



UNIVERSIDAD 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.

Mención:

Inglés

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Centro universitario San Gabriel

2013

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DEDICATION

This thesis is dedicated to God for giving me the opportunity to live, for being with me in every step I take to strengthen my heart and illuminate my mind, and for putting on my way those people who have been my support and company throughout this large period of my studies.

I also dedicate this thesis to my parents for being the most important pillar of my life and for always demonstrating me his love and affection. I appreciate their daily moral and economic support which has helped me complete this research in order to achieve the Bachelor' Degree in Teaching English as a Foreign Language.

Eliana Reascos

With affection, I dedicate this work to my parents, husband and daughters, who gave me economic and moral help, and in this way, I have finished this task, which has made possible for me to complete this research in order to achieve the Bachelor's Degree in Teaching English as a Foreign language.

Adriana Leiton.

ACKNOWLEDGEMENTS

We are very grateful to all the English teachers at Universidad Técnica Particular de Loja, Modalidad Abierta y a Distancia for giving us the opportunity to achieve our professional degree.

Our special thanks go to the teachers and their students who participated in this research by sharing some useful information through the interview and survey.

Our acknowledgement also goes to those outstanding writers and researchers whose books and works helped us a lot throughout the development of this thesis. Without their help, the literature review of this work would not have been conducted.

We also express a great gratitude to our Thesis Advisor who patiently corrected our paper and helped us do a more understandable, interesting, and good job.

From the bottom of our hearts we say,

THANKS TO ALL OF YOU.

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ABSTRACT

This investigation examines factors affecting the English language teaching-learning process in Ecuadorian public high schools.

The method of this study is quantitative. The research took place in five Ecuadorian public high schools in San Gabriel. The sample consisted of fifteen teachers from 8th basic education to 3rd years of senior high school.

The process of the research involved observing fifteen classes in each public high school, interviewing fifteen teachers, and applying a survey to fifteen students and the same number of educators.

To interpret the obtained results, the information gathered through observation forms, surveys, and interviews was analyzed quantitatively. To do this, it was necessary to consider the answers of the interviewed teachers, the responses of students and educators to the applied survey, and the data of the observed classes.

The main conclusion of this research is that the English teaching-learning process in Ecuadorian public high schools is affected by the language proficiency of the teachers, the size of the class, the number of the students, and other factors concerning teachers, students, and educational institutions.

INTRODUCTION

The ministry of education of Ecuador (MEC) in 2003 suggested the incorporation of English as a foreign language (EFL) in the public high school curriculum so that the students can develop listening, speaking, reading, and writing skills. Nevertheless, it has been observed that the students have not developed such language skills as expected since their English level is not good.

According to The Secretaria Nacional De Educación Superior Ciencia y Tecnología (SENESCYT) 2011, the students' level is not adequate because of the lack of teachers with a high level of proficiency, insufficient number of professionals in the English language, a national curriculum not designed in accordance with international standards, and the lack of schemes for hiring new teachers as well as those who already teach the foreign language.

Besides, it has been observed that Ecuadorian students of public high schools enter the university with a poor knowledge of English. As a consequence, their language proficiency does not enable them to apply for a scholarship in order to study in an English-speaking country.

For the reasons above, it was proposed to conduct a research on factors affecting the English teaching- learning process in Ecuadorian public high schools so that this problem can be solved in the best way.

The research include general objectives such as determining the classroom conditions in which English lessons take place, identifying the characteristics of in-service English teachers, and determining teachers' instructional competence.

Given the information above, it is necessary to comment that previous studies on factors that affect the process of teaching and learning English have been carried out. The MEC in 2011 conducted a research to know the language proficiency of

teachers and students of Ecuadorian public high schools. In this investigation, the results revealed that the English level of the learners as well as educators is basic. Any limitation is reported in this study.

Another research was conducted by Chang in 2011 to investigate factors that encourage or limit EFL teachers' implementation of Communicative Language Teaching (CLT). The researcher found that factors affecting implementation of CLT are related to teachers, students, the educational system, and suitability of CLT in the local context. Chang does not report any limitation in the study.

In addition, Riddling in 1994 conducted a study to find out whether seating arrangements have a significant effect upon the verbal interaction of teachers and upon students talk behaviors. Riddling concluded that seating arrangements affect the participation of students, their thinking and appropriate comments. Any limitation is reported in the study.

At this point, it is worth pointing out that by investigating factors that affect the English teaching-learning process in Ecuadorian public high schools, the teachers, educational institutions, and authorities will benefit because they will take action to solve the problem effectively; that is to say, they will get involved in considering students' needs, teacher instruction, institutional equipment purchases, and policies that will help the students deal with the challenges of the modern world successfully.

Something necessary to mention is that the present research was conducted successfully. That is, there was not any limitation which prevents the researchers investigating factors affecting the teaching-learning process in Ecuadorian public high schools.

METHOD

Setting and Participants

This research was conducted in five-mixed high schools in San Gabriel, Ecuador in 2012. The sample consisted of fifteen teachers from 8th basic education to 3rd years of senior high school. This sample was selected from 4 high schools of the city and one of a rural area.

Procedures

It was necessary to conduct a bibliographic and field research. The bibliographic research was targeted both at providing information of previous and current research and supporting the description, analysis, and interpretation of results. The bibliographic research content was done by investigating different books and a few reliable databases on the Internet.

Regarding the field research, its general approach was quantitative. In the research process, it was required to observe three classes in each high school selected during four weeks. At the end of each class, one student was chosen at random to be surveyed. Moreover, fifteen teachers were surveyed and interviewed. The interview was carried out to know their level of English and the type of educational degree they have. In addition to interviewing the teacher, questionnaires and observation forms were used to gather data.

For the interpretation of results, a quantitative analysis was done. It involved writing twenty questions and graphs in order to focus on analyzing what the teachers mentioned in the interview, the answers of the students and educators to the applied survey, and the information collected through observations.

Literature Review

The literature review of this study focuses both on theoretical concepts that need to be considered when instructing students in EFL classes and past research done on factors affecting the quality of English teaching and learning.

Importance of Teaching English as a Foreign Language in Ecuador

In 2006, *El Comercio* (an Ecuadorian newspaper) reported that many Ecuadorians want to learn English because it is the most common language spoken around the world. Additionally, the ministry of education of Ecuador (MEC) in 2003 reported that for Ecuadorian students and citizen English is a tool for working since it is widely used in communication and fields of personal and national development such as science, technology, and trade systems. Hence, the MEC suggested the incorporation of English in the high school curriculum so that the students can develop listening, speaking, reading, and writing skills.

To complement the ideas of the MEC about studying EFL in Ecuador, The Secretaria Nacional De Educación Superior Ciencia y Tecnología (SENESCYT) in 2012 recommended that EFL teachers should know the language well to teach it in accordance with international standards technically established that help learners of Ecuadorian public education to increase their English knowledge. For this reason, the SENESCYT is nowadays promoting a continuous scholarships program to provide Ecuadorian EFL teachers with the opportunity to be well-instructed abroad so that they can strengthen their knowledge in order to teach English on the basis of an appropriate teaching methodology. Moreover, it is important to mention that the SENESCYT aims to ensure that future English teachers of public high schools in Ecuador make young students learn the language well during their high school years.

Teaching Approaches and Methods

For instructing pupils in EFL classes, teachers can use different approaches and teaching methods such as The Grammar Translation Method, The Natural Approach, Communicative Language Teaching, Cooperative Language learning, The Whole Approach, etc. These five approaches and methods mentioned here are briefly described below.

Referring to Grammar Translation Method (GTM), Richards and Rogers (2001) defines it as a way of learning a language that makes learners focus on analysing grammar rules and translating sentences into and out of the language being learned. For Davies and Pearse (2000), GTM is learned through systems of rules in which students construct correct sentences. These authors also say that in GTM writing is seen as the superior language form. Furthermore, in GTM students learn vocabulary through lists of isolated words and are given long explanations of grammar (Brown, 2001).

Regarding The Natural Approach, Davies and Pearse (2000) say that this approach promotes language learning subconsciously and puts conscious learning to a less important role. According to Richards and Rogers (2001) in the Natural Approach the successful second and foreign language learning is promoted by meaningful communication, along with appropriate input. Moreover, in the Natural Approach second languages are sometimes learned for communicating orally, sometimes for communicating in a written way, and sometimes for listening to lectures, speaking in a classroom context, or writing for reporting a research study (Brown, 2001).

In relation to Communicative Language Teaching (CLT), Davies and Pearse (2000) state that in this approach the long process of learning a language is achieved

by exposing to a communicative use of the language and by making mistakes inevitably. According to Richards and Rogers (2001), in CLT language learning is targeted at communicating effectively, and at the same time, teachers motivate students to work with the language. Indeed, students in CLT need to use the language in a productive and receptive way in order to cope with context outside the classroom (Brown, 2001).

Regarding Cooperative Learning, Richards and Rogers (2001) say that it is a way of teaching that encourages the use of cooperative activities in which learners work in pairs and small groups. For Arnold (1999), social interaction and negotiation of meaning group members is needed in Cooperative Learning so that learners can involve in doing tasks in which they share something and learn from their classmates. Furthermore, in Cooperative Learning the aim of a lesson is achieved by working teachers and students together (Brown, 2001).

As far as The Whole Approach is concerned, Larsen-Freeman (2000) mentions that in this approach the learning of a language is seen holistically rather than as parts. It means that students learn effectively when their learning is targeted at understanding the meaning of the whole texts (Larsen- Larsen-Freeman, 2000). According to Richards and Rogers (2001), The Whole Language Approach can be implemented in language classrooms in accordance with students' needs. Moreover, The Whole Language promotes listening, speaking, reading, and writing skills; therefore, teachers must be willing to integrate two or more of these skills in the language classroom (Brown, 2001).

Teaching Techniques

Brown (2000) defines technique as an exercise, activity, or task used for reaching the aims of a lesson in a language classroom. This author mentions some teaching techniques which are described as follows: group and pair activities used for helping learners to work with all the members of a group; student-initiated questions that help teachers review material taught previously; choral repetition that encourages learners involve in repeating together a model given by themselves or by their teacher.

Other useful English teaching techniques such simulation, role playing, and games are suggested by DeBord (1989). Simulation is used for reflecting a situation in which students can learn from real experiences existing in the real world; role playing is used for getting students to perform a specific role of a character within determined times, places, equipment, and rules; and games are used for motivating learners to discover, examine, and learn (DeBord,1989).

