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Factors that affect the English language teaching-learning process in Ecuadorian public high schools, estudio realizado en los colegios 17 de Julio, Victor Manuel Guzmán, Colegio de Señoritas Ibarra, Abelardo Moncayo, Teodoro Gómez y Municipal de la provincia de Imbabura, en el año lectivo 2012-2013.

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DEDICATORIA

I want to dedicate this thesis to my parents who, through their love, wisdom, patience, and above all their faith in me, have been willing to support the journey and adventure of accomplishing my Bachelor's Degree.

I also want to dedicate this work to Dagmar who, with her enthusiasm and discipline, motivated me to keep going with my studies. To Estéfani who, with her smile and words of “mommy you can do it”, encouraged me during those times that I wanted to quit studying. To my dear Andrés who, with his young age and his phrases such as “I love you mommy”, gave me a reason to finish this degree.

That is why I dedicate this thesis to all of you, my family.

Janet Castro

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ABSTRACT

The purpose of the research was to analyze factors that affect the English language teaching-process in Ecuadorian public high schools. The method used was quantitative. This investigation was carried out in six Ecuadorian public high schools in Imbabura in 2012. The sample consisted of 15 teachers from 8th basic education to 3rd year of senior high school. The information was gathered through surveys, interviews, and observations.

In this research, it was necessary to observe fifteen classes in order to determine factors concerning teachers, students, classrooms, and educational institutions. Moreover, the research process involved interviewing and surveying fifteen EFL teachers. After finishing each observed lesson, fifteen students were also surveyed.

At the end of the research, it was found that factors affecting the English teaching-learning process in Ecuadorian public high schools include the large number of students in the classroom, the lack of a variety in the teaching methods, the lack of supervision of EFL classes, among other factors.

INTRODUCCIÓN

Research conducted in Ecuador has revealed that students of public high schools enter the university with a poor level of English. Since the English knowledge of Ecuadorian students is not good, they cannot get an international scholarship to study in an English-speaking country. That is the reason why the factors that affect the English language teaching-learning process in public high schools of Ecuador deserve to be investigated.

Furthermore, it is important to investigate the factors that affect the English teaching-learning process in Ecuadorian public high schools because it will enable us to recognize and examine the causes of the problem. Therefore, a better solution to this situation can be found in order to help Ecuadorian students of public education improve their English language knowledge successfully.

To achieve the purpose of this research study, specific objectives were addressed. These objectives were to determine the classroom conditions in which English lessons take place, to identify the characteristics of in-service English teachers, and to determine teachers' instructional competence.

It is important to mention that previous studies on factors that affect the English teaching-learning process have been conducted. Aduwa and Iyamu in 2006 conducted an investigation to examine factors affecting the poor quality of teaching English as a second language. Aduwa and Iyamu conclude that public secondary schools in Nigeria are not in the conditions of teaching and learning English as a second language since the schools are overcrowded, the furniture is not comfortable for proper sitting, and classrooms do not have proper lighting and ventilation. Aduwa and Iyamu do not report any limitation in this study.

Moreover, Nakabugo, Opolot, Masembe, Samson, and Byamugisha in 2006 conducted a research to explore issues emerging in the teaching of large classes, the strategies that the teachers have developed over time to deal with the situation, and the institutional responses to the challenges. The researchers conclude that teachers are able to do what is within their means to facilitate teaching and learning in large classes, but they require institutional and policy support. There are no limitations in this research that suggest direction for future research.

In addition, Lang in 2002 conducted a research to determine how teachers mediate their physical environment and /or change their work plans because of the character of their classroom spaces. Lang concludes that teachers changed their classroom spaces and adjusted their teaching routines to meet their pedagogical goals. The researcher mentions a limitation as follows: the research was conducted in a snap shot time, observing and interviewing each teacher only once.

Having provided the above information of previous research on factors affecting the English language teaching-learning process, it is important to mention that conducting a study on this issue in Ecuadorian public high schools will benefit teachers, educational institutions, and authorities because they will be able to identify the problem to solve it adequately. Moreover, the findings of the study will actively involve teachers, educational institutions, and authorities in considering students' needs, teacher instruction, institutional equipment purchases, and policies that help Ecuadorian students to learn EFL successfully for dealing with the challenges of the modern world.

In this study the main limitation was the time in which the observations to collect data were done because the institutions, where the research was conducted, were almost ending the school year by the time The University Técnica Particular de

Loja required the researcher to conduct the field research. Besides, by the time the new school year began, the researcher was running out of time to continue observing since the first draft of this thesis was due to be handed in.

