



UNIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN

**Factors that affect the English language teaching-learning process in
Ecuadorian public high schools**

Trabajo de fin de titulación

AUTHOR:

Grijalva Vinuesa, Katerin Xiomara

Mención:

Inglés

ADVISOR:

Zúñiga Ojeda Alexandra, Mgs.

Centro Universitario Guayaquil

2013

CERTIFICACIÓN

Magister

Zúñiga Ojeda, Alexandra

DIRECTORA DEL TRABAJO DE FIN DE TITULACIÓN

CERTIFICA:

Que el presente trabajo, denominado: “Factors that affect the English language teaching-learning process in Ecuadorian public high schools” realizado por el profesional en formación: Grijalva Vinueza Katerin Xiomara; cumple con los requisitos establecidos en las normas generales para la Graduación en la Universidad Técnica Particular de Loja, tanto en el aspecto de forma como de contenido, por lo cual me permito autorizar su presentación para los fines pertinentes.

Loja, julio, 2013

Mgs. Zúñiga Ojeda, Alexandra

CONTRATO DE CESIÓN DE DERECHOS

Yo, Katerin Xiomara Grijalva Vinueza declaro ser autora del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales.

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: “formar 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”.

Katerin Xiomara Grijalva Vinueza

1721409116

ACKNOWLEDGMENT

A major research study like this is never the work of anyone alone. The contributions of many different people have made this possible. I would like to extend my appreciation especially to the following.

Thank God for the wisdom and perseverance that he has been bestowed upon me during this research study, and indeed, throughout my life.

Thank to Universidad Técnica Particular de Loja for making this research study possible. The teachers' support, guidance, and advice throughout the research study are greatly appreciated.

Thanks to my lovely husband for filling my life every day with joy, love and peace.

Last but not least, I would like to thank my parents for their unconditional support, both financially and emotionally throughout my life.

CONTENTS

CERTIFICATION.....	ii
CONTRATO DE CESIÓN DE DERECHOS DE TESIS DE GRADO.....	iii
ACKNOWLEDGMENT.....	iv
CONTENTS.....	v
ABSTRACT.....	vi
INTRODUCTION.....	1
METHOD.....	4
DISCUSSION.....	6
Literature Review	6
Description, Analysis, and Interpretation of Results.....	18
Conclusions.....	46
Recommendations.....	48
REFERENCES.....	49
ANNEXES.....	54

ABSTRACT

The present study is about the factors that affect the English language teaching-learning process in Ecuadorian public high schools. The purpose is to analyze which factors are affecting it. This research study was conducted in Quito and Guayaquil, Ecuador. Five public high schools were selected for this study. The sample included 15 teachers and students between 8th to 3rd year of high school. The data was collected through questionnaires, interviews and observation sheets in order to obtain information related with the English teaching-learning process in the five public high schools. The teachers' questionnaire was analyzed quantitatively. The results of this analysis were corroborated with the information obtained from the observation sheet, interviews, and the students' questionnaire used in this study. Finally, the results allowed identifying certain shortcomings in the English language teaching-learning process in the Ecuadorian public high schools.

INTRODUCTION

The knowledge of English language has become an indispensable tool that allows people to have access to the business world, technological advantages, scientific researches, and scholarships around the world.

In 2011 the Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT) evaluated some public high school teachers in order to assure the quality of English teaching (“Bases de postulación”, 2012, p.2). According to the results, 60% of Ecuadorian teachers obtained the level A1 and A2 of the Common European Framework References for Languages. This range demonstrates that teachers have a basic level of English language proficiency (Modern language division, 2001, p.24). Consequently, the Ecuadorian Government has invested a great amount of money in scholarships and trainings to prepare teachers in order to ensure the quality of teaching and student learning in our country.

The Ecuadorian Government, as well as the people, has realized the importance of teaching and learning English to get better opportunities in life. However, the teaching-learning process not only is related with teachers’ level education, but also other factors intervene in this process. Therefore, the present study will focus on the factors that are affecting the English teaching-learning process in Ecuadorian public high schools.

The analysis of the factors concerning teachers, students, classroom and educational institutions allows determining the classroom conditions in which English lesson take place and identify the characteristic of the in-service English teachers.

In order to have more information about these issues and develop an assertive analysis, it was necessary to consult some authors which studies about the factors that should be considered to improve the teaching-learning process are examined.

Saricoban & Sakizli (2006, p. 24) state, “Teaching and learning a foreign language is a social process which requires the interaction of two important parts, the teacher and the students, in a social environment.” These two parts need to work together otherwise the teaching and learning process could not be carried out. It is not appropriated to separate the two parts and focus the attention only in one of them.

Moreover, Narayanan, Rajasekaran & Iyyappan (2008, p. 510) indicate, “Successful second language learning entails a complete personal participation.” Ignoring students’ needs debilitate the process and difficult the learning for them. These authors believe that the teaching and learning process has to be student centered rather than the interaction of the teacher and student in a social environment.

In addition to the factors that can ensure the correct teaching-learning process, it is believed that real experiences including the space or materials definitely improve the classroom atmosphere and prepare students to receive the language in a real and personal way. For instance, Aduwa-Ogiegbaen & Iyamu (2006, p. 500) state, “Technologies such as audio and video recordings, language laboratories and computer can be more effective teaching tools for English Language lessons as they offer authentic learning experience when interwoven with existing curriculum.”

These authors have given us a general idea of the factors that can affect the English teaching-learning process. The knowledge of the factors that affect this process in Ecuadorian public high schools is very important not only for these schools but also

for the Ecuadorian Government. Therefore, the present research is directed to the Ministry of Education, schools' principals, teachers, and even students in order to identify shortcomings that affect the appropriate English language teaching in Ecuadorian public high schools. This information will allow authorities to develop projects to improve the deficiencies identified in the process.

METHOD

Setting and Participants

This study was conducted in the city of Quito and Guayaquil, Ecuador, during the second Bimester of the 2012-2013 school year. Five public high schools were selected for this study across the cities. The sample included 15 teachers and 15 students between 8th grade to 3rd year of high school.

Procedures

Five previous studies and 14 topics related with the theme of this study were analyzed before the collection of data in order to have a deep understanding of the factors involved in the teaching-learning process. This study will analyze factors concerning teachers, students, classroom and educational institutions that are affecting English teaching-learning process in Ecuadorian public high schools.

The main instruments used for this study were questionnaires, observation formats and interviews. The teachers' questionnaires included 20 questions which evaluated the factors concerning teachers, students, classroom and educational institution. Only the teachers' questionnaires were used to tabulate the collected data. On the other hand, the students' questionnaires, the observation formats and the interviews done to teachers were exclusively used to support the information collected from the teachers' questionnaires.

After explaining the purpose of this study to school principals and having their permissions to carry out the research in their schools, a schedule was elaborated in order to visit one school per week by two months.

The observation sheet was filled during the class by the researcher. This format allowed me to evaluate the teachers' methodology and management, the seating arrangement, the resources and activities used during the class, students' levels and needs. The teacher questionnaire was completed by teachers at the end of the class. This questionnaire included topics such as the methodology, strategies, and resources used by the teacher in class, as well as, the teacher level of education, class size, seating arrangement, and institutional issues. The student questionnaire was given to one pupil in each class in order to get information that permits me to support the data obtained from the two instruments mentioned before. Additionally, an interview was done at the end of the class to the teachers to identify their language proficiency. The interviews help to place teachers in levels from A1 to C2 according to the CEFR.

After the application of the surveys, the data obtained from the teacher's questionnaires was tabulated in the Excel program and twenty graphs were elaborated with this information. For analyzing and interpreting the results, the data of the students' questionnaires, observation formats and interviews were used. Twelve conclusions were established from the obtained results. Finally, 5 recommendations were proposed to improve the conditions in which the teaching- learning process develops in Ecuadorian public high schools.

DISCUSSION

Literature Review

Mastering English language is an unquestionable fact in a world where international relations are becoming more important. English is considered the official language of the 21 century that facilitates communication between people from different backgrounds, acting as a bridge between cultures. Also, it multiplies job and academic opportunities, and it permits the access to all the available information in the Internet such as researches, journals, or scientific studies (Utreras, 2010).

At the same time that our country becomes a place where Anglo-Saxon countries gain strength, the requirements to be a country according to their international levels have increased. Nowadays, universities try to form and give to the society qualified teachers who can reproduce their knowledge to students. However, something is failing in the teaching-learning process in which teachers and students are involved.

Every year numbers of books, journals or magazines about methods and techniques for teaching English are published. Despite of advice given, public schools are not providing to the society students that speak English with fluency and competence. Trying to solve this problem has been difficult, because teachers do not master the English language. For that reason, it does not matter the resources or methods that they use if they do not speak English. Thus, it is imperative to invest in teachers' training in order to ensure that students and future professionals of our country master the language and they can be productive, entrepreneurs and influence wherever they are (Jarrín, 2012).

Teaching Approaches and Methods

Through the years learning a second language has been of great interest and many approaches and methods had been developed to facilitate its teaching and learning. Some of these approaches are actually used around the world to teach English. The following five approaches are the most recognized:

First, the total physical response is a language teaching method that uses actions to convey knowledge. James Asher developed this method based on the way a child learns the first language. The teacher gives commands and orders and learners perform the action (Nagaraj, 2005, p. 66).

Larsen (2003, p. 112) asserts, "Using commands and humorous skits are two ways of showing that language learning can be fun." Generally to learn something we need to use our different senses and learning through the movement of our body is a good technique overall for kids. TPR encourage learners to speak when they are ready because it is not a typical, boring and strict way of learning but a funny and exiting way of acquire a new language.

Second, the Grammar-translation method is based on how learners acquire a second language first by a deeply analysis of its grammar rules. The information learned is used in translating sentences and parts of texts from the mother tongue into the target language and vice versa (Larsen, 2003, p. 17).

This method focuses primarily on the skills of reading and writing, with little emphasis on listening or speaking. In other words, students are only exposed to literature language and no attention to student's need is considered because of the rigorous form of using the books and its activities.

