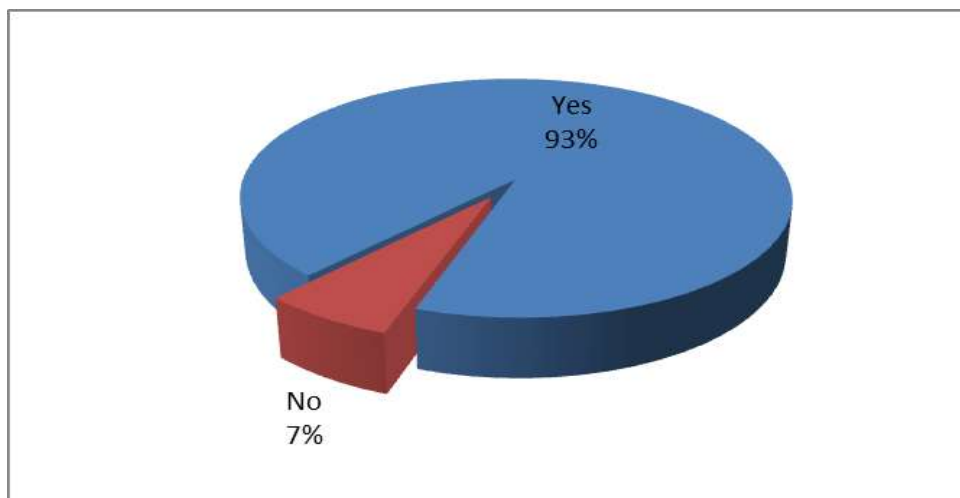
Graph 17
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 17 shows that 14 teachers which correspond to 93% of them use teaching

resources and only 1 teacher which corresponds to 7 % does not use teaching resources.

According to the students questionnaire 87% of them mentioned that teaching resources were

used in class while a 13% mentioned that they were not used. However, during the

observation class 5 teachers (33%) used CD recorder and supplementary materials like flash

cards for vocabulary, 2 teachers (13%) used a computer and a projector to play interactive

games and 1 teacher (7%) used a smart board to practice grammar in a fun way, whereas 7

teachers (47%) did not use any teaching resources.

Teachers mentioned in their questionnaire that they usually use teaching resources, but

did not use them during the observation class. Comparing results a 93% of teachers and an

87% of students mentioned that they used teaching resource in their class, but actually in the

observation class a 53% of teachers used teaching resources which reveals that 47% of

teachers do not use any teaching resource.

Do teachers consider appropriate the resources they have in class?
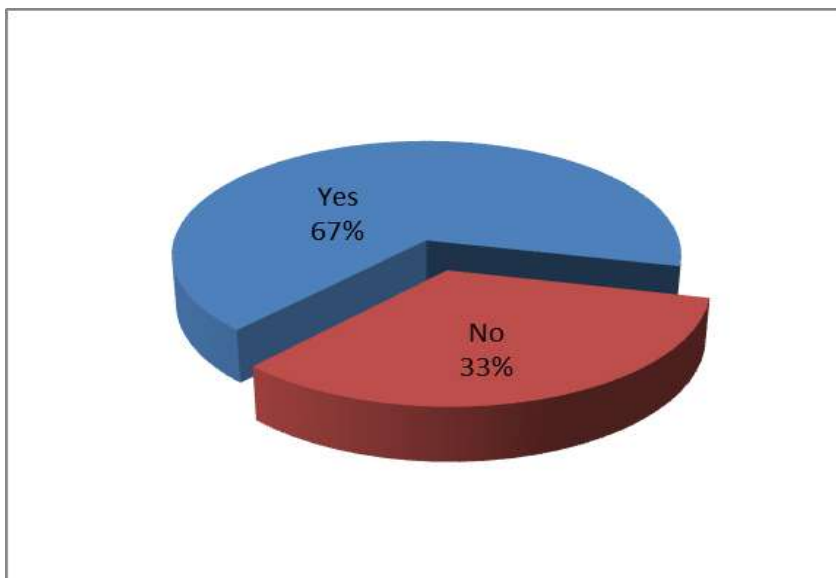
Graph 18
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 18 shows that 10 out of 15 teachers (67%) consider appropriate the resources they have in their classes, whereas 5 teachers (33%) mentioned that they do not consider appropriate the resources, because there are not any resources in class. Regarding students, an 87% of them have mentioned that teaching resources were used in class, so probably they also consider appropriate the resources they have in their classes. It is worth mentioning that in the observed classes most of the teachers used different kind of resources which help a lot in the learning process and motivates students learn the English language.