In addition, Chauhan (2004) recommends the use of three drama techniques for teaching English since this author says that such techniques provide contexts for listening, speaking, reading, and writing, and force students to make use of their language resources to increase their language skills. The drama teaching techniques mentioned by Chauhan are as follows: 1) questioning in role or hot seating used for encouraging learners to ask a classmate about his/her reasons, character, and reaction to a situation or other persons; 2) telephone conversations used for helping students to enhance their speaking and listening skills since they are encouraged to keep a conversation going; and 3) soliloquy / thought tracking used for making students both interpret literary text and understand an invented character, getting into the skin of such a character and thinking from his or her point of view.

Managing Learning

Regarding managing learning, the literature concentrates on the importance of instructions, timing, and feedback given in a language classroom. Stronge (2007) suggests that instructions should be simple and standardized if possible. Watson (1999, p. 39) states, "Concerning the procedures of the activity, the teacher could demonstrate through action as an alternative to explaining the instructions verbally." Furthermore, Wajnryb (1992) suggests that when changing from one activity to another, instructions should be clear to develop a class in an effective way.

Referring to timing, Watson (1999) suggests that teachers take into consideration the amount of time allotted for an activity. The same author says that the success of a lesson can be determined by the balance of time allotted for different tasks. Therefore, when being trained, it is advisable for teachers to plan the timing of the lessons with a lot attention (Wajnryb, 1992). This author also says that experienced teachers tend to plan the time of the lessons so that they have good judgment in making decisions that affect the timing during a class.

As for feedback, Stronge (2007) points out that it is a technique that helps students to enhance their learning outcomes and enables them to test what they are working on in order to constructively give criticism to their classmates. Feedback also helps teachers to make learners examine their work so that they can evaluate their learning progress (Watson, 1999). Moreover, "most teachers are aware of feedback in terms of its motivational value –the value of positive feedback and the disincentive that negative reinforcement can produce." (Wajnryb, 1992, 49)

Lesson Design

For Richards and Renandya (2002) planning lessons everyday enables teachers to consider the content, materials, sequencing, timing, and activities of a class. They also say that planning lessons is useful to consider the different backgrounds, interests, learning styles, and abilities of learners. Furthermore, planning lessons assists teachers in the attaining of objectives of a unit (Nasr, 1997). Riddell (2010) considers that the main parts of a lesson plan which include objective (s), target language, anticipation of problems (for learners) and its possible solutions, stages, objectives of each stage, timing, interaction, procedure, the length of a the lesson, and the level of a class.

Class Size

The review of the literature on the topic focusses on providing information of what involves teaching small and large groups. Concerning small groups, Jeffries and Huggett (2010) say that the smaller number of learners help teacher to know their names, get familiar with their knowledge, learning styles, and past learning experiences. According to Broughton, Brumfit, Flavell, Hill, and Pincas (1980), in a lot of situations it will be useful to teach small groups to make all learners practice the same part of language. It, for example, means that if teachers need to promote the natural development of speaking skills, they will probably accomplish this by making learners interact in small groups (Broughton, et al 1980).

As for large groups, Davies and Pearse (2000) mention that effective results are hard to attain when teaching large groups because students might not see or hear teachers well, and teachers might not see or hear learners well. Besides, Davies and Pearse say that when teaching large groups, teachers have to watch and check many

pairs or groups, and as a consequence of this, learners cannot be given individual practice and feedback, especially on written work.

Classroom Space

McLeod, Fisher, and Hoover (2003) say that previous research on classroom space has revealed that too many students in small classrooms influence on the attitude and conduct of learners, enhance their dissatisfaction and aggression, and decrease their attentiveness. For Watson (1999), the size of the classroom, the amount of students, and the nature and seating arrangements and fixed objects ,i.e. the board, determinate the extent to which the teacher can affect the classroom space during a lesson. Moreover, teachers have to watch carefully how the classroom space separate learners and fixtures from one another and how it can be reconstructed in a different way (Hadi-Tabassum, 2006).

Seating arrangements

In language classrooms teachers can arrange tables and chairs in different ways to instruct pupils. Two arrangements of chairs and tables are mentioned by Harmer (2007); they are orderly rows where teachers can see all pupils and all pupils are able to see teachers while working as a whole class, and circles that make both students and learners to strongly state about what they believe in.

Other four seating arrangements are mentioned by Pachler and Field (2004). They are as follows: 1) rows where students cannot copy from each other and disrupt by talking inappropriately; 2) the horse shoe that enables a teacher to sit or stand in the center to easily reach all learners, encouraging them to simply work in pairs since they can see each other; 3) groups of desks that allow students to interact easily while working in group or in pair; and 4) desks placed around the edge of the room that help teachers to work with groups of learner requiring help.

In addition, Tomlinson and Imbeau (2010) suggest teachers arrange the classroom by using tables or tables and individual desks to get meaningful learners' collaboration. The same authors recommend that four to eight individual seats or desks be arranged in an area of the classroom so that learners can work alone on particular tasks when necessary. Tomlinson and Imbeau also suggest the arrangement of chairs and tables in a way that makes easier for teachers to walk among learners in order to help them when required.

Classroom and Teaching Resources

There are different teaching materials such as files pictures, flash cards, etc. that can be used for teaching English. On this issue, Finocchiaro (1965) says that in language classroom teachers can use a file of pictures both for showing some parts of socio cultural topics and for teaching sounds, structures, and vocabulary of English. Another teaching material mentioned by Finocchiaro includes simple charts that teacher can use for illustrating simple lines on it in order to teach verb tenses and verb phrases. Flash cards or words cards are other teaching materials that Finocchiaro suggests using in language classroom to provide word cues in oral substitution drills, review purposes, or play games. Flash cards or words cards can also be used with pictures for eliciting cue-response work and for encouraging pair-work and group-work (Harmer, 2007).

Furthermore, Finocchiaro (1965) says that the record Player, films, radio, television, and films strips can be used for teaching English. What this author points out about these teaching materials is as follows: the record player helps learners to get familiar with other voice than their teacher since it offers them planned drills; filmstrips are useful to make the class practice vocabulary and structures; the radio is

helpful to make pupils immerse in sounds; and television gives students different opportunities as a tool of learning.

Other teaching materials such as the board, flip charts, cuisenaire rods, audio, video, and dictionaries are mentioned by Harmer (2007). This author says that: the board can be used for practicing writing, drawing something, sticking things, projecting overhead transparent sheets, etc.; flip charts can be used for brainstorming ideas; cuisenaire rods can be used for telling a story and teaching grammatical structures and prepositions; audio materials can be used for practicing pronunciation; and video and DVD players can be used for watching video clips, presenting programs, and listening; and dictionaries can be used for helping understand the meaning of words, its use, etc.

In addition, Harmer (2001) suggests that teaching materials such as pictures, realia, and language laboratory can be used in the language classrooms. Pictures and images being in the form of large wall pictures, cue cards, photographs, and illustrations are used by teachers for facilitating students' learning (Harmer 2001). According to Harmer, realia can be used for teaching children and beginners the meaning of words. The same author says that language laboratories are useful to make learners work on their own, in pairs, and interact with the teachers individually.

Classroom Observation

As stated by Wajnryb (1992), observing languages classrooms provides a wide variety of experiences and processes that help teachers to develop their professional growth. Moreover, observing classroom carefully may enhance the teaching quality (Wragg, 1999). Classroom observation can be done by a teacher himself or by an institution to support a program targeted at teaching staff, beginning teachers, or newly-employed teachers who are involved in an induction period

(Wajnryb, 1992). Other observers, according to Bailey (2006), include supervisors who observe language classroom to see how well the curriculum is coordinated; they monitor learners who have difficulty, evaluate the work of teachers, collect information to encourage teacher development, etc.

Student's Motivation

Saville, (2006) defines motivation as a construct compound of relevant goals, significant rewards, etc. The same author says that integrative and instrumental are the most known kinds of motivation. Regarding integrative motivation, Saville mentions that it is encouraged by a desire to learn in order to interact with a L2-using speech community. As for instrumental motivation, it is stimulated by the great value of learning L2 to increase occupational or business opportunities, enhance respect, admiration, and power, access scientific and technical data, or pass a course in school (Saville, 2006).

Extrinsic and intrinsic are other types of motivation. Harmer (2007) points out that motivation coming from outside the classroom and influenced by the attitude of society, family, and peers is known as extrinsic motivation. Learners encouraged by extrinsic motivation have a desire to get good grades, avoid punishment, and modify their behaviors, experiencing the desires outcome (Spaulding, 1992). Regarding intrinsic motivation, Harmer (2007) says that it is stimulated by what happens inside the classroom; for example, the methods used by teachers, the activities done by learners, or the perception of their success or failure.

Learning Styles

Lefever (2004) says that learning styles are the ways of seeing and perceiving information to effectively process and use it. The types of learning styles mentioned by this author are imaginative, analytic, common sense, and dynamic. What Lefever

says about these learning styles is as follows: imaginative learners absorb information by getting involved with others through interpersonal relationships and by sensing, feeling, and watching; analytic learners like to plan their learning strategies and tend to evaluate the information they are taught; common sense learners enjoy learning by doing since they are hands-on people; and dynamic learners learn by doing and by starting something new.

Other types of learning styles are visual learners who learn by seeing what is being taught in order to remember it better; aural or auditory learners who learn by listening information once or twice to effectively respond to it; and kinaesthetic learners who learn by getting involved in activities requiring any physical movement (Harmer, 2007; Lightbown and Spada, 1999).

Student's Intelligence or Aptitude to Learn English

As stated by Ellis (1986), the term intelligence is used for referring to a g factor underlying both students' ability to learn something well and their use of different academic skills. According to Lightbown and Spada (1999), intelligence might strongly be a factor when learning is related to the analysis of language and rule of learning, but in classrooms where teaching is targeted at communicating and interacting, the role of intelligence might be less significant. Therefore, it is necessary to consider that intelligence is complex since the abilities and strengths of learners are very different (Lightbown and Spada, 1999).

Regarding aptitude, Ellis (1997) mentions that a student's natural ability to learn a second language is known as language aptitude. In other words, aptitude for language learning refers to a learner's capacity to better learn languages (Nikolov, 2009). In fact, this author says that any language will be learned more successfully by students with high aptitude than by those with low aptitude.

Having discussed above about important theoretical concepts that need to be considered when teaching students in EFL classes, it is worth to mentioning relevant previous research concerning factors that affect language teaching and learning. Some of the past investigations included in this literature review are briefly described below.