Third, The Communicative language-learning is based on the use of authentic language during the learning process. Students use real and relevant information as they would use it in real life or daily conversations. “The emphasis is on the process of communication rather than just mastery of language forms. Errors are tolerated and seen as a natural outcome of the development of communication skills.” (Larsen, 2003, p. 125). This method involves communicative competence since it gives students the opportunity to work on negotiating meaning.

Fourth, “Task-based language teaching focuses on the use of tasks as the core unit of planning and instruction in language teaching.” (Richards & Rodgers, 2001). Assessment is primarily based on task outcome rather than on accuracy of language forms. TBLL drives the developing of language fluency and student confidence.

Finally, Richards & Rodgers (2001, p. 109) states, “the whole language approach emphasizes learning to read and write naturally with a focus on real communication and reading and writing for pleasure.” In other words language should not be broken down into letters and combinations of letters and decoded. Instead language is incorporated in our mind as a complete system in which words are related to each other in context.

Teaching Techniques

As a teacher you can use many techniques that can facilitate the student’s learning process. When you are planning a lesson, you must think about the activities you are going to accomplish during the class and consequently about the materials or techniques you will need in order to students can incorporate or secure the new knowledge through the activity.

A variety of techniques can be used throughout the class depending on the skill you want to develop and the level of the student's knowledge. For example, to develop or improve writing skills students can "summarize, paraphrase" (Oshima & Hogue, 2006, p. 136). When using one of these techniques ensure that students know well all the rules to write a summary or paraphrase.

To master listening and speaking skills we can use "interviews, dialogues, role-plays, simulations, debates, dictation, or games" (Gower, Phillips & Walters, 2005, p. 105-110). These techniques are really important because the goal of every teacher is that students can produce what they are learning. Dialogues and roles-plays are very good improving speaking skills, when you think they master these kinds of activities you can start with interviews or debates.

In order to strengthen reading skills we can use scanning, skimming, extensive and intensive reading (Gower, Phillips & Walters, 2005). One of the strategies to engage students in reading activities is choosing a reader that is according to their level of knowledge and interests. In the process of improving this skill always includes the two first techniques scan and skim.

Managing Learning

Partin (2009) reports, "Effective teachers are in control of their classroom but not obsessed with the idea of control." In other words, we must create a classroom environment where students not only feel safe to express their ideas but also do so respectfully and orderly.

Researchers show that some teachers spend an unacceptable amount of class time dealing with misbehavior related to rules and routines, rather than teaching and learning.

It is often because students are not told what is expected of them or because rules and procedures are not communicated clearly (Mcgee & Fraser, 2011).

As teachers we cannot suppose or assume that students will behave in a desired way if we do not communicate first our expectations about their behavior and performance. In order to involve and engage students in their own process of learning a new language is advisable that they establish the rules governing classroom behavior, obviously, with the teacher's supervision and approval.

Similarly, time is a very important participant in a class. We have to consider how long each activity will take or the only thing you will gain will be frustrated students and unwilling to learn English (Mcgee & Fraser, 2011).

Finally, do not forget of feedback because this will help students to modify errors and secure the relevant information to have communicative competence. Teachers, peer or the students themselves can give feedback as they compare the work with samples, models or exemplars and criteria for performances (Capel & Whitehead, 2010).

Lesson Design

Briggs (1992) claims "A lesson plan shows the order in which the instructional events will take place, and describes the amount and kind of activity involved in each event." A good lesson plan has a definable structure for example the Hunter's Lesson Design include warm up, the explanation of the objectives and purpose of the class, input, modeling, checking for understanding, guided and independent practice (Marzano, 2007).

A lesson plan is an indispensable tool for the students' process learning because through it students will be mentally, physically, socially and emotionally involved in every step of the lesson.

Class Size

MacDonald (1980) mentions, that classes of 15 or fewer were associate with improved student writing, because let students to receive more feedback and do more revising under supervision; in contrast, Schiefelbein and Simmons (1981) in their review of 26 studies declares that achievement is not significantly boosted by reducing class size.

According to the results of this studies despite that smaller classes improve discipline and increase student participation, they agree that what it is really matter is the teacher's method, feedback, and over all the teacher's and student's perceptions and assumptions about the class (Byram, 2002, p. 345).

Classroom Space

Tomlinson & Imbeau (2010) claims, "The goal of planning the physical environment of a classroom is to maximize opportunities for teaching and learning." Therefore, it is a good idea to make a written inventory of the furniture and equipment you own to organize your classroom according to the space you have. The design of the classroom is teacher responsibility so you can consider the interior design principles of variety, balance, proportion and scale to organize your class.

Variety means changing, elaborating, or diversifying elements in a composition to add individualism and interest. Balance is defined as the way of organize the space creating traffic patterns where you and your students will be able to move about freely in

the classroom. Proportion is the relationship of objects sizes to the size of the human body. The relevance of distributing the space within the class is to design a space that is comfortable and useful for everyone in there (Beattie, Jordan & Algozzine, 2006).

Seating Arrangement

Another important point to consider when you are organizing your class is how chairs will be distributed. The seating arrangement is not only influenced by the space of the classroom but also to the number of students and the current goal for the class. For example, use the horseshoes arrangement for speaking and listening activities, and for debates; use the separate tables for group work; rows for individual work, and move chairs towards each other for pair groups (West, 2010).

Classroom and Teaching Resources

Gower, Phillips & Walters (2005) mentions that as teachers can use different resources to make lesson more interesting and effective. For example: visuals, the board, worksheets, workcards, videos, coursebook, and readers. We are aware that not all the institutions provide us the material needed to the correctly development of the class.

Mukalel (2007), show us in his book “Creative approaches to classroom teaching” how we can elaborate our own material using magazines, newspapers, old books, photographs, etc. Drawings, commercial pictures, visual aids, picture and flash cards, mask for personalization are some of materials that surely will help you to make your class more interesting and will also facilitate the process of learning new information.

Classroom Observation

Monitoring teachers' performance is a critical aspect in the teaching learning process. Classroom observation permit to the evaluator observe the interaction between teacher and students and among students, how the teacher structures the physical environment, and how he establishes and maintains standards of conduct.

Constant checking, through the monitoring process, will give the evidence necessary for schools to be more accountable to the school's clients-pupils, parents, the community and industry-for quality of education on offer, the standards achieved, the learning taking place and the efficiency of organization (White & Poster, 2005).

Students' Motivation

Motivation is one of the factors that influence student's acquisition of English. The more they are motivated the more they will learn and produce English. Baker indicates two types of motivation, Integrative Motivation that reflects a sincere and personal interest in the people and culture represented by the other group (González, Fernández, Valdeón, García, Ojanguren, Urdiales & Antón, 1999); and Instrumental Motivation that is based on practical reasons, such as getting a job or passing an exam (Wandberg & Rohwer, 2010). In other words, students need one type of motivation to learn a FL, if they are not motivated they will not be interested in participate and worst learn something that they see like useful and boring.

Learning Styles

Haggart (2009) states, "Every one of us has a learning style as unique as our fingerprints." Students have their own way of learning and when we force them to learn in the way we think is the correct the results are not good. Pritchard (2009) reports three types of learning styles. 1) Visual, students prefer information to be presented visually,

in the form of diagrams, maps, posters, etc; 2) auditory, students learn from discussion, lectures, audio tapes, etc; and Kinesthetic, students learn through moving, doing and touching.

In contrast, Honey and Mumford established other four styles of learning: 1) Activists prefer to learn by doing; 2) Reflectors prefer to observe and collect as much information as possible before making any decisions; 3) Theorists like to adapt and integrate all of their observations into frameworks; 4) Pragmatists: are keen to seek out and make use of new ideas. The four dimensions can be used as a way of classifying learners but most people have characteristics of all four dimensions (Pritchard, 2009, p. 45).

Student's Intelligence or Aptitude to Learn

There are many theories about how the brain (intelligence) works to learn something. In the mid-1980s Gardner popularized the concept of multiple intelligences. The eight intelligences he proposed are: Logical-mathematical, Linguistic, Spatial, Bodily-kinesthetic, Intrapersonal, Interpersonal, and naturalistic (Partin, 2009, p. 156).

Gardner viewed the intelligences as educable. "The development of intelligences is the result of the constant interaction among biological and environmental factors." (Stenberg & Williams, 2009). Our job as teachers is to recognize and encourage the student's individual intelligences to guarantee the success in their learning process.

Another theory about intelligence was proposed by Goleman who emphasize the important role emotions play in learning. When an emotional response is positively connected to a learning experience, the memory will retain it but if the emotion becomes threatening or too strong the learning and retention decrease (Teele, 2000, p. 25). As

teachers we need to know which is the kind of intelligence that our students possess because it is the only way we are going to assure succeed in their own learning process.

Learning a second language particularly English has become a mean to achieve a good social and economic position. According to these requirements; for example, the higher the academic preparation better your chances of getting a good job and social recognition; many schools opted to recognize English as a subject as vital as the other ones. In the next five studies will analyze the possible factors that are affecting the English language teaching-learning process in many students around the world:

Saricoban & Sakizli (2006) analyzed factors that influence successful classroom management. In order to observe the classroom management skills and applications of the teachers, a questionnaire covering the subject areas that were taught during the training program as well as teacher's own experiences was prepared and implemented on 30 randomly chosen teachers. According to the results, they concluded that classroom management is a board area that is highly affected by many factors. Careful analysis and understanding of these factors and their effects on student learning and motivation will enable teachers to prevent disruptive behaviors and maintain a positive classroom atmosphere.

Aduwa-Ogiegbaen & Iyamu (2006) analyzed the factors affecting quality of English language teaching and learning. The main instruments used for this study were a questionnaire and observation schedules. The questionnaire had four sections dealing with demographic items such as school type and location; instructional resources/media used by the teachers frequently, methods teachers usually adopted for teaching English language, and the school environment. On the other hand, 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. They concluded that public secondary schools in Nigeria are far behind time in offering multiple pathways to the teaching and learning English as a second language. The effect of this is that secondary school students who find their way into the university are already at a disadvantage due to poor background and preparation in language education.

Narayanan, Rajasekaran & Iyyappan (2008) analyzed the most important socio-psychological factors that are affecting English learning such as motivation, attitude, and language anxiety. For this study questionnaires have been prepared and the data have been collected mainly in written modes. Also class observation and personal interaction with the students and teachers were done for data collection. The conclusion of this study was that factors such as motivation, attitude, language anxiety and gender have a great impact over students and if the learner wants to foster linguistics skills effectively he/she needs to be highly motivated, positive attitude towards the language, low language anxiety and suppose to have a good amount of TL exposures.