Factors Concerning Educational Institution

Does the institution review teachers' lesson plans?
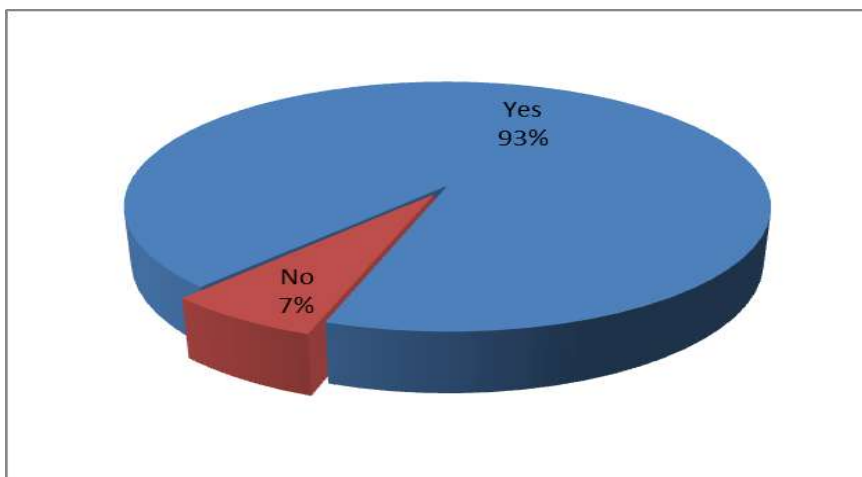
Graph 19
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 19 93% of teachers mentioned that their lesson plans are reviewed by their institution while a 7% of them mentioned that lesson plans were not reviewed by the institution, only one school took out from the principal's office the teachers' lesson plans. Therefore a 7% of the teachers mentioned that their institution review their lesson plan once a week, while a 93 % of them mentioned that their lesson plan are reviewed once a month.

On the other hand, during the observation class only 26.66% of the teachers had their lesson plan on their desk to guide the class, while the rest of the teachers used their teacher´s guide book. Teachers reveal that their institution review their lesson plans, however, they do not have it at hand and it is hard to know whether the institution review lesson plans, but one of the institution that were observed, invited the observer to the office to get the teacher's lesson plan before the class began in order to do the observation.

Does the institution monitor teachers' teaching?
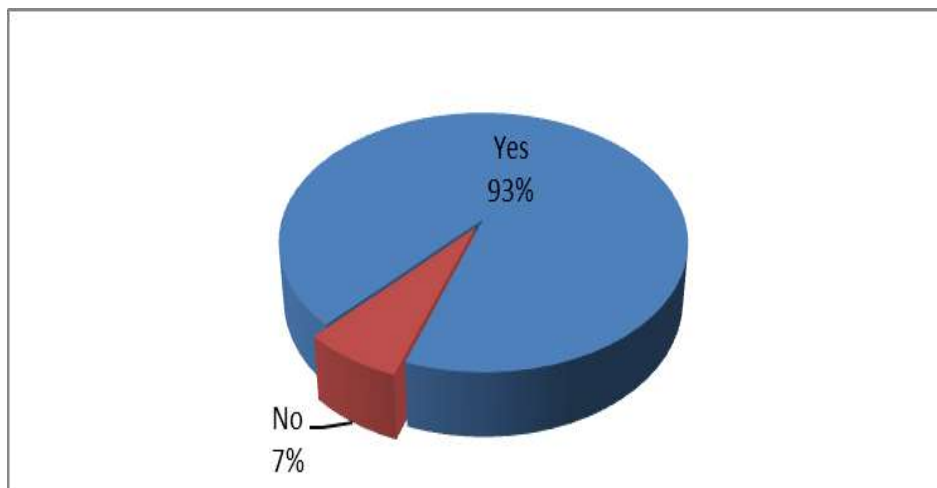
Graph 20
Author: Vinueza Figueroa Raquel Noemi
Source: Private High School