Narayanan, Rajasekaran, and Iyyappan in 2008 conducted research to investigate some factors that affect English learning as a second language at the tertiary level. The general method applied in this study was quantitative. Data was gathered through questionnaires. The research process involved collecting information in a written way, applying a pilot survey to precede a final survey, and analyzing data into a computer through figures and tables. The researchers concluded that motivation, attitude, and language anxiety factors affect the students' English learning.

Blatchford, Russell, Bassett, Brown, and Martin in 2006 conducted a study aimed at investigating the effect of class size on the teaching pupils Aged 7 – 11 Years. The general approach of the research study was qualitative and quantitative. Data was collected through systematic observations, questionnaires, and case studies. In the process the observations were done in blocks of 10-s time intervals, with gaps of 10 s between observations. Multilevel models were used for analyzing data. The researchers in this study found that class size affected the overall amount of teaching.

Aduwa and Iyamu (other language researchers) in 2006 conducted a research to find factors that affect quality of English language teaching and learning in secondary schools in Nigeria. The method applied in the research was quantitative. The information was collected by using questionnaires and by conducting observations. In the research process, the questionnaires dealt with demographic items such as school type and location, the school environment, among others.

Aduwa and Iyamu found that in public secondary school in Nigeria students do not learn English language in an environment conducive to learning since schools are overcrowded, the furniture is not comfortable for proper sitting, and classrooms are without proper lighting and ventilation.

Moreover, Chang in 2011 investigated factors that encourage or limit EFL teachers' implementation of Communicative Language Teaching (CLT). Qualitative was the method of this study. The information was collected through interviews. During the process, face-to-face, semi-structured interviews were conducted to investigate the participants' perceptions and experiences related to factors promoting or hindering CLT implementation. Thematic analyses to identify and analyze themes in the gathered data were used. The researcher found that factors affecting implementation of CLT are related to teachers, students, the educational system, and suitability of CLT in the local context.

Furthermore, Ridling in 1994 investigated whether seating arrangement have a significant effect upon the verbal interaction of teachers and upon students talk behaviors. The general approach of this research study was quasi-experimental. Data were collected by conducting observations. During the research process, proportional tabulation sheets were used to represent 13 categories of teacher-to-student verbal interactions. And traditional row, herringbone, and u-shaped seating arrangements were considered as an independent variable. Data analysis was done by determining seating configurations according to baseline seating arrangements previously determined. Ridling concluded that seating arrangements affect the participation of students, their thinking and appropriate comments which may have a positive influence on learning.

DISCUSSION

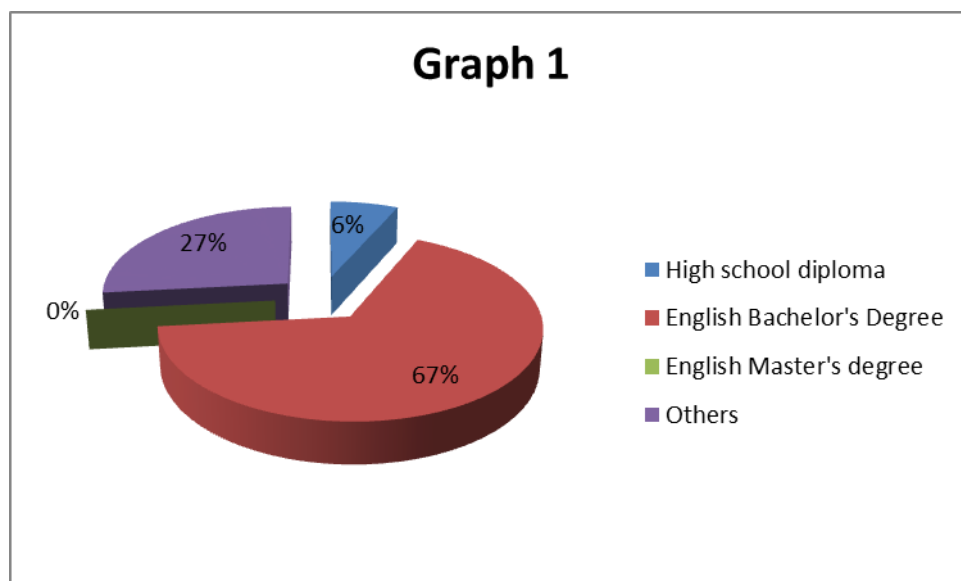
Description, Analysis, and Interpretation of Results

This section introduces the quantitative analysis which was done to examine the information collected during the observed classes, interviews, and surveys applied to both teachers and students. Thus, the quantitative analysis focuses on examining factors concerning teachers, students, classrooms, and educational institution.

Quantitative analysis

Factors Concerning Teachers

Which level of education do teachers have?



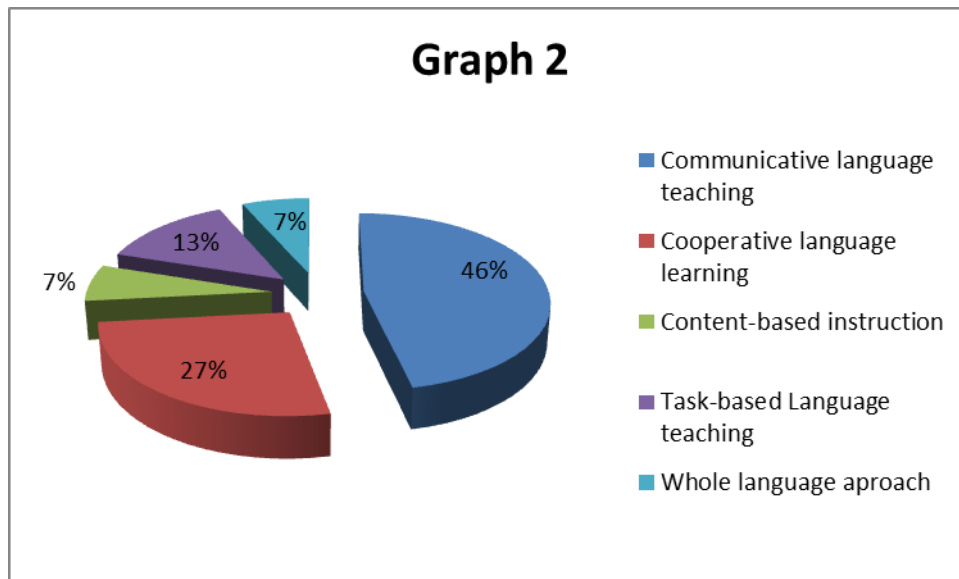
Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

This graph shows that 67 % of the observed teachers have an English bachelor's degree, 6% of them have a High school diploma, 27 % have others kinds of degree, but nobody has a Master's degree. During the research, it was found that only one of the teachers has a high school diploma; she has been working for 27 years as an English teacher.

The results above were obtained by interviewing the teachers to know their level of English and the type of educational degree they have. Interviewing the teachers was useful to analyze their English language proficiency according to The Common European Framework of Reference (CEFR). In this way, seven teachers were placed on B1 and 1 B2. These teachers have a basic and high intermediate level. Moreover, 5 teachers were placed on A2, meaning that their English level is basic. Additionally, two teachers were placed on A1 because their English language proficiency is very basic.

Based on these results, it is important to mention that The SENESCYT in 2012 recommended that EFL teachers should know the language well to teach it in accordance with international standards technically established that help learners of Ecuadorian public education to increase their English knowledge. For this reason, the SENESCYT is nowadays promoting a continuous scholarships program to provide Ecuadorian EFL teachers with the opportunity to be well-instructed abroad so that they can strengthen their knowledge in order to teach English on the basis of an appropriate teaching methodology. Therefore, it is important to mention that the SENESCYT aims to ensure that future English teachers of public high schools in Ecuador make young students learn the language well during their high school years.

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



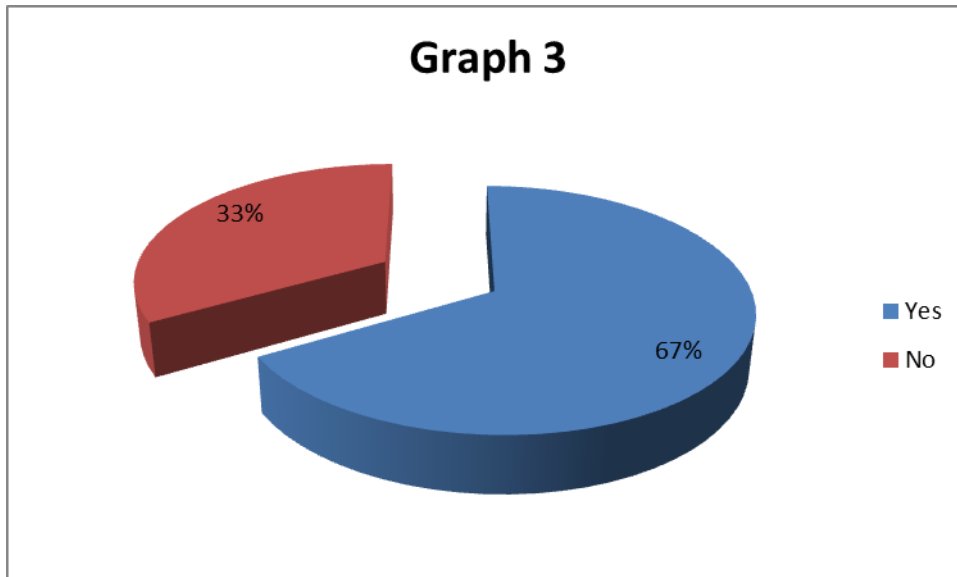
Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

Graph 2 indicates that the teachers in the survey pointed out that they use five teaching methods in the percentages as follows: Communicative Language Teaching (CLT) 46%; Cooperative Language Learning (CLL) 27%; Task-based Language Teaching (TBLT) 13%; and both Whole Language Approach (WLA) and Content-based Instruction (CBI) 7% each one. However, it was observed that Grammar Translation Method (GTM) was used in 60% of the classes; CLT was used 27%; and CLL was used 13%. As it can be seen, the percentages mentioned by the teachers about the use of the teaching methods are totally different from those obtained during the observation, especially with GTM which was used in many English lessons although its use was not mentioned by the teachers in the survey. Besides, TBLT, WLA, and CLL were not used even though the teachers mentioned that they use such teaching methods in their EFL classes.

According to the survey applied to the students, 100 percent of them indicated that they like the way English is taught since the teachers encourage them during the

lessons. It was observed, however, that many students were bored because the teachers did not use the teaching methods in a motivating way.