Tsui (1966) examined teacher's perceptions of the factors that contribute to student reticence (lack of the student response). Teachers videotape or audio-recorded their own lessons and reviewed the tapes to identify one problem that they had in teaching. Then teachers designed some strategies to overcome the problem and employed them in the following classes. They kept a diary of what went on in the lessons and their own reflections. Finally, they analyzed the effectiveness of the strategies and wrote a report which described the problems identified, the

implementation of the strategies and an evaluation of the strategies. The author's conclusion was that successful strategies minimize language learning anxiety and the unsuccessful one exacerbate language learning anxiety.

Genc & Bada (2005) analyzed the importance of the culture in language learning and teaching. The main instrument used for this study was a questionnaire. The questionnaire assess these themes: (1) language skill (Items 1, 2), (2) cultural awareness (of both native and target culture; Item 3), (3) attitude towards the target culture (Item 4), and (4) contribution to the prospective teaching profession (Item 5). The findings of the study suggest that a culture class is significantly beneficial in terms of language skills, raising cultural awareness, changing attitudes towards native and target societies, and contribution to the teaching profession. The participants in this study emphasized some kind of transformation in their thinking and listed six points as potential contribution of a culture class they received.

Description, Analysis, and Interpretation of Results

This section describes a quantitative analysis of the factors that are affecting the English teaching-learning process in Ecuadorian public high schools. In this research study 4 factors have been selected to be studied: 1) factors concerning teachers, 2) factors concerning students, 3) factors concerning classroom, and 4) factors concerning educational institution.

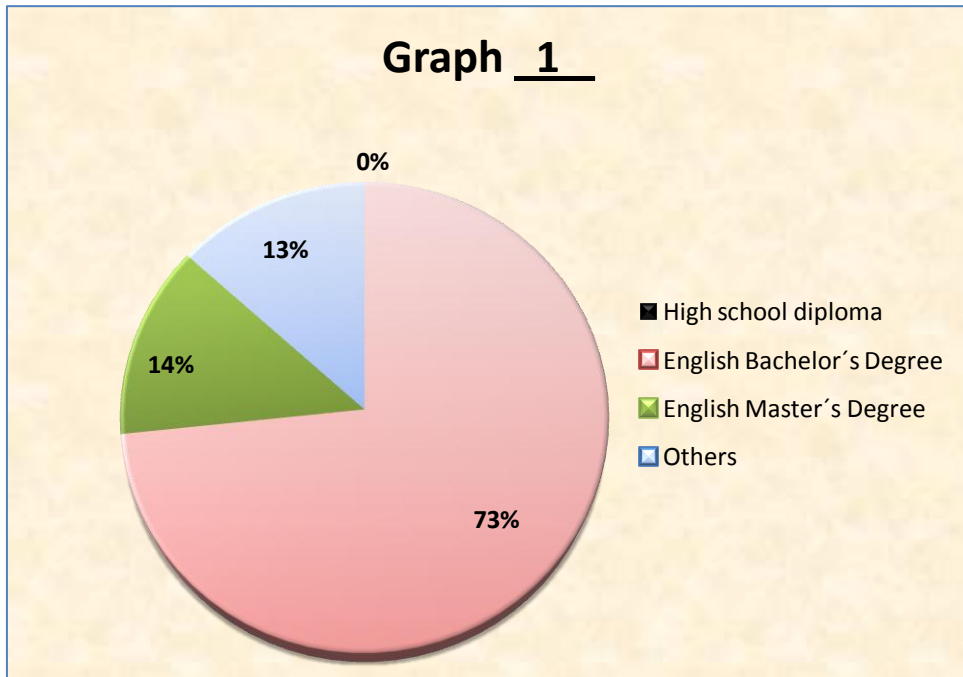
Five public high schools were selected for this study across the cities. The sample included 15 teachers and 15 students between 8th grade to 3rd year of high school.

The main instruments used for this study were questionnaires, observation formats, and interviews. Only the teacher's questionnaires were tabulated quantitatively. The student's questionnaires, observation sheets, and interviews done to teachers are used only to support the results. Findings are described below with a graph and its respective analysis and interpretation.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaire

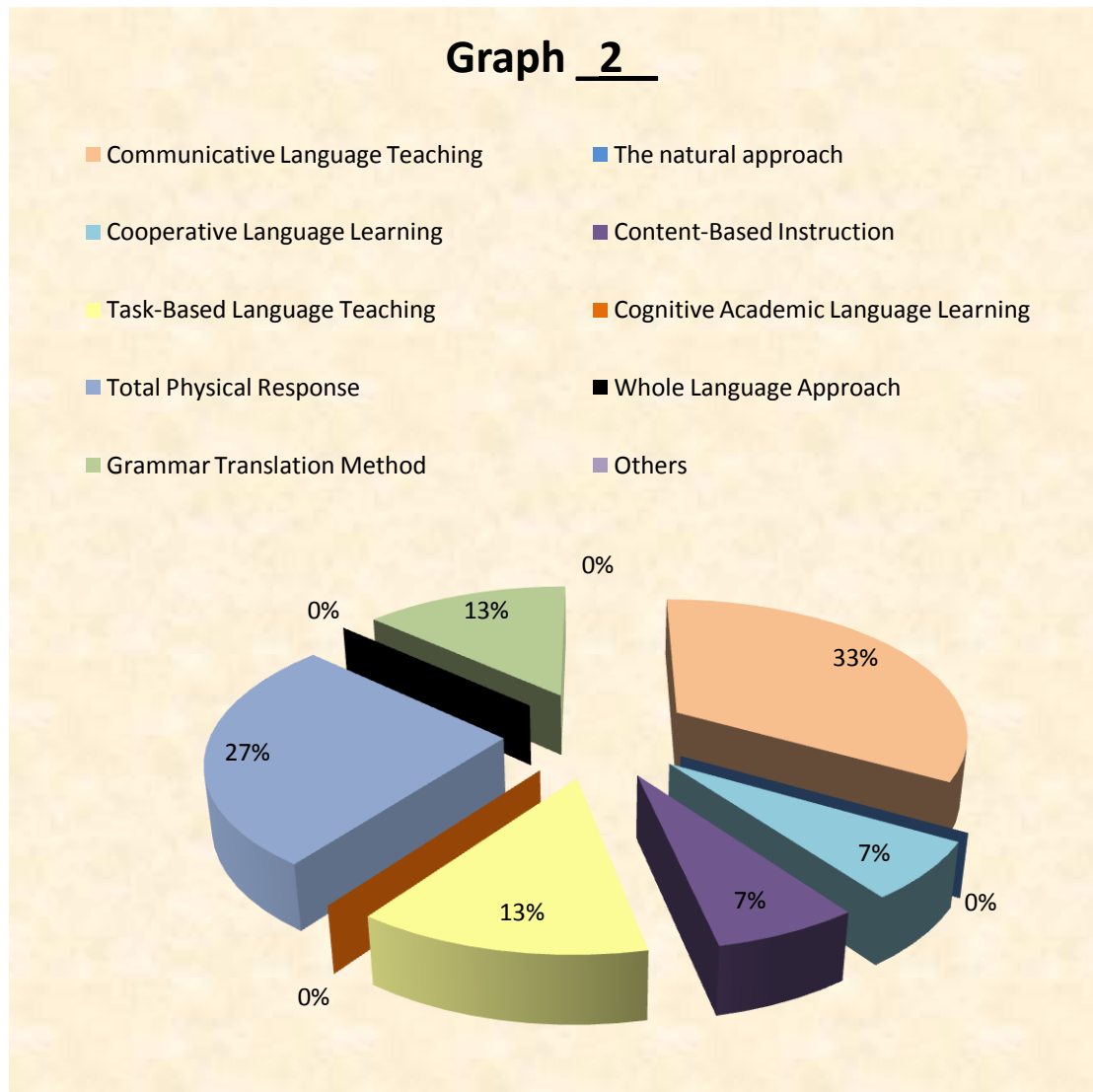
Graph 1 indicates that 73% of the teachers have an English bachelor's degree, 14% have an English Master's degree, 13% have a Bachelor degree in other areas, and none select the option high school diploma.

Even though that 73% of teachers selected the English Bachelor's degree option in the teachers' questionnaire, during the interview with them, 23% of these teachers specified that they do not have an English Bachelor's degree but they have one in other areas such as Psychology, Tourism, and Computer System.

During the class observation most of teachers demonstrated a low level of English language proficiency although many of them answered that they had an English bachelor's and Master's degree.

Furthermore, during the interview most of the teachers just achieved the B1 level of the CEFR, which means teachers can only understand the main points of familiar matters regularly encountered in work, school and leisure. Also, they can describe experiences and briefly give reasons and explanations for opinions and plans (Modern language division, 2001, p.26). Additionally, 13% of the 15 interviewed teachers said that they do not like to continue studying because they want to retire. Eighty seven percent of the 15 teachers want to continue studying in order to obtain an English Master's degree.

Which of the following methods was used in the observed classes?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaire

Thirty three percent of the teachers use Communicative Language Teaching, 27% use Total Physical Response, 13% of the observed teachers use Tasked-Based Language Teaching, and 13 % use Grammar Translation Method. Content-Based Instruction was used by 7% of the teachers, and 7% use Cooperative Language Learning

On the other hand, none of the teachers use The Natural Approach, Cognitive Academic Language Learning and Whole language Approach.