Graph 20 shows that 93% of the teachers mentioned that the institution monitor teachers' teaching, whereas 7% of the teachers said that their institution does not monitor teachers' teaching, in addition most of the teachers mentioned that the institution monitor their classes twice a year. During the observation 3 school directors from different institutions were really pleased to have observers in their institution, in fact the 3 school directors accompanied the observer and did the observation class, they asked the observer to leave a copy of the instruments with the results used for the observation class.

To conclude this part, it is worth mentioning that institution monitoring is an essential component for improving the quality of English teaching- learning process and evaluating students' advancement. In addition, monitoring help teachers improve and do something new and creative each day in their class, Teachers that cooperate need to understand the role of classroom and its potential for helping develop a reflective orientation to their own teaching.

For that reason, it is important and a responsibility for institutions to monitor English

teaching-learning classes.

CONCLUSIONS

- I t was found that half of the teachers in private high schools have a good level of linguistic competence, which influences students to improve their language skills in their learning process.

- The most common method used in classes is the Communicative Language Teaching.

- This research demonstrates that teachers plan their lessons promoting a better teaching- learning process.

- The fact that teachers consider aspects such as discipline, timing, feedback improves the quality of the lessons.

- Considering the students' level and need, help to develop a successful class.

- To work with an average number of students in each class the physical space is appropriate and allows a comfortable environment and a good management of the class.

- The use of resources in class helps students to develop their learning.

- Due to the institutions monitor the teaching process, the quality of education in Ecuadorian private high schools increases.

RECOMMENDATIONS

After analyzing all the results of this investigation in order to improve the English teaching-learning process. This research suggest that teachers should use less Grammar Translation Method and apply more the Communicative approach and meaningful learning to help students learn in their own way.

There are still a considerable number of teachers who need to obtain their English bachelor degree and the institution should be concerned about it. Teachers should have a continuing education.

Class size should be kept to a maximum of 25 students so classes can be managed better and the English teaching-learning process can improve.

Institutions should continue monitoring teachers to make sure the learning process goals are reached in the Ecuadorian private high schools.

Teachers should use frequently extensive variety of resources in their classes in order to improve students´ English skills in the learning process, and not just using the textbook and CD as the only teaching resource.

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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

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)?

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

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

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 ( )

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 ( )

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 ( )

GRACIAS!!!!!

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

15. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES ( ) NO ( )
Why? _____ _____ _____

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
YES ( ) NO ( )
Why?_____

18. Which is the level of your students?

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

19. 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	( )
Grammar Translation Method	( )
Others _____	( )

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

YES ( )	NO ( )	
Why? _____		

21. Do you use individual activities to teach your lessons?

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )

24. Do you plan your lessons?

YES ( )	NO ( )
Why? _____	

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

YES ( )	NO ( )
Why? _____	

26. How many students do you have in this class?

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

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

YES ( )	NO ( )
Why? _____	

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

YES ( )	NO ( )

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

YES ( )	NO ( )
Why? _____	

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

10 - 15 ( )	16 - 25 ( )	26 - 30 ( )	31 - more ( )
Why? _____			

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

YES ( )	NO ( )
Which ones? _____	

32. Do you consider appropriate the resources you have in class?

YES ( )	NO ( )
Why? _____	

33. Does the institution review your lesson plans?

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

34. Does the institution monitor your teaching?

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