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



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

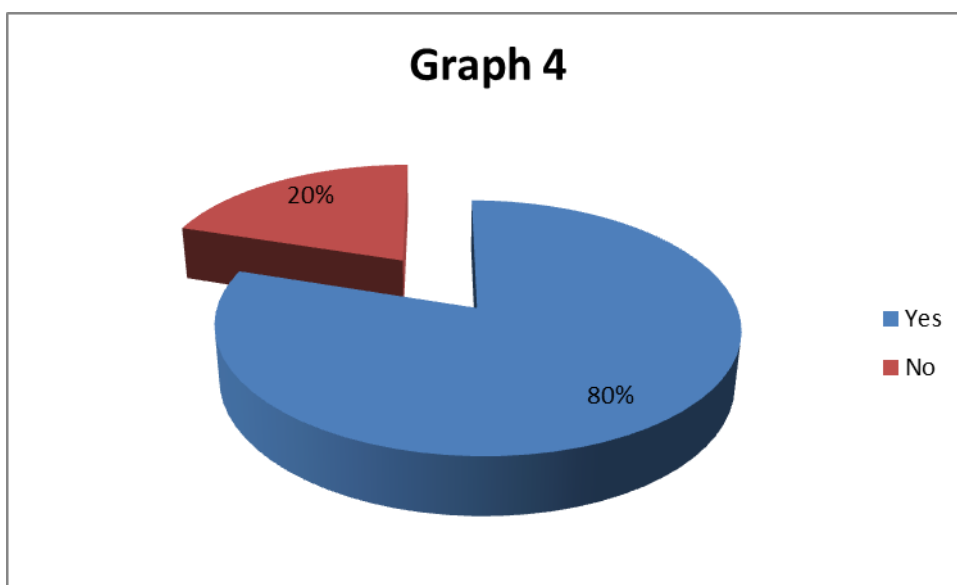
It is shown in graph 3 that 67% of the surveyed teachers indicated that they use whole-group activities because these tasks enable students to improve their English and help them to work among classmates by interacting with each other. On the other hand, 33% of the teachers said that they do not use whole-group activities because the time is short, and it is also difficult to control the whole class.

Based on the survey applied to the students, they said that they are motivated to work in whole-group activities. During the observed classes where whole-group activities were developed, it became apparent that 47% of the students were motivated to learn English. The rest of the class was not encouraged to participate in whole-group activities since they were not interested in the EFL lesson.

An important point to note about whole-group activities is that Davies and Pearse (2000) say that these tasks help teachers to understand the progress of the

students. Furthermore, these authors comment that a feeling of happiness or amusement is shared easily by students when learning through whole-group activities. Taking into consideration the statement of Davies and Pearse, it is necessary to say that in the observed classes where the teachers made their students learn English by developing whole-group work activities, a feeling of being motivated, encouraged, and entertained was shared by almost half of the students.

Do teachers use individual activities to teach your lessons?



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

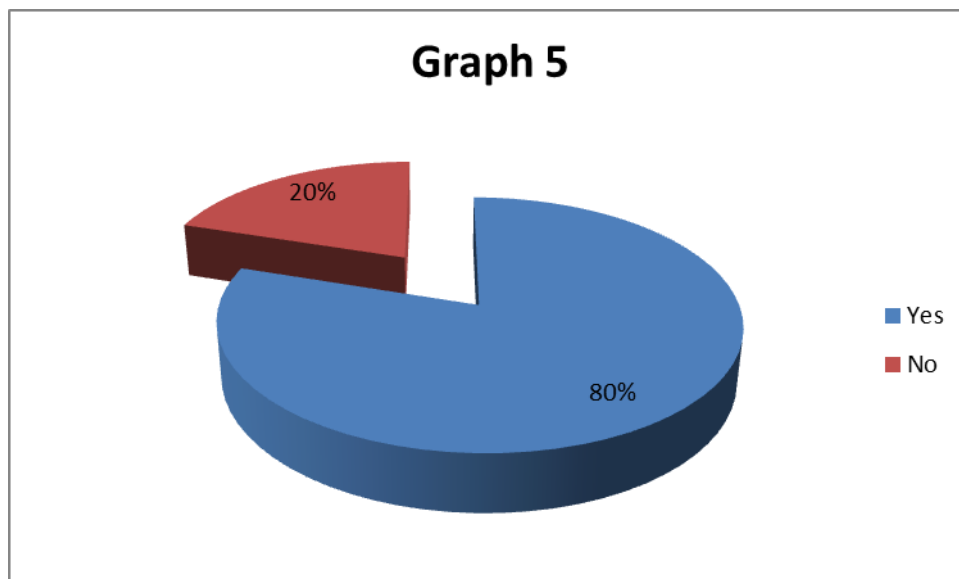
It is indicated in graph 4 that it was mentioned in the survey that 80% of the teachers use individual activities. The teachers also said that they prefer to make the learners work individually so that they can develop their listening, speaking, reading, and writing skills. In contrast, 20 % of the surveyed teachers said that they do not make the class work individually because they argue that these types of tasks do not help so much the students participate in the EFL class.

Regarding the survey applied to the students, it was pointed out that they like to work individually because they discover their own strengths and weaknesses.

Somehow what the students said was observed in nine classes where individual activities were developed, since they were enthusiastic to learn English.

It is important to bear in mind that Harmer (2001) states that individual activities help teachers, in an individualized way, respond to pace of learning, learning styles, and preferences of students. Individual activities also encourage students' autonomy and "promote skills of self-reliance and investigation over teacher dependence". (Harmer, 2001, p. 116)

Do teachers use group work activities to teach your lessons?



Authors: Adriana Leiton y Eliana Reascos

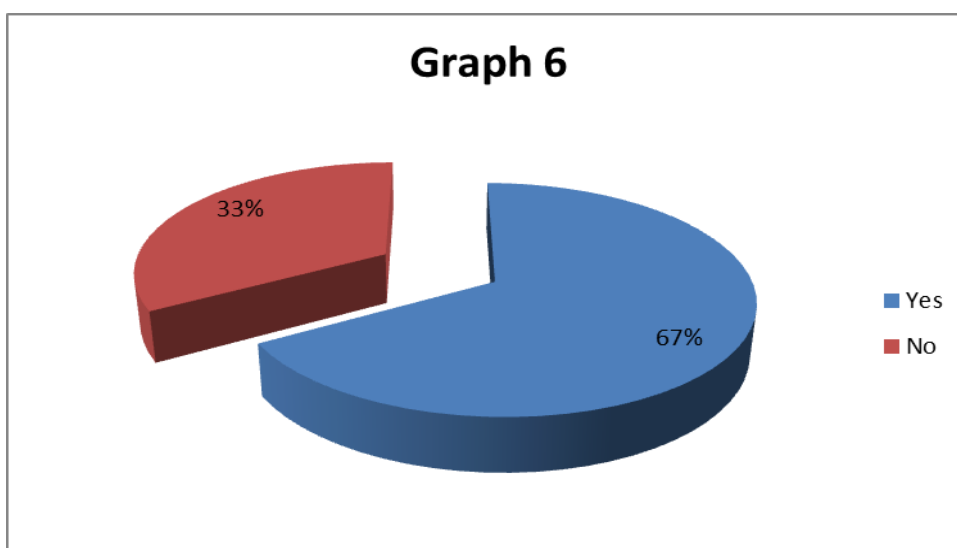
Source: Teacher's Questionnaire

Graph 5 indicates that group work activities are used by 80 % of the teachers since they point out that by working in group, the students interchange ideas and share their knowledge. Moreover, it is said that students put into practice their speaking skills when working in group. On the other hand, it was outlined by 20% of the surveyed teachers that they do not make the students work in group because of number of students attending their classes and the space of the classroom.

Concerning the students' survey, it was mentioned that they like group work activities to be motivated to learn English. During the observations, there were only a few classes where the students worked in group. That is, their opportunity to work in group in a motivating way was reduced since only 20% of teachers made the students learn English in groups. This is because group work activities were not included in the lesson plans of the rest of the teachers, and it was argued that the space and number of students in the classroom do not allow the teachers to make the students develop tasks in group comfortably.

Something useful to mention is that group work activities provide students with different situations which make it possible for them to interact with classmates in a dynamic way (Harmer, 2001). Harmer also says that students get pleasure from working in groups and successfully do a good job as they acquire experience through group work. Based on Harmer's comment, it is necessary to say that only three teachers promoted group work to make the EFL learning pleasurable for the students.

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



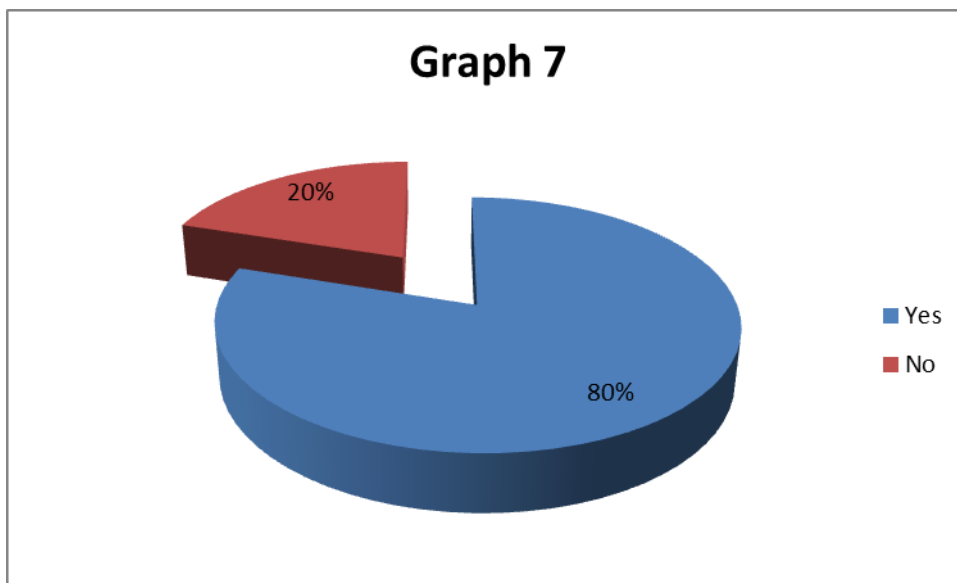
Authors: Adriana Leiton y Eliana Reascos

Source: Teacher's Questionnaire.