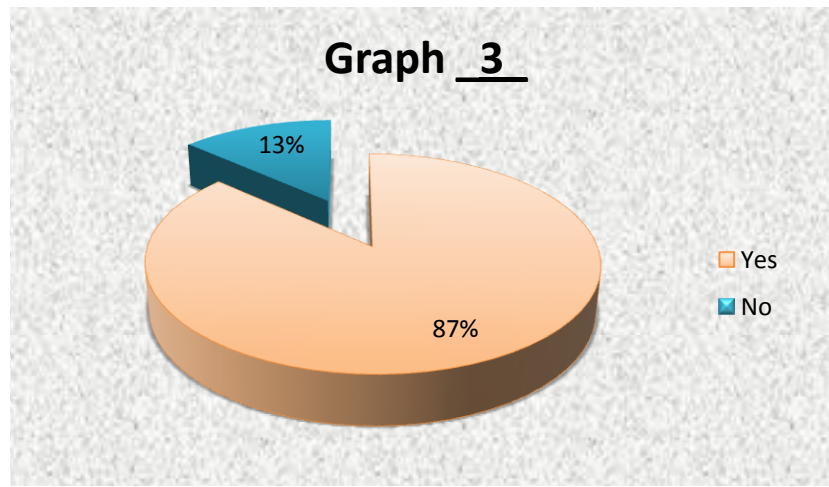
During the class observation one of the most used methods was the Grammar Translation method. In this one, “the information learned is used in translating sentences and parts of texts from the mother tongue into the target language and vice versa” (Larsen, 2003, p. 17). To explain certain grammar rules or tasks teachers translated the sentences in order to help students to complete the exercises correctly.

Another method used during the class observation was the communicative language teaching. In this method “The emphasis is on the process of communication rather than just mastery of language forms. Errors are tolerated and seen as a natural outcome of the development of communication skills.” (Larsen, 2003, p. 125). Teachers gave students the opportunity to practice dialogues, describe appearance and routines. Most of the students practiced what they learned in class and reproduced knowledge without any difficulty.

Finally, task based was another method used by teachers. “Task-based language teaching focuses on the use of tasks as the core unit of planning and instruction in language teaching.” (Richards & Rodgers, 2001). Students learned a specific issue through grammar exercises. While students were doing the exercises, teachers explained the rules.

Additionally, students were also asked about the way their teachers teach English. Seventy three percent of them answered that they like the way their teachers explain English, and only 23% answered no. However, most of the students did not show interest in the activities proposed by their teachers.

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



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

Eighty seven percent of the teachers use whole group' activities because it is an easy way to create a comfortable environment in which students interact among them without stress. Thirteen percent of the respondents do not use this kind of activities because of the time and space needed. Also teachers cannot prove if all students understood the topic.

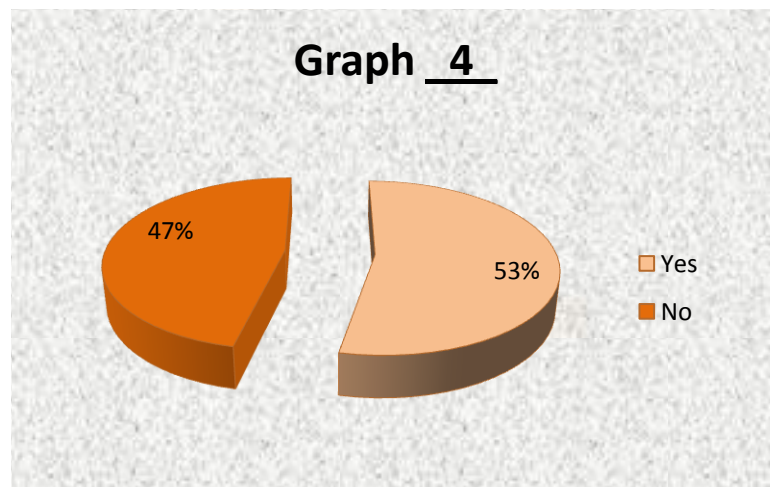
During the class observation only 73% of teachers used whole group activities. Teachers explained the lesson topic and assigned tasks as completing sentences with the correct word. Some students write the sentences on the board and teachers or classmates corrected mistakes.

This was an excellent way not only to engage students with the lesson topic but also to develop their communicative skill. For instance, Hilary Cooper (1993, p. 389) suggested that students learn more from whole class teaching which involves

explanations and questioning techniques because these kinds of activities encourage students' fluency and a meaningful exchange of ideas among the participants.

However, although most of the teachers assessed students' previous and new knowledge asking them questions related to the lesson topic, not all the students were involved in the activity. Some of them were doing other things such as doing math homework, sleeping and chatting in their cell phones.

Do teachers use individual activities to teach their lessons?



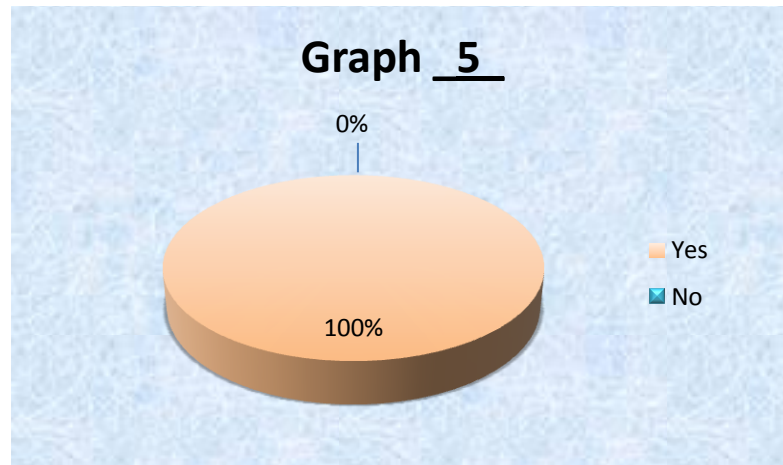
Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

Graph 4 shows that 53% of the teachers use individual activities to teach their lesson because they believe it is a good way to assess individual performance, develop individual skills, and clarify doubts in specific areas such as grammar. Forty seven percent of teachers do not use individual activities because the large numbers of students and time.

Despite the fact that 53% of teachers answered that they use individual activities to teach their class, none of them used this type of activity during the class observation. Teachers only focus on the activities proposed by the book.

Do teachers use group work activities to teach their lessons?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

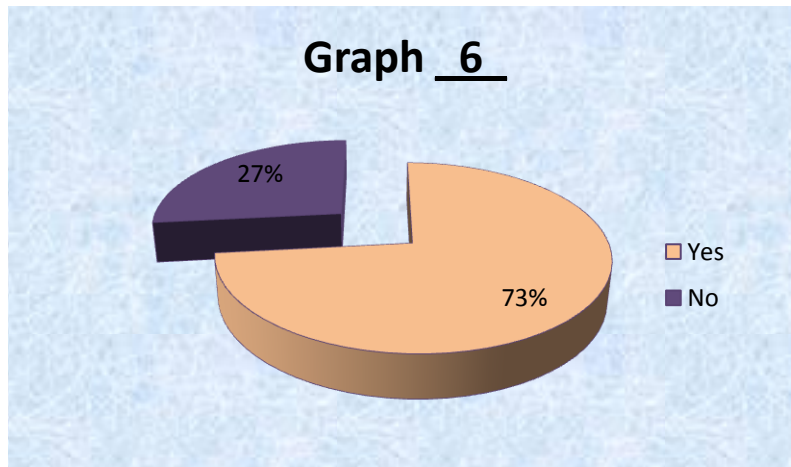
According to graph five, 100% of the teachers use group work activities in order to strengthen student's skills and motivate cooperative learning.

Despite the fact that all teachers answered that they use groups work activities in class, only 27% of them used this type of activity during the class observation. Also, all the students answered in their questionnaires that their teachers use activities that permit them to share with their classmate but only in 27% of the observed classes it could be evidenced the interaction between students.

Asma Tanveer (2010) states, "students in groups talk and communicate more readily with each other. They learn how to correspond and share ideas and it also encourages students to work in collaboration with one another."

In the observed classes these teachers explained the activity and then students gathered in groups of 5 to accomplish the task. Students enjoyed a lot working in groups. They shared their ideas about the proposed activity while completing the exercises. The only disadvantage of this kind of activity was that all the students used Spanish rather than English when they were sharing their ideas. They only used English at the moment of writing the answers on the book.

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



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

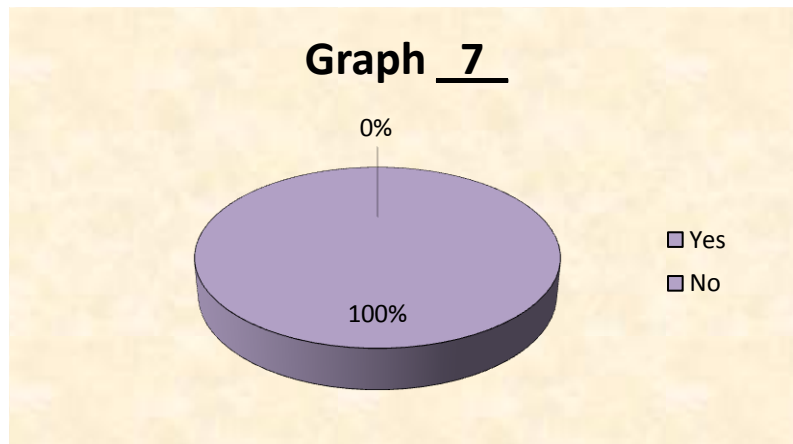
Graph 6 shows that 73% of the respondents use English most of the time in their class. Twenty seven percent do not use English when teaching English.

During the class observation 80% of teachers used English in a 75%. Thirteen percent of teachers used only 50% of English to explain the lesson. Students of teachers who use English in a 50% to explain the lesson, often said expressions such as “no entiendo”, “miss hable español”.

This situation affects negatively to the students because they do not make any effort in order to learn new vocabulary and use it. Also, this represents a problem when they want to speak because they do not know how to join complete ideas and express them. Finally, 7% of teachers explain all the class in Spanish.

According to the students' questionnaires 73% of students answered that their teachers use English most of the time in the class, but 27% of them answered no.

Do you teachers plan their lessons?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

One hundred percent of the teachers plan their lessons.

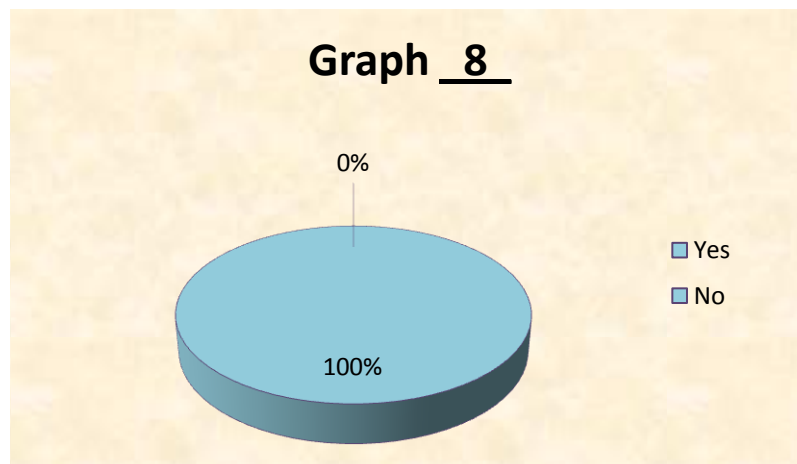
During the observation class only 29% of teachers have their lesson plan. As Briggs (1992) claims "A lesson plan shows the order in which the instructional events will take place, and describes the amount and kind of activity involved in each event." Teachers applied almost all the activities written in their lesson plans. The materials and methods used during the class observation were interconnected and were developed in

the correct time. However, one of these teachers during the classes did some activities that were not part of the plan. She gave an order and suddenly she did it another thing.

Seventy one percent of teachers did not have the lesson plan. These teachers said that they use the lesson plan included in the book. They do not elaborate another one because the books' lesson plan indicates the activities and resources that can be used in the lesson.

Even though books have determined all the activities to be performed during class and the grammar that should be studied, this only represents a guide for the teacher. For that reason, it is essential that teachers develop a lesson plan according to the students' level and needs.

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



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

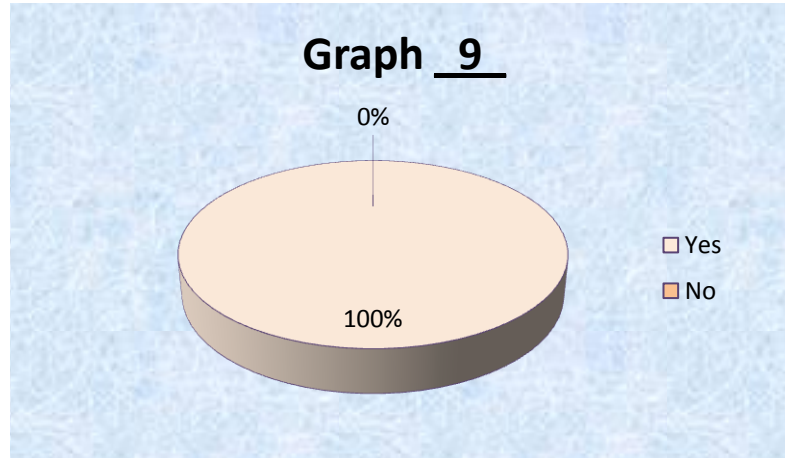
Regarding to aspects such as discipline, feedback, and timing 100% of the teachers said that they considered these aspects in their classes.

During the class observation, 80% of teachers considered these 3 aspects and 20% of them just considered feedback and timing. Mcgee & Fraser (2011) states, “misbehavior occurs when students are not told what is expected of them or because rules and procedures are not communicated clearly.” During the observed classes, some students were talking, drawing, or chatting by cell phones while the teacher was explaining the class. Even these teachers must ask them personally to open their books.

On the other hand, 67 % of students in their questionnaires answered that their teachers consider discipline, feedback, and timing in their classes, and only 33% of them answered no. During the class observation all the teachers give students the necessary time to finish their activities but some students sometimes do not work immediately in their task. Consequently, teachers must hurry up them to finish the task. At the moment of checking answers everybody participates. Capel & Whitehead (2010) state “teachers or the students themselves can give feedback as they compare the work with samples, models or exemplars and criteria for performances”. This idea was used by all the teachers in their class.

Factors Concerning Students

Do teachers consider Student's needs to teach English successfully?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

One hundred percent of the teachers answered that they consider student's needs to teach English successfully. Students' needs include the age, personality, aptitude, motivation, and learning styles.

During the class observation only 27% of teachers used games, materials or resources that engage, motivate, and prepare students to learn English. They used flashcards, posters, and songs to introduce the lesson topic. The other 73% do not use any material or game to explain the class, they only use the book as the main medium to teach English.

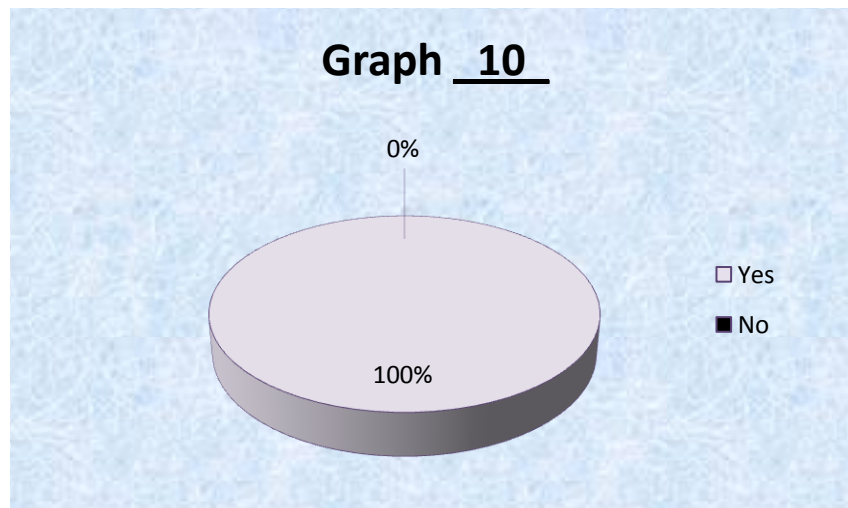
Haggart (2009) states, "Every one of us has a learning style as unique as our fingerprints." Most of the teachers are not considering students' learning styles. They have forgotten that students can be visual, auditory or kinesthetic learners. For example, during one of the observed classes a teacher only use flashcards to explain the class.

Using only this kind of resource in a class, where students have different learning styles, it can delay the development of the ones who are auditory or kinesthetic learners.

Seventy three percent of the students said that the activities, games or resources used by their teachers motivate them to learn English. Twenty seven percent of students do not like the activities used by their teachers to introduce a topic.

However, during the teacher's interview most of them said that there are few students that really enjoy learning English. The other ones are not interested in the language at all. They do not work in class, they do not do homework, and they do not make any effort to speak English using the vocabulary learned.

Do teachers consider Student's level to teach English successfully?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

Regarding to the student's level 100% of teachers consider it to teach English successfully. Students think that all the activities worked in class are easy. This shows us three positive aspects; first, the book selected for the group is according to their level;

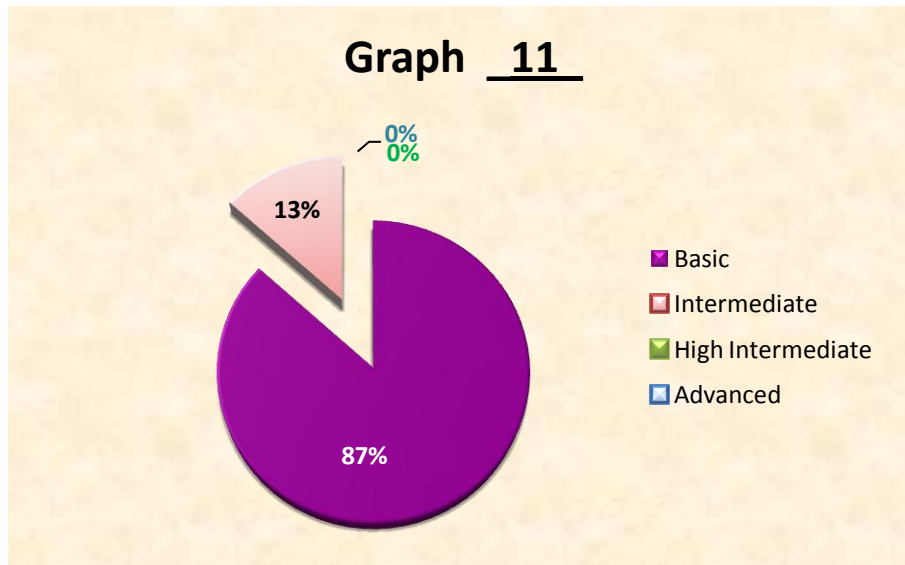
second, the activities are related with their abilities; finally, teachers explain the order or tasks in a comprehensible and easy way.

During the class observation teachers explained the lesson topic or task many times in order to ensure that all students understand the activity. Some teachers translate into Spanish because the students' level is too basic. Teachers make question to asses students and give an extra explanation if it is necessary.

Eighty percent of students consider that the activities done in class are easy, but 20% of them believed that are difficult. Teachers although need to consider that not all students have the same level of education because they do not learn in the same way.

Gardner popularized the concept of multiple intelligences. The eight intelligences he proposed are: logical-mathematical, linguistic, spatial, bodily-kinesthetic, intrapersonal, interpersonal, and naturalistic (Partin, 2009, p. 156). To improve students' level it is necessary to identify the type of the intelligences they have. This will help students to acquire effectively the language, but the large number of students impedes teachers to identify the type of intelligence that students have and they teach using the same techniques and methods to all the students.