It is shown in graph 6 that 67% of teachers mentioned in the survey that they use English most of time in their classes while 33% of them do not do it. It was found in the observations that two teachers used English 100%; four 75%; six 50%; and three 25%. As it can be seen in graph 6, the results of the observed classes are different from those outlined by the teachers in the survey. It is worth saying that some teachers only used a little English in their classes since most of time they spoke Spanish. This was because sometimes they explained activities in their native language to make the students understand. Besides, these teachers sometimes did not express the ideas fluently and clearly when speaking English; hence, they used Spanish in the foreign language classrooms.

Regarding the students' survey, they affirmed that their teachers in their classes do not speak the foreign language most of time. In fact, it was mentioned that the teachers teach the target language by speaking a little English and by explaining or giving the meaning of words in Spanish. As mentioned above, what the students said was confirmed during the observed classes since they use a little the target language.

Do teachers plan your lessons?

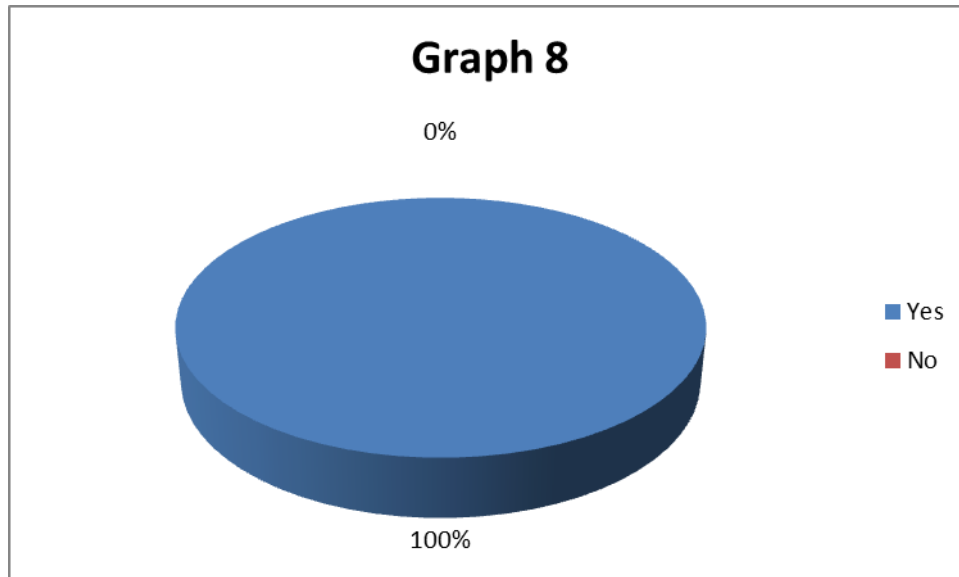


Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

Graph 7 shows that most of the surveyed teachers plan their lessons with an average of 80%, while 20% of them do not design lesson plans. During the observed classes, it could be seen that a great percentage of teachers improvised their lessons because there were not clear objectives and procedures to develop the classes. That is, the teachers taught English based on their teaching experience. Therefore, it sadly can be said that only three teachers developed the class by using a lesson plan.

At this point, it is important to mention that Riddell (2010) states that the main parts of a lesson plan include objective (s), target language, anticipation of problems (for learners) and its possible solutions, stages, objectives of each stage, timing, interaction, procedure, the length of the lesson, and the level of a class. Using this information as a reference, it was observed that only 20% of the teachers (3) applied all the aspects of lesson plan; nine teachers representing 60% developed some parts of it; and three teachers (20%) did not follow almost anything of the content of the lesson plan since they put into practiced their teaching experience.

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



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

From graph 8, it can be seen that 100% of the surveyed teachers say that they take into consideration discipline, timing, feedback, and instruction. Regarding discipline, it was observed that 13 teachers controlled this aspect successfully since the students showed respect for each other and the teachers as well.

Concerning feedback, in the observed classes, twelve teachers reinforced the students' learning by letting them know their strengths and weaknesses. Something important to say about feedback is that Stronge (2007) points out that it is a technique that helps students to enhance their learning outcomes and enables them to test what they are working on. This technique was used in twelve observed classes. In such classes, the students were given positive feedback that helped them to evaluate what was being learned in order to increase their English learning.

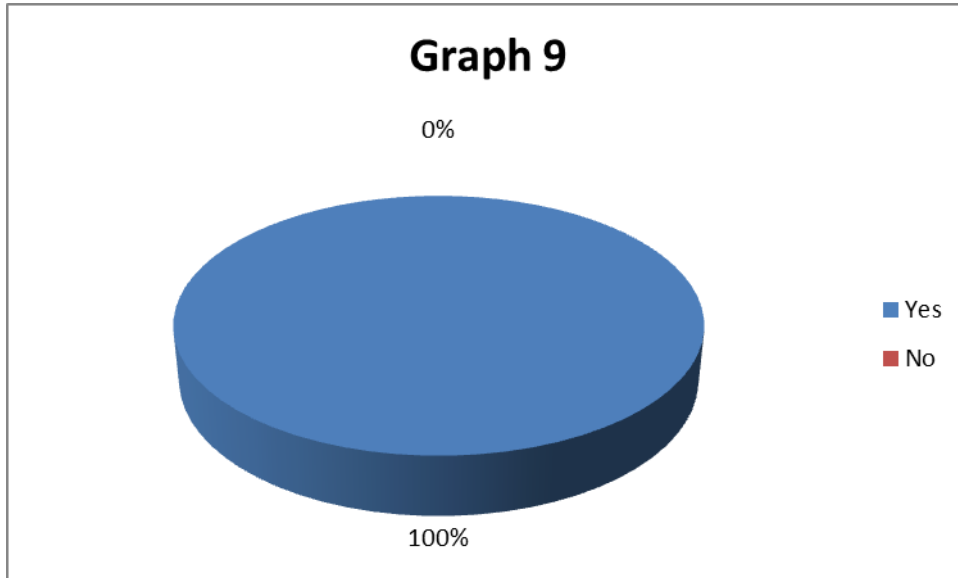
In relation to instructions, during the classroom observation, eleven teachers gave specific and clear instructions to make the students develop different tasks. In contrast, four teachers failed to give appropriate instructions when teaching English. It is worth pointing out that Watson (1999) says that instructions are crucial to make the students develop their tasks effectively. Considering what is said by Watson, the students and eleven observed classes did their tasks in an effective way since they were given clear instructions.

Whit regard to timing, eleven teachers succeeded in considering this aspect. It was evident that they did not have a lesson plan but their experience was enough to control timing in their classes. Talking about experience, Wajnryb (1992) says that experienced teachers tend to plan the time of the lessons so that they have good judgment in making decisions that affect the timing during a class. What Wajnryb mentions somehow was put into practiced by those teachers whose teaching was based on their experience.

In addition, to know whether the observed teachers consider the aspects of discipline, feedback, timing, and instruction in their classes, the students were surveyed; all of them (100%) indicated that their teachers control discipline, allot time for different activities, provide feedback, and give clear instruction during teaching process.

Factors concerning students

Do teachers consider Students' needs to teach English successfully?



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

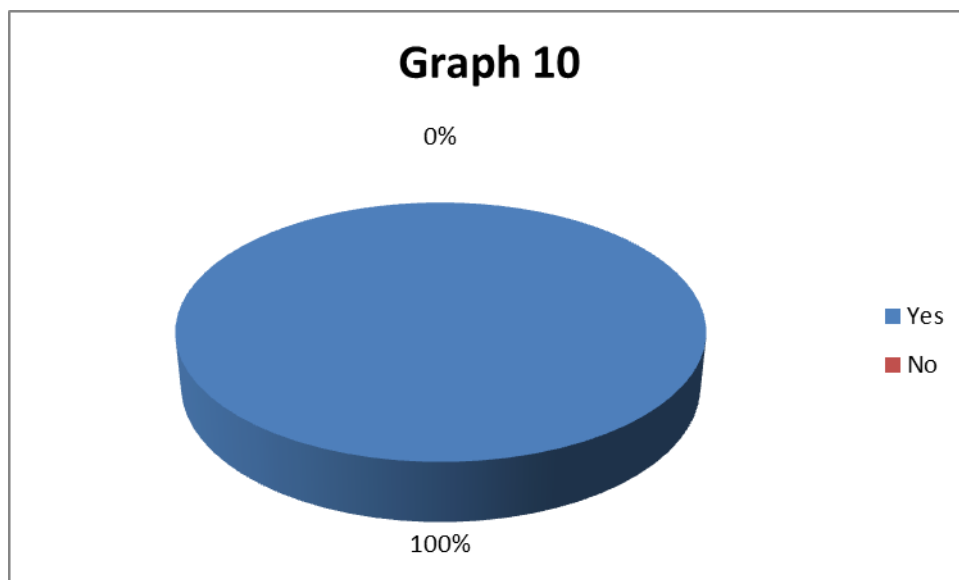
It is indicated in Graph 9 that 100% of teachers in the survey mentioned that they consider the student's needs such as age, personality, attitude, aptitude, motivation, and learning styles when teaching EFL. Regarding motivation, during the observed classes, most of the teachers encouraged students to learn English in a motivating way. Concerning age, 12 teachers considered the student's age because the activities were suited for them. In relation to personality, eleven teachers took into account different personalities such as extroverted and introverted. Referring aptitude, ten teachers considered the students' aptitude by targeting speaking activities at those who were good at this language skill.

Regarding learning styles, three types of them are as follows: visual learners learning by seeing what is being taught in order to remember it better; aural or auditory learners learning by listening information once or twice to effectively respond to it; and kinaesthetic learners learning by getting involved in activities

requiring any physical movement (Harmer, 2007; Lightbown and Spada, 1999). During the observed classes, the teachers considered visual and aural learners because they made the students work on visual and aural activities that were exploited by the students whose preference is to learn in this way.

On the other hand, it is necessary to say that four teachers did not take into account the students' needs effectively because they spoke a lot and did not encourage the students to participate in the English class. Hence, it was observed that some students were bored, lost their interest and motivation to learn English, and their aptitude toward a few lessons was not positive. It means that they were not given the opportunity to actively participate in the EFL classes although the topic of the lessons and tasks matched their age attitude, and personality.