Which is the level of their students?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

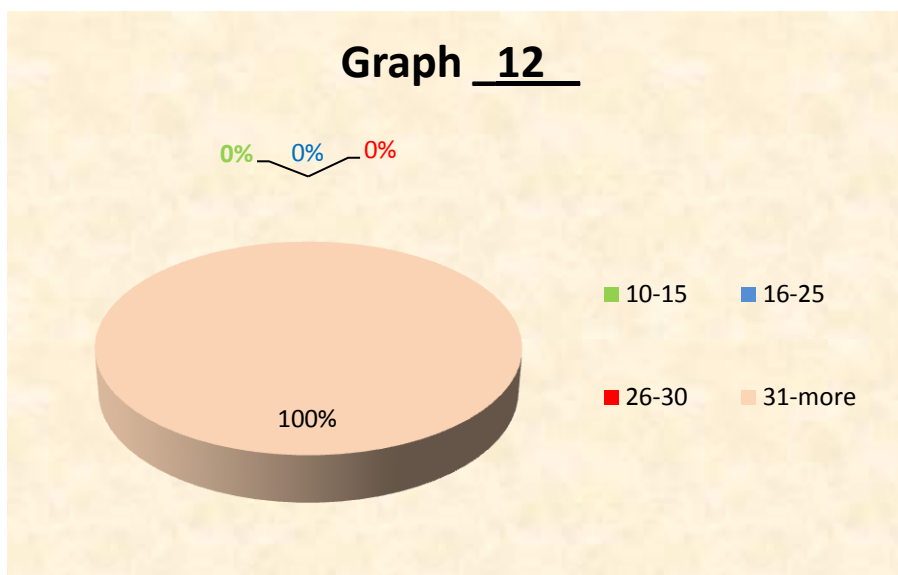
Graph 11 shows that 87% of the students have a basic level of English, and 13% has an intermediate one. Public high schools do not have students with a high intermediate level or advanced.

During the class observation teachers use a limited vocabulary in order to explain the lesson. In addition, they must explain the lesson several times for achieving students to understand. This fact shows that all the students have a basic level of English.

Teachers said in the interview that all students have not received a good teaching-learning input since primary school. For this reason, trying to teach new topics is difficult when they do not know the basic rules to form a sentence. Only the ones who have a good level of English were the students which their parents can afford private English courses.

Factors Concerning Classroom

How many students are there in the observed classes?



Author: Katerin Grijalva Vinueza

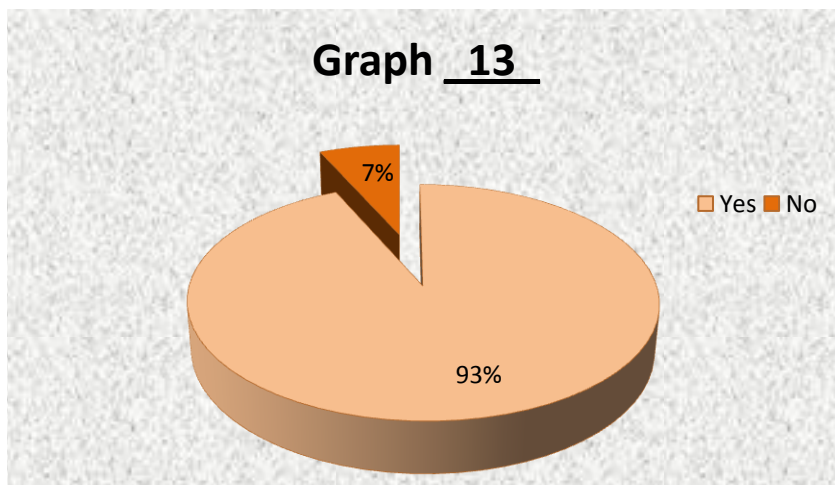
Source: Teacher's questionnaires

According to the number of students, 100% of the observed classes had 31 to more students. Students seem to feel comfortable with this number but teachers said during the interview that the number of students per class must decrease to teach English successfully.

Additionally, teachers said that the large number of students impedes; first, the development of certain skills such as speaking; second, a new seating arrangement to create a different and comfortable atmosphere in the classroom; and finally, reduce or improve misbehavior.

This is a problem that affects public education. The minimum number of students per class is 32 students and the maximum is 40 students. This reality was proved during the visits to the public high schools.

On the other hand, Schiefelbein and Simmons (1981) in their review of 26 studies declare that achievement is not significantly boosted by reducing class size. The problem is that when large classes are reduced, sometimes there is no gain in learning achievement, as teachers do not change their teaching styles to adjust to the new situation. Therefore, although teachers said that they would like to work with smaller classes, there is no guarantee that the English teaching-learning process will improve. *Do teachers feel comfortable working with the number of students they are working with?*



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

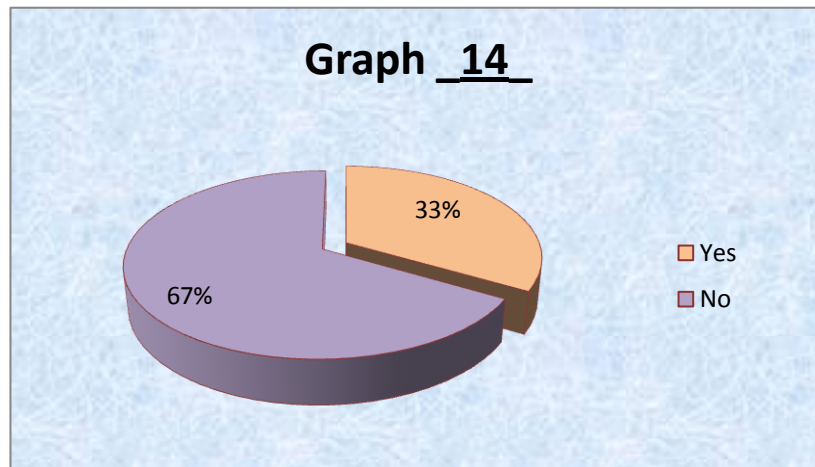
Graph 13 shows that 93% of the teachers do not feel comfortable working with the number of the students they have per class, and only the 7% said not to bother.

During the class observation it could be evidenced that a large number of students makes difficult the normal development of the teaching-learning process in three aspect; first, students do not concentrate during the class, second, it is difficult to see the board and the information written from the back of the classroom, and finally, teachers cannot be aware of what all students are doing and this makes difficult to control discipline.

Although most of the teachers feel uncomfortable with the number of students they have in class, some authors consider that class size does not affect the English teaching-learning process but the teaching success lies in the method, feedback, and over all the teacher's and student's perceptions and assumptions about the class (Byram, 2002, p. 345).

Students answered in their questionnaires that the class size does not affect their English teaching-learning process, instead it facilitates learning.

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



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

Regarding to the classroom space 67% of the teachers said that they did not have enough space to work with the group of students they have been assigned. On the other hand, 33% of the teachers felt they have enough space to work.

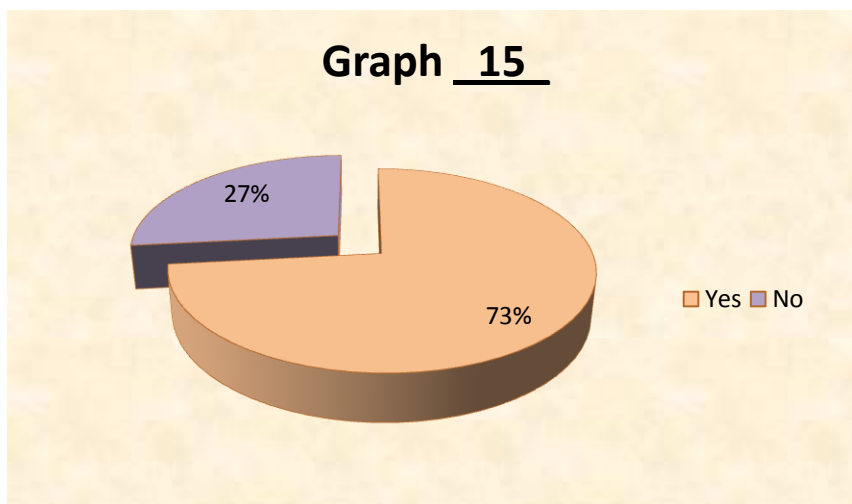
During the class observation, the activities done by the 73% of teachers did not required more space than they had in class. Students stayed in their seats completing the activities assigned and then answers were checked on the board or orally.

The space between the first line of chairs and the board was enough in order for students to write sentences on the board or to practice a dialogue in front of the class. But, there was not enough space to arrange chairs in other positions and students could not participate in dynamic activities such as group games, role plays, etc. Consequently, the numbers of dynamic activities that can be used by teachers are reduced because chairs cannot be organized in another way than in rows.

Beattie, Jordan & Algozzine (2006) state, “The relevance of distributing the space within the class is to design a space that is comfortable and useful for everyone in there.” Teachers have the responsibility to organize their classroom in order to create a comfortable teaching- learning environment for students, but the classroom space in these institutions is not facilitating the seats arrangement.

On the other hand, despite the fact that 33% of teachers said that they have enough space to work with their students none of them used dynamic activities during the class.

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



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

Graph 15 shows that 73% of teachers arrange students' seats in relation to the activities planned for their classes, and 27% do not arrange students' seats.

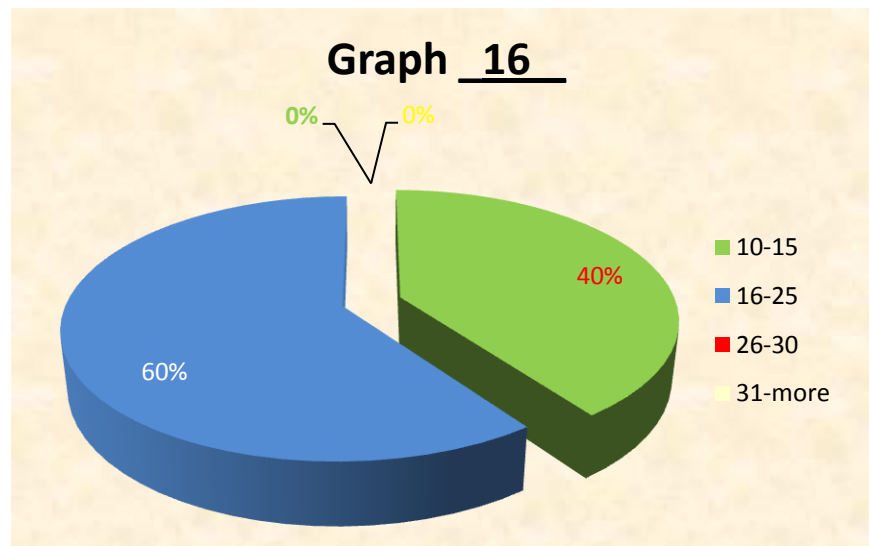
During the class observation, 27% of teachers arranged the chairs in separate tables or clusters to gather students in groups. On the other hand, 73% of teachers organized students' chair in rows. These teachers used in their classes listening, reading and writing activities and students worked individually in their books. Teachers did not use the activities as a tool to develop students' speaking skills. Teachers could have used role plays, games, debates about the lesson topic, but they only completed the task proposed by the book. Thus, organize students' seats in other positions was unnecessary.

Despite the fact there are many other positions that could be used in these classes, such as separate tables, horseshoes, rows, circle, or move chairs towards each

other for pair groups (West, 2010), only rows and separate tables were considered at the moment to arrange students' seats in relation to the activities planned for the classes.

One hundred percent of students said that they like the way that their teachers organize the chairs in the classroom to teach English.

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



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

According to the number of students, 60% of the teachers believe that the ideal number to teach English successfully is between 16 to 25 students, and 40% of them said that 10 to 15 students per class is the appropriate number.

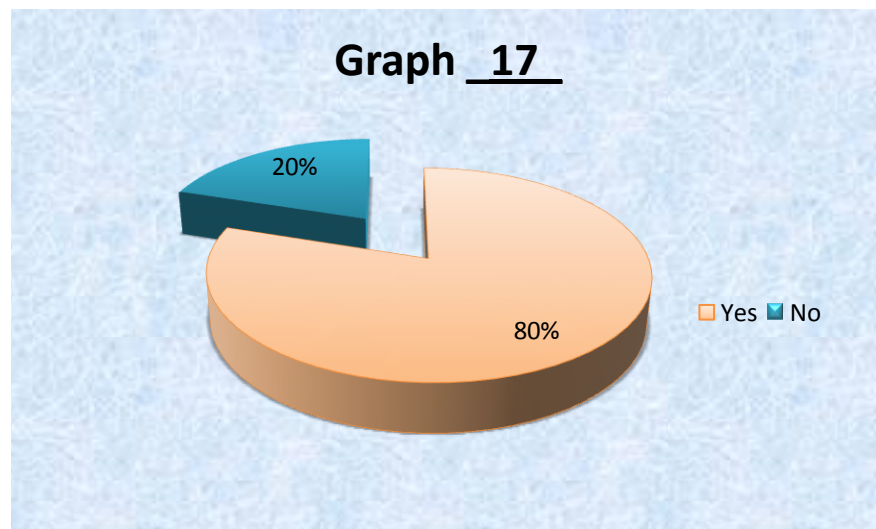
Teachers mentioned during the interview that they would like to work with a small group, because the types of activities and the seating arrangement could be different each class in order to develop the 4 skills and not just one. In addition, all students would always have the opportunity to express their opinions and experiences about the lesson topic and their fluency will be improved to 100 percent.

During the class observation all the classes have a large number of students. Thirty two were the lowest number of students per class and 40 the highest one.

Schiefelbein and Simmons (1981) declare that achievement is not significantly boosted by reducing class size, but teacher's and student's perceptions and assumptions about the class ((Byram, 2002) has a main role in the English learning-teaching process.

No matter if you have 10 or 40 students; teachers' attitude is the bridge that will connect students with the new knowledge. However, most of the teachers interviewed had a negative perception about their students such as "they do not know" "they do not want to learn", and "they are lazy". Consequently, they felt unmotivated to teach English because of their students' attitude in class, and the classes were just a place in which the teacher exposes information and only students who want to know something new pay attention.

Do teachers use teaching resources (TV, tape/Cd recorder, computer(s), projector (s), smartboard, and supplementary materials)?



Author: Katerin Grijalva Vinueza

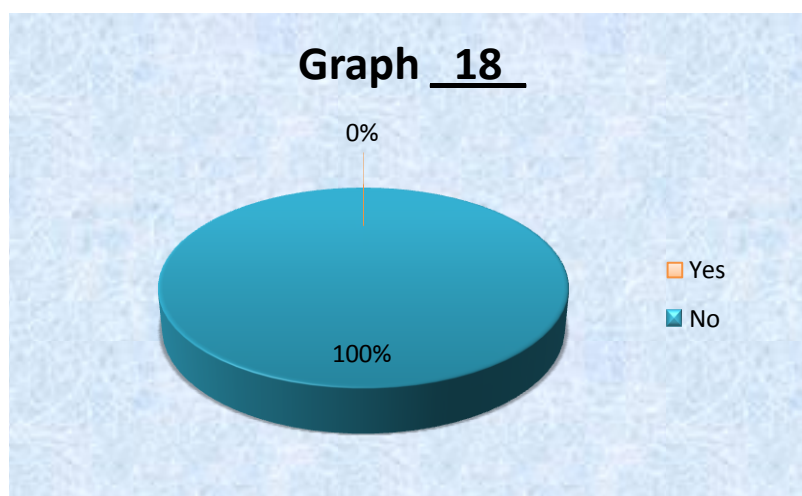
Source: Teacher's questionnaires

Graph 17 shows that 80% of teachers use teaching resources such as: Cd recorder, TV, internet, and supplementary materials. Twenty percent of teachers do not use any resources.

Gower, Phillips & Walters (2005) state, "Teachers can use different resources such as visuals, the board, worksheets, work cards, videos, course book, and readers in order to make a lesson more interesting and effective.". These resources are not being used to teach English in public high schools. Evidence of this fact is that only 27% of teachers, who said that they use teaching resources, used a Cd recorder and flashcards to teach the lesson during the class observation. The other ones used the book as the main source to teach English.

The public high schools visited did not have projectors and smart boards in their classrooms. Students' questionnaires asserted this reality.

Do teachers consider appropriate the resources they have in class?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

According to the teaching resources 100% of the teachers do not consider appropriate the instruments they have in class.

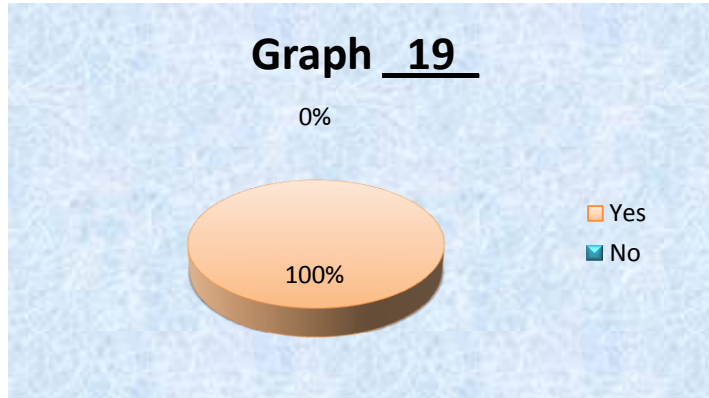
Teachers said in the interview that they do not usually use these resources for 2 reasons; first of all, the institutions do not provide the material such as posters or flashcards. Then the available material is not enough for all the English teachers that work in the institution.

Although the institutions do not provide supplementary material such as visuals, 13% of the teachers brought their own material to teach the lesson. Fifty percent of these interviewed teachers said that they borrow the material to other teachers, and the other half creates their own material such as printing some images from the Internet.

Mukalel (2007) mentions, "teachers can elaborate their own material using magazines, newspapers, old books, photographs, etc." That is why 13% of teachers does it.

Factors Concerning Educational Institutions

Does the institution review teachers' lesson plan?



Author: Katerin Grijalva Vinueza

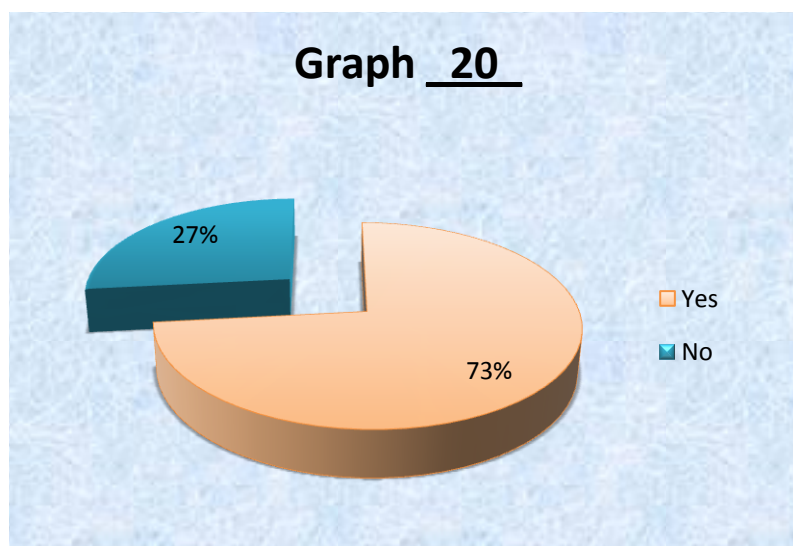
Source: Teacher's questionnaires

Regarding to the lesson plans 100% of teachers responded that their institutions review their lesson plans.

Forty seven percent of teachers answered that the institution reviews their lesson plan once a week, 33% of teachers said once a month and 20% of them said once in a Bimester. Although all teachers said that their institutions review their lesson plan, only 40% of them showed me their lesson plans, and 60% did not have it in the class. Consequently, I could not observe and prove whether educational institutions revise these teachers' lesson plans or not.

During the interview the 33% of the teachers who did not have the lesson plan in the class said that they use the book's lesson plans. These teachers transcribe the book's lesson plans and the institutions check their plans before the beginning of the Bimester. Sixty three% of the teachers who did not have their lesson plan in the class said that they elaborate their own lesson plan using some ideas of the lesson plan included in the book.

Does the institution monitor teachers' teaching?



Author: Katerin Grijalva Vinueza

Source: Teacher's questionnaires

Graph 20 shows that 73% of the institutions monitor teachers' teaching, and 27% of them do not monitor at all.

Classroom observation permit to the evaluator observe the interaction between teacher and students and among students, how the teacher structures the physical environment, and how he establishes and maintains standards of conduct (White & Poster, 2005).

However, 55% of the monitored teachers said that they were observed once a year and 45% said once a month. One of the 55% interviewed teachers told that the monitoring in their institution was randomly, that is some teachers were observed in the year and others were not.

Monitoring teachers' teaching is a fundamental aspect that public high schools need to consider. During the class observation most teachers did not care about getting

the material needed to explain the lesson, no games or dynamics activities were used to make the lesson interesting and fun. Without constant monitoring teachers will never know in which aspects they are failing and what to do to improve their teaching.