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



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

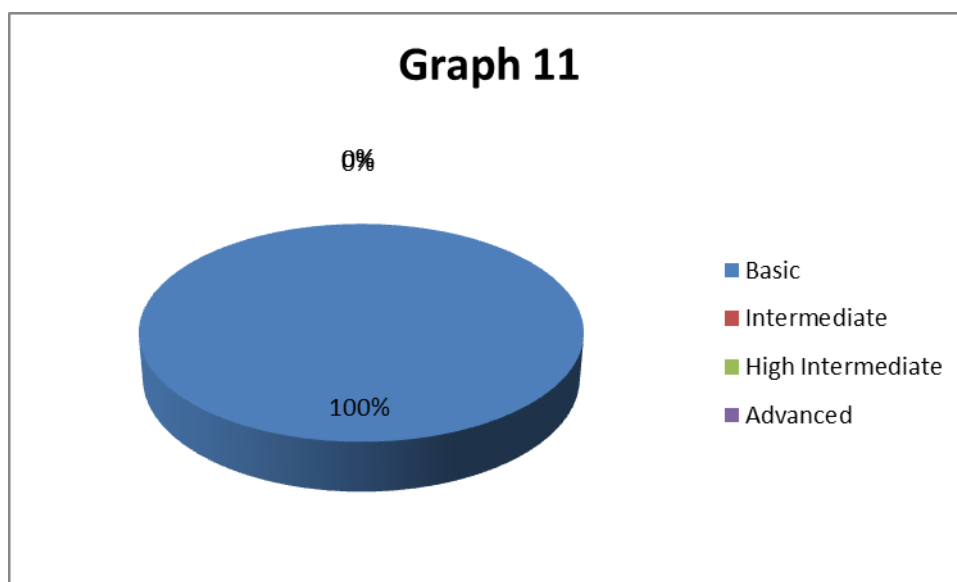
As shown in graph 10, the fifteen teachers (100%) outlined in the survey that they consider the student's level in the EFL classes. In the observed classes, twelve teachers took into account the level of students because the activities and tasks were

appropriate and easy for the class. Moreover, the classes were given according to the knowledge of the students although in some cases, the teachers spoke Spanish to explain the lessons better, it happen, especially in basic education.

Three observed teachers, on the other hand, did not consider the students' level successfully because the tasks were neither tailored to their knowledge nor to their understanding. As a result, some students could not learn English by assimilating a rich source of language input suited for their level.

Generally referring to students' level, a crucial point to be considered is that Harmer (2001) suggests teachers adjust the classroom language to the level of the class they work with. Moreover, Harmer recommends that teachers use language materials of different level, considering complexity, range of genre, and length.

Which is the level of your students?



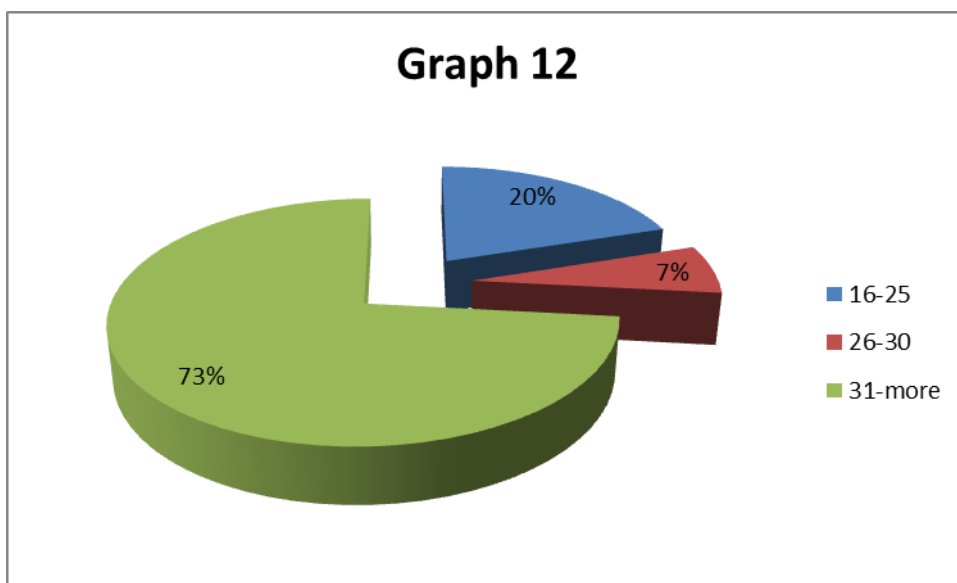
Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

As indicated in graph 11, 100% of the surveyed teachers mentioned that the level of their students is basic. In the observed classes, it was found that the level of students who are in 2nd and 3rd years of senior high school is basic. This represents

80% of what is displayed on graph 11. It was also observed that the level of 20% of the students from 8th year of basic education to 1st year of senior high school is very basic. For this reason, in some classrooms there were students who asked questions in their native language, and the teachers had to answer in the same way.

Factors Concerning Classrooms

How many students are there in the observed classrooms?



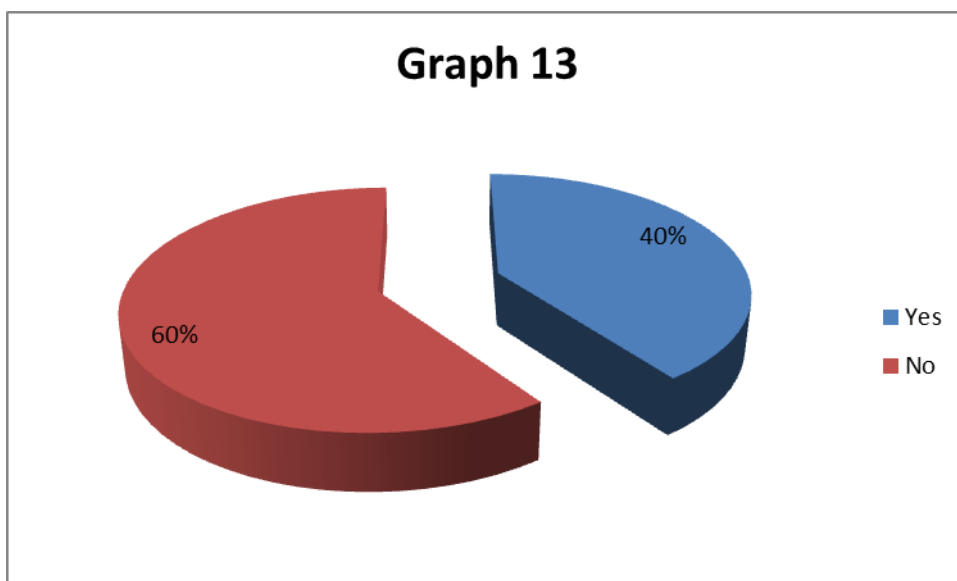
Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

Graphic 12 reveals that in the observed classrooms the number of students was as follows: thirty one to more students representing 73%; twenty six to thirty students which is equivalent to 20%; and sixteen to twenty five students which represents 7%. During the observed classes, in twelve classrooms there were more than 31 students and in three of them 50 students attended the classes. Moreover, in one classroom there were 16 to 25 students and in two classrooms there were 26 to 30 learners.

To remember, the research study was conducted in four high schools located in the city and one in the rural area. It was found that in the four high schools of the city there were classrooms with more students than in the high school of the rural area.

An important point to note about teaching large classes is that Davies and Pearse (2000) mention that effective results are hard to attain when teaching large groups because students might not see or hear teachers well, and teachers might not see or hear learners well. What Davies and Pearse mentioned was observed in the classes where there were 45 to 50 students because not all of them could hear the teacher well.

Do teachers feel comfortable working with this number of students?



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

It is shown in graph 13 that 60% of the surveyed teachers said that they do not feel comfortable working the number of students they teach. On the other hand, the rest (40 %) of the surveyed teachers mentioned that they are willing to work with the amount of students who attend their classes. During the observed classes, three teachers were not willing to work with 50 students because the development of the activities and tasks was not effective and productive for the whole class. The students' individual participation was even difficult to be encouraged. Besides, the

teachers could not check the written work of the whole class because of the amount of students.

In relation to the number of students, it is necessary to say that Davies and Pearse (2000) point out that when teaching large groups, teachers have to watch and check many pairs or groups, and as a consequence of this, learners cannot be given individual practice and feedback, especially on written work. As described above, something similar to what is stated by Davies and Pearse happened in the observed classroom, particularly in those attending 31 to 50 students.

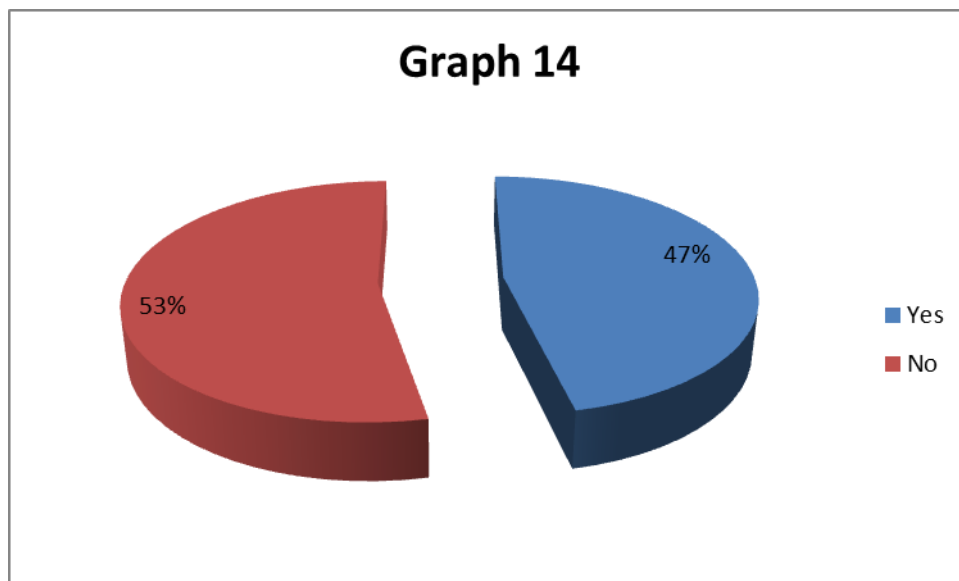
However, it was observed that some teachers worked better in classrooms with 16 to 25 students. The teachers in these classes were delighted to teach English since they were able to make the students do their tasks in a comfortable way. Similarly, the students were attentive to the lessons and participated in the EFL classes actively. Moreover, five students considered to be an advantage the number of students in their classroom because according to them, the communication with their teacher is better and the English learning is more personalized.

It is worth remarking that Jeffries and Huggett (2010) say that the smaller number of learners help to know their names, get familiar with their knowledge. What the authors say was observed in the high school of the rural area because the teachers called the students by their names and were familiar with the English knowledge of the whole class.