Conclusions

The present study permitted to identify certain shortcomings inside the English language teaching-learning process used in Ecuadorian public high schools.

- Teachers do not master the language, and do not have the necessary language proficiency to teach English. Although most of the interviewed teachers have an English bachelors' degree no one of them achieved the B2 level which is the level required to teach English in Ecuador.
- Despite the fact that teachers know the different kinds of methods that can be employed to teach English, they just use the Grammar Translation Method. Using this method most of the time to explain a lesson impede students to learn English correctly or develop their language skills.
- Whole group activities are the activities used by most of the teachers. Group and individual activities are not usually employed in class because of the number of the students, classroom space, and time.
- Although most of the teachers have a lesson plan, the activities and resources planned on it are not totally accomplished. They do not consider all the parts included in lesson plans such as warm ups.
- All the teachers consider in their class aspect such as discipline, feedback, and timing but the large number of students sometimes impede that teachers control all the things that their students are doing.
- Most of the students have a Basic English's level. They recognize only certain vocabulary but teachers usually cannot explain all the class in English because students cannot understand complete sentences.

- Most of the teachers do not consider students' needs to teach English. Teachers do not use games, visuals, or videos in order to motivate and engage students in the learning process.
- Teachers do not feel comfortable with the number of students. There are many students per class and it is almost impossible to give the necessary support or feedback to all of them. The ideal number of students proposed by teachers was from 10 to 25 students per class.
- Rows are the commonly positions used by teachers to organize the classes because the large number of students per class impedes to arrange the seats in other positions. Only the classrooms that have a little more space can use other positions.
- The teaching resources provided by the institutions are not enough to the entire English teachers working in them. Consequently, teachers use the English book as the unique source to teach the language.
- Institutions are not frequently monitoring their English teachers. In some cases they never monitor teachers. Therefore, teachers are not striving for improving their teaching method because nobody is evaluating them. Nobody is giving them suggestions and nobody is motivating them to make their classes a place in which learning English is funny and useful.

Recommendations

- ▶ Educational institutions should invest in seminars that help teachers to improve the teaching of English, and if possible, finance foreign travels in which they can study and stay in touch with the real language and the correct pronunciation of its words.
- ▶ The number of students should be between 10 to 20 students. This would help the teacher to focus and work on the weaknesses of each student in order to motivate pupils to reproduce by themselves what they learn.
- ▶ Create an English laboratory in order to divide the class in two groups. The group A stay in the classroom analyzing the grammar or vocabulary of the new topic, or practicing their writing and speaking skills; and the group B goes to the laboratory to practice their listening or reading skills. These groups can be divided according to their English level.
- ▶ Teachers should have a personal bank of teaching resources such as flashcards, posters or magazines that can be used as a support tool to illustrate what they want to teach. This material could be collected or made before the beginning of classes according to the topics that will be studied throughout the school year.
- ▶ Create a comfortable and friendly classroom environment. Teachers should hang up posters of the key vocabulary of the unit on the walls or even create a billboard with some of the students' works. This will give students the opportunity to be in permanent contact with the language.

REFERENCES

- Aduwa-Ogiegbaen, S.E., & Iyamu, E.O.S. (2006, September). Factors affecting quality of English language teaching and learning in secondary schools in Nigeria. *College Student Journal*, 40, (3), 495-504.
- Bases de postulación programa de becas para “docentes de inglés para 8º año de egb a 3º de bachillerato en establecimientos fiscales - enseña inglés”.* (n.d.). Retrieved from http://www.educacionsuperior.gob.ec/wp-content/uploads/downloads/2012/07/BASES_PROFESORES_DE_INGLES_14-03-12_ultimas.pdf
- Beattie, J., Jordan, L., & Algozzine, B. (2006). Making instruction work: *Effective practices for all teachers*. California: Corwin press.
- Briggs, L. (1992). *Institutional design: Principles and applications*. (2nd ed.). England: Educational Technology Publications, Inc.
- Bryam, M. (2002). *Routledge encyclopedia of language teaching and learning*. London: Routledge.
- Byram, M. (2002). *Routledge encyclopedia of language teaching and learning*. Great Britain: Tj International Ltd, Padstow, Cornwall.
- Capel, S., & Whitehead, M. (2010). *Learning to teach physical education in the secondary school: A companion to school experience*. (3rd ed.). New York: Routledge.
- Cooper, H. (1993). Removing the scaffolding: A case study investigating how whole-class teaching can lead to effective peer group discussion without the teacher. *The Curriculum Journal*, 4, (3), 385-401.

- Danielson, C. & McGreal, T. (2000). *Teacher evaluation to enhance professional practice*. New Jersey: Association for Supervision and Curriculum Development.
- Evertson, C. Weinstein, C. (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. New Jersey: Lawrence Erlbaum Associates, Inc.
- Flood, J. (2003). *Handbook of research on teaching the English language arts*. (2nd ed.). New Jersey: Lawrence Erlbaum Associates, Inc.
- Genc, B., & Bada, E. (2005) Culture in language learning and teaching. *The Reading Matrix*, 5, (1), 73-81
- González, S., Fernández, C. Valdeoón, R., García, D., Ojanguren, A., Urdiales, M., & Antón, A. (1999). *Essays in English language teaching: A review of the communicative approach*. Oviedo: Servicios de publicaciones Universidad de Oviedo.
- Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice a handbook for teachers in training*. Thailand: Macmillan Education.
- Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice a handbook for teachers in training*. Thailand: Macmillan Education.
- Gower, R., Phillips, D., & Walters, S. (2005). *Teaching practice a handbook for teachers in training*. Thailand: Macmillan Education.
- Haggart, W. (2009). *Discipline and learning styles: An educator's guide*. California: Worthy Shorts BackOffice Publisher Services.
- Jarrín, D. (2012, 5 de agosto). Falta de un texto dificulta el aprendizaje del inglés. *El Telégrafo*. Retrieved from

<http://www.telegrafo.com.ec/noticias/sociedad/item/falta-de-un-texto-dificulta-el-aprendizaje-del-ingles.html>

Larsen, D. (2003). *Techniques and principles in language teaching*. (2nd ed.). China: Oxford. University press.

Marzano, R. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. California: Association for Supervision and Curriculum development.

Mcgee, C., & Fraser, D. (2011). *The professional practice of teaching*. (4th ed.). Cengage learning.

McLeod, J., Fisher, J., & Hoover G. (2003). *The key elements of classroom management: Managing time and space, student behavior and instructional strategies*. New Jersey: Association for Supervision and Curriculum Development.

Modern Languages Division, Strasbourd. (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Edinburgh: Cambriege University Press.

Mukalel, J. (2007). *Creative approaches to classroom teaching*. India: Discovery Publishing House.

Nagaraj, G. (2005). *English language teaching approaches methods techniques*. India: Orion Printers Private Limited.

Nannyonjo, H. (2007). *Education inputs in Uganda: An analysis of factors influencing learning achievement in grade six*. Washington, D.D.: World Bank, Africa Region Human Development Dept.

- Narayanan, R., Rajasekaran N., & Iyyappan S. (2008). Some factors affecting English learning at tertiary level. *Iranian Journal of Language Study*, 2, (4), 485-512.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. (4th ed.). New Jersey: Pearson Education, Inc.
- Partin, R. (2009). *The classroom teacher's survival guide: Practical strategies, management techniques, and reproducible for new and experienced teachers*. (3rd ed.). London: Jossey-Bass.
- Pritchard, A. (2009). *Ways of learning: Learning theories and learning styles in the classroom*. (2nd ed.). California: Routledge.
- Raimes, A. (1983). *Techniques in teaching writing*. China: Oxford University Press.
- Richards, J. & Rodgers, T. (2001). *Approaches and methods in language teaching*. (2nd ed.). New York: Cambridge University press.
- Ruiz-Funes, M. (2002). *On teaching foreign languages: Linking theory to practice*. New Jersey: Greenwood Publishing Group.
- Savage, T., & Savage, M. (2010). *Successful Classroom Management and Discipline: Teaching Self-Control and responsibility*. (3rd ed.). California: Library of Congress Cataloging-in-Publication Data.
- Saricoban, A., & Sakizli, S. (2006). Factors influencing how teachers manage their classrooms. *Journal of Language and Linguistic Studies*, 2, 12-26.
- Stenberg, R., Williams, M. (2009). *Intelligence, instruction, and assessment: Theory into practice*. New Jersey: Francis c-Library.
- Teele, S. (2000). *Rainbows of intelligence: Exploring how students learn*. California: Corwin Press, Inc.

- Tomlinson, C., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. New Jersey: Association for Supervision and Curriculum Development.
- Tsui A. (1966). *Voices from the language classroom: Reticence and anxiety in second language learning*. New York: Cambridge University press.
- Tanveer, A. (2010, July 30). *Group Work vs Whole Class Activity*. Retrieved from <http://www.articlesbase.com/childhood-education-articles/group-work-vs-whole-class-activity-2931545.html>
- Utreras, M. (2010, May 27). *La importancia de aprender inglés*. Retrieved from <http://www.planamanecer.com/alumno/Bachillerato%20%7C%20Informaci%C3%B3n/content/modo/view/id/485/>
- Utter, B. (2007). *Pick and plan: 100 brain-compatible strategies for lesson design*. California: Corwin press.
- Wandberg, R., & Rohwer, J. (2010). *Teaching health education in language diverse classrooms*. London: Jones and Bartlett Publishers, LLC.
- West, K. (2010). *Inspired English teaching: A practical guide for teacher*. New York: Continuum International Publishing Group.
- White, P., & Poster, C. (2005). *The self-monitoring primary school*. New Jersey: Taylor and Francis e-Library.
- Yates, D. (2006). *Memorization and learning styles: The successful way to teach K-5 Math*. (2nd ed.). California: Memory Joggers.

ANNEX 1



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	()
Grammar Translation Method	()
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 _____

Thanks for your cooperation!!!!!!

ANNEX 2



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 (<i>age, personality, attitude, aptitude, motivation, and learning styles</i>)	
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	()

ANNEX 3



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:

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 () Dificiles () Muy difíciles ()

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

YES () NO ()

¿Por qué?

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 aprende 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!!!!!!