On the other hand, ten students in the survey said that they consider the number of peers attending the classes not to be appropriate to learn English favorably. They even mentioned that the English classes with many students are not comfortable because they sometimes do not see or hear the teacher and cannot interact with the whole class. An important point to comment here is that Davies and

Pearse (2000) mention that effective results are hard to attain when teaching large groups because students might not see or hear teachers well, and teachers might not see or hear learners well. The statement of Davies and Pearse agree with the point of view of the ten students who mentioned in the survey something similar to such a statement.

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



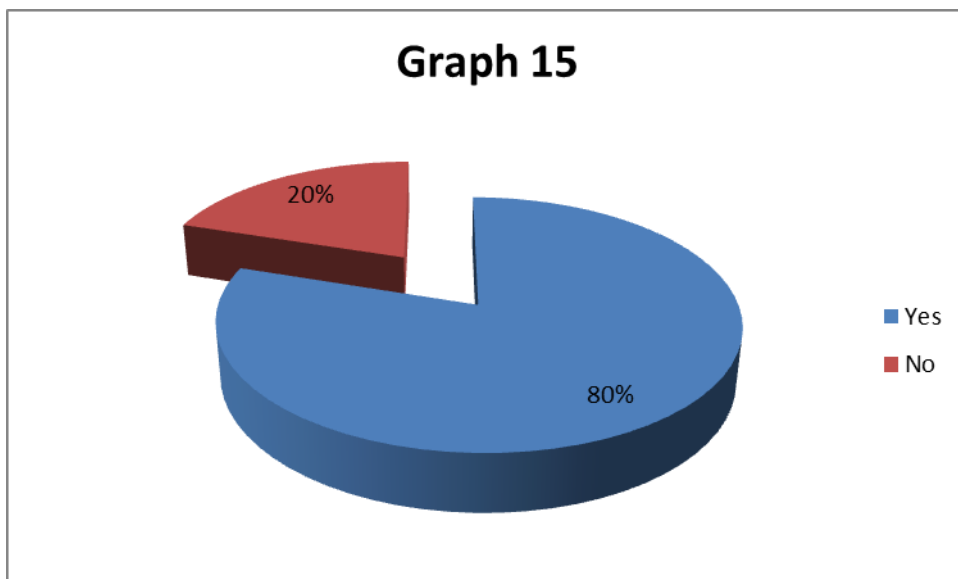
Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

Graph 14 indicates that 43% of the teachers said that they have enough space to develop different activities in the classes while 57% of them stated that the classroom assigned for the lessons need more space. During the observations, there were classrooms with many students working in a small space. It did not enable them to do activities in groups or pairs because their seats were so near and the things in the class were not fixed appropriately. Besides, some students did not hear the instructions clearly. It caused a lack of attention during the lesson.

It is good to remark that McLeod, Fisher, and Hoover (2003) say that too many students in a small classrooms influence on the attitude of the learners and decrease

their attentiveness. As in three observed classes there were 50 students working in a small space, they started to be inattentive and their attitude toward the lesson was negatively influenced by the lack of space. In contrast, in classrooms with few students it was observed that the physical space influenced positively on the attitude of the students toward the lesson since they focused their minds on what was being learned.

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



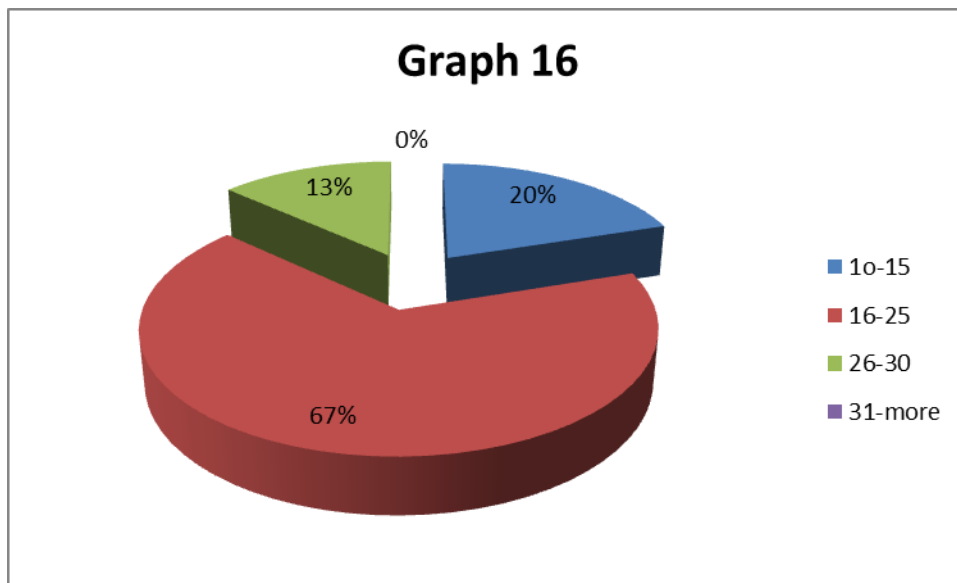
Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

It is shown in graph 15 that 80% of the teachers in the interview mentioned that they arrange students' seats in relation to the activities planned while 20% said that seats are kept in traditional seating arrangement (in rows). From the students' survey, it was said that 80 % of them like when the teachers change the layout of the seats to work on different activities. However, 25% of the students mentioned that they are unwilling to work in the same seating arrangement since the teachers do not change the seating configuration during the classes.

In the observed classes, it could be seen that 80% of the teachers did not ask the students to move their seats while working in activity during the English lesson. On the other hand, 20% of the teachers made the students arrange their seats in circles, semicircles, and in pairs to work on different tasks which were very funny, cheerful, and interesting for the class. Moreover, when the seats were arranged in different way, students felt motivated to work and participate in the EFL classes because they were able to see the teachers and interact with them in a direct way. Changing the students' seats was possible and effective in those classes where few students attended.

At this point, it is worth saying that Harmer (2007) mentions two seating arrangements as follows: orderly rows where teachers can see all pupils and all pupils are able to see teachers while working as a whole class; and circles that make students strongly state about what they believe in. What Harmer says somehow was observed when 20% of the teachers made the students arranged their seats according to the activities they did. However, in the classes where the teachers made the students work without changing the seating configuration, some students shown boredom. It happened in the classes attending 30 to 50 students.

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



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

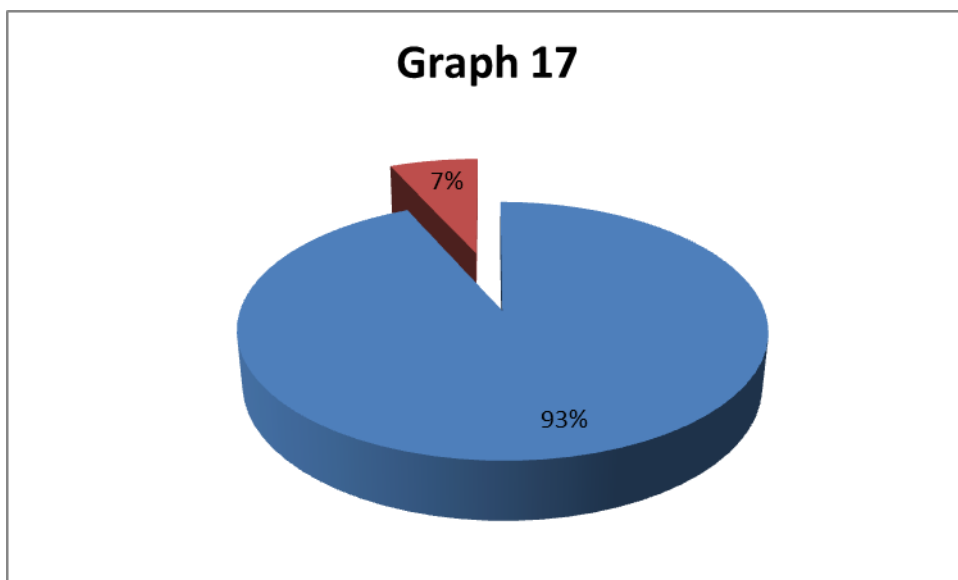
It is indicated in graph 16 that 20% of the surveyed teachers said that from 10 to 15 is an appropriate number of students to teach English; 67% mentioned 16 to 25; and 13% stated 26 to 30. During the observed classes, 70% percent of the teachers worked with 31 to more students, 20 % with 50, and 10% with 10 to 15. It was observed that the teachers who worked with few students were able to keep the class very motivated and interested in the English lessons. Furthermore, in classrooms with few students, the teachers used whole group activities because the number of students enabled to develop such tasks easily. In classes with few students, the teachers also gave short and effective instructions as well as individual, positive feedback as it was mentioned in the question number eight referring to this issue.

On the other hand, most of the teachers did not feel comfortable working in classroom with more than 31 students, especially in the classes where 50 students attended. For this reason, the students could not get involved in doing their tasks in an effective way. In this case, it was difficult to determine the number of the students

that paid attention to a particular lesson because some of them did not hear and see their teacher and others spoke to their classmates without sharing anything with the whole class.

An important point to note about the number of students in the classroom is that Davies and Pearse (2000) say that achieving good results with large groups is quite difficult since learners are not capable of seeing or hearing the teacher and their individual practice is reduced. Something similar happened in the classroom where the teachers worked with 50 students.

Do teachers use teaching resources?



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

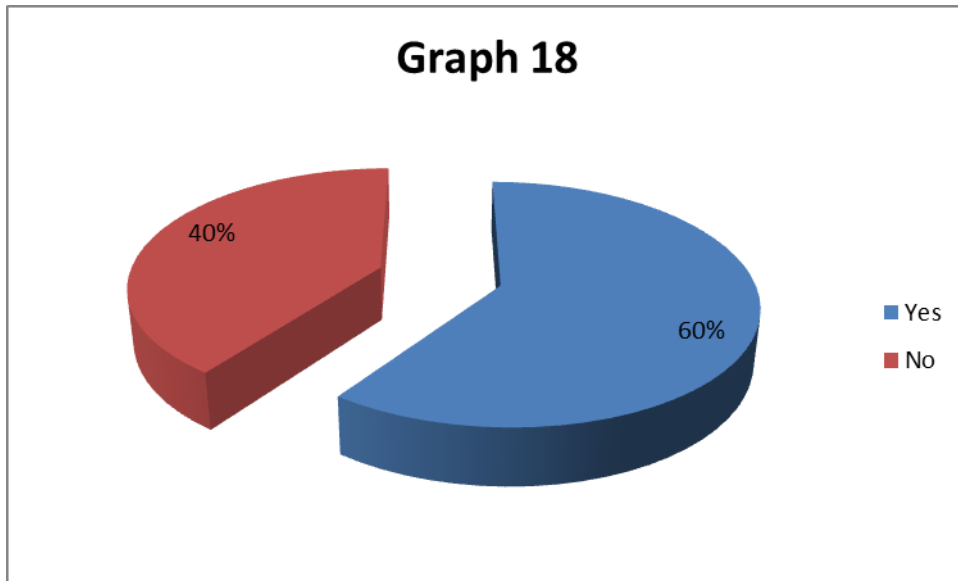
Graph 17 shows that 93% of the teachers mentioned in the survey that they are accustomed to working with didactic sources such as the tape recorder and CDs. But 7% of them stated that they do not use TV, Tape/Cd recorder, Computer(s), Projector(s), and the Smartboard in their English lessons. As the teachers do not use these types of teaching materials, it is assumed that the students' listening skills are somewhat limited.

Based on the students survey, 80% of them said that the teachers often work with TV, Tape/Cd recorder, Computer(s), Projector(s), and the Smartboard, whereas 20% of the students mentioned that teachers do not use these types of teaching resources. During the observations, the teachers hardly ever used the supporting materials mentioned because they made the students learn English by using their books and the whiteboard. In fact, in the observed classes only two teachers used the tape recorder for helping their students get familiar with sounds and improve their pronunciation; these two teachers also used pictures and some games to encourage the students to learn English and participate in the classes.

Regarding teaching materials, Finocchiaro (1965) says that the record player helps learners to get familiar with other voice than their teacher since it offers them planned drills; this author also mentions that the radio is helpful to make pupils immerse in sounds. Only in two observed classes the students were related to a voice different than the teacher and were immersed in listening to various sounds while learning English.

In addition, it is necessary to remark that Watson (1999) says that the board (chalkboard or whiteboard) is the most common visual aid used in the classroom. This visual aid was frequently used for teaching English in thirteen observed classes. Therefore, Watson's statement about the frequency of use of the whiteboard was confirmed during the observed classes.

Do teachers consider appropriate the resources they have in class?

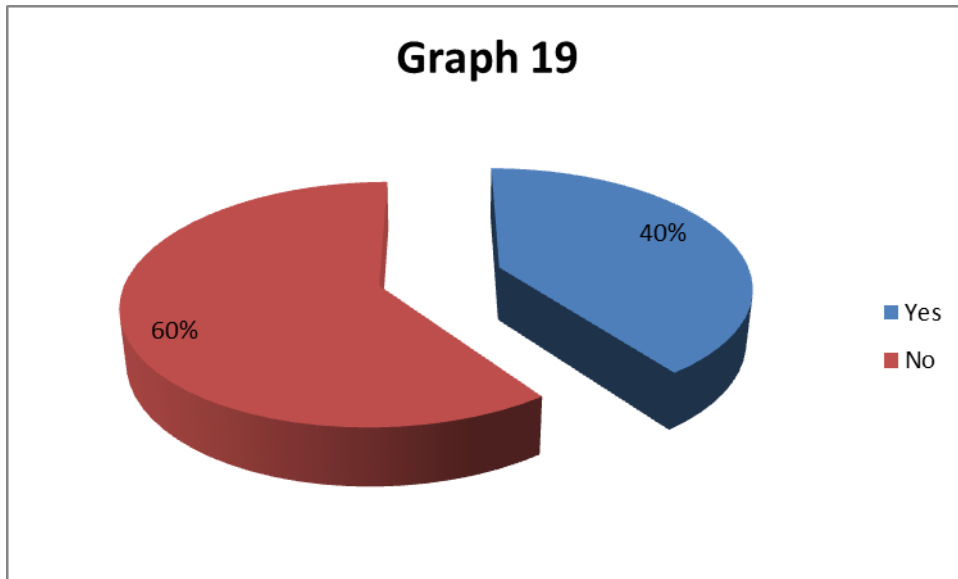


Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

It is displayed on graph 18 that 60% of the English teachers said that the teaching sources they have in their classes are appropriate, while 40% of them mentioned that the teaching materials available in their classrooms are not adequate to be used because they are damaged or destroyed. Also, it was claimed that the institution does not have enough economic resources to invest in new didactic materials, especially in those related to technology. Regarding this issue, it was observed that teaching materials linked with technology were used by two teachers (as mentioned on page 40) in order to increase the language input of their students.

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

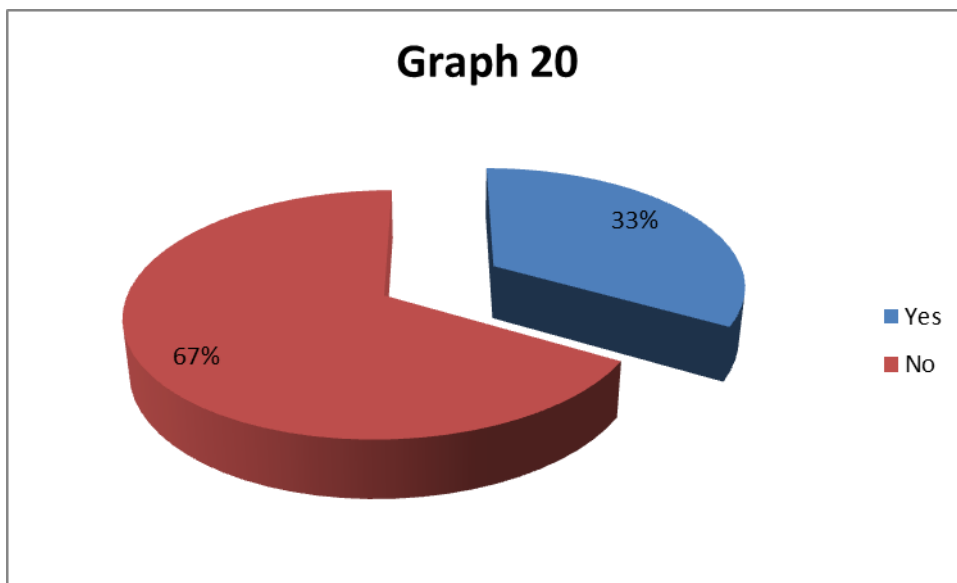


Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

Graph 19 indicates that 40% of the teachers outlined in the survey that the lesson plans are reviewed by the authority of the institution once a week. It was even mentioned that the deputy headmaster reviews the English lesson plans very quickly because he is not instructed to do such tasks. On the other hand, 60% of the teachers outlined in the survey that the lesson plans are not reviewed by the institution. Some of these teachers provided additional information by saying that the lesson plan is a new issue for them because they had planned their annual and unit plan until last year; therefore, according to these teachers, nobody is able to check the 'meso-curricular' plan since English is a specialized subject. However, they think that checking the lesson plans would be important to improve the teaching learning process. As a matter of fact, some teachers mentioned outside of the observed classes that it would be interesting that an English teacher reviewed the lesson plans because he or she knows whether a lesson plan is well-done.

During the observed classes, very few lesson plans were reviewed by an authority of the high schools, but it cannot be said that whether the lesson plan was reviewed by an educator well-instructed and related to the English teaching and learning process since as mentioned above, it was commented that the person reviewing the lesson plans was not trained to do this kind of task. Therefore, based on the information provided by the teachers, it was evident that the authority asked the teachers to hand in the lesson plan to be reviewed only to accomplish a requirement of the institution. Of course, only those few teachers who had a lesson plan handed it to the authority.

Do the institutions monitor your teaching?



Authors: Adriana Leiton y Eliana Reascos
Source: Teacher's Questionnaire

Graph 20 shows that 33% of the teachers mentioned in the survey that their classes are monitored frequently while 67% of them said that their teaching is monitored once a week. Moreover, it was verbally said by some teachers that the educator in charge of monitoring the EFL teaching process is the head master who does not understand the English language.

An important point to note about monitoring the EFL teaching process is that it is necessary for educational institutions to monitor the way the foreign language is taught since it engages teachers themselves with making a great effort to provide their students with effective learning. Furthermore, institution monitoring contributes to helping teachers adjust the instruction to the reality of their students in order to create an environment conducive to learning and to achieve worthwhile results.

Another relevant point to note about monitoring language classrooms is that it provides a wide variety of experiences and processes that help teachers to develop their professional growth (Wragg, 1999). Moreover, teaching monitoring help language supervisors to see how well the curriculum is coordinated, evaluate the work of teachers, collect information to encourage teacher development, etc. (Bailey, 2006).

Based on the observed classes, it sadly can be said that the educational institutions where the research was conducted, did not reap the benefits of monitoring the teaching process since any educator or supervisor monitored the EFL classes.

Conclusions

Having finished the research study on factors affecting the English language teaching-learning process, the conclusions are the following:

- The space of some classrooms is not adequate to teach English since there are chairs, a table, and a board which are not fixed appropriately.
- There were classrooms with 50 students working in a small space. In this situation, the students could not do activities in groups, pairs, or by moving from one place to another because their seats were so close.
- In the classes with few students, the teachers were motivated to teach English since they were capable of making the students do their tasks in a comfortable, active, and enjoyable way.
- The instructional competence of some teachers is bad since their proficiency English language level is basic.
- Only a few lesson plans were reviewed by the authority in charge of the English area.
- The authorities of the high schools did not monitor the English teaching process since it was observed that they had a lot to do or were very busy.

Recommendations

- Despite of the classroom space, teachers should be creative, skilled, and organized to engage their students to learn English successfully.
- Teachers of public high schools should be instructed in accordance with The CEFR to succeed in teaching English.
- English supervisors should monitor the English teaching process and review lesson plans frequently to engage EFL teachers in effective teaching.
- Teachers should design lesson plans and apply them with creativity during the teaching process to encourage the students to learn English.
- Teachers should consider the attitude, aptitude, motivation, age, level, personality, and learning styles of the students to make their learning very rewarding and motivating.

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Annex A

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 <hr/>	()

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 %	()
-----	-----	-----	-----	------	-----	-------	-----

Annex B

STUDENTS' QUESTIONNARY

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

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

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

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

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?

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

¿Porqué?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GRACIAS!!!!

Annex C

TEACHERS' 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 (age, personality, attitude, aptitude, motivation, and learning styles)

YES () NO ()

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

Students' Level (Basic, Intermediate, High Intermediate, and Advanced)

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 D

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	()
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