Method

Setting and Participants

The research took place in six public high schools located in Imbabura, Ecuador in 2012. The high schools belong to a middle class. Fifteen EFL teachers participated in the research. These educators were drawn from 8th, 9th, and 10th basic education to 1st, 2nd, and 3rd years of senior high school. They teach English five hours a week in each grade.

Procedures

This research started by collecting information to conduct a literature review which included important topics of Teaching EFL in Ecuador, teaching approaches and methods, teaching techniques, managing learning, lesson design, class size, classroom space, seating arrangements, teaching resources, institution monitoring, students' motivation, learning styles, and students' intelligence or aptitude to learn English. Also, the literature review was supported with 5 previous studies done on factors that affect the English language teaching-learning process. All this information was carefully selected from books, some EFL Journals, and a few web sites.

Furthermore, this study involved conducting a field research whose method was quantitative. The techniques and instruments to gather data were note-taking, questionnaires, and observations. During the field research, fifteen classes were observed in each high school where the study was conducted and fifteen teachers and students were surveyed. The teachers were also interviewed to determine their English language proficiency, for which The Common European Framework of Reference for Languages (CEFR) was used.

Once the data was collected, it was analyzed in a quantitative manner by writing 20 questions and by drawing a graph which enabled to interpret the results obtained in the surveys, interviews, and observations. The interpretation of the results was done considering what the teachers answered in the interview and what they mentioned in the survey. Moreover, it was crucial to analyze and compare both the information gathered through the students' survey and observations.

DISCUSSION

Literature Review

The literature review presents relevant aspects such as teaching techniques, approaches and methods, learning styles, students' motivation, etc. that must be considered by language teachers when teaching EFL to children and young students. This section also presents some previous investigations done on factors affecting the process of teaching and learning English. These past researches as well as the important aspects considered in the EFL teaching-learning process are described below.

Importance of Teaching English as a Foreign Language in Ecuador

El Comercio (2006) published that more and more Ecuadorians want to study the most common language spoken in the world. For The Education Minister of Ecuador (2003), knowing English for Ecuadorian learners is important because it is a good tool for getting a good job. The Education Minister also stated that English is used in universal communication, especially in science and technology. With this in mind, The Education Minister suggested integrating English language into a school curriculum targeted at developing listening, speaking, reading and writing skills.

In addition, it is important to comment that The Secretaria Nacional De Educación Superior Ciencia y Tecnología (SENESCYT) in 2012 stated that teachers should be extremely instructed and their methodology should be adequate to teach English to Ecuadorian students of public high school.

Teaching Approaches and Methods

Nunan (2011) says that new teachers know the importance of applying different methods and approaches which are considered as pedagogical packages.

With this brief introduction, it is worth mentioning that Total physical Response, The Grammar Translation Method, Communicative Language Teaching, Content-Based Instruction, and Task- Based Language Teaching are methods and approaches briefly described below.

Referring to Total Physical Response, Richards and Rogers (2001) mention that it is a method in which students learn a language through corporal activity; aims are to teach oral proficiency at a beginning level; comprehension is a means to an end; and the fundamental aim is to teach basic speaking skills. For Nunan (2011), the aim of TPR is to encourage learners to speak naturally with native speakers. According to Brown (2001), tasks involving orally communication as well as conversations and other activities are easily developed in TPR language classrooms once learners succeeded in defeating their fear of speaking out.

Regarding Communicative Language Teaching, Brown (2001) mentions that in CLT, language techniques are applied to have students use the language in a practical, real, useful, meaningful, productive, and receptive way. Brown also mentions that goals are focused on, grammatical, discourse, functional, sociolinguistic, and strategic being all the components of communicative competence. For Nunan (2011), the objective of CLT is guided by learners' needs; that is, the activities are practiced considering things that students will need when being outside the class. Moreover, Nunan says that in CLT a teacher plays the role of facilitator to aid learners' communication. In addition, in CLT authentic and meaningful communication should be the goal of classroom activities since fluency is an important issue on communicating (Richards and Rodgers, 2001).

Referring to The Natural Approach, Richards and Rodgers (2001) say that this method focuses on promoting comprehension and meaningful communication as

well as providing the right kinds of comprehensible input. According to Nunan (2011), the objective of the NA is to give beginners and intermediate learners basic, communicative skills. In fact, The NA is targeted at developing basic personal communication skills related to everyday language situations such as conversation, shopping, listening to the radio, etc.(Brown , 2001).

Concerning Task-based Language Teaching, Richards and Rodgers (2001) mention that this approach is based on the use of tasks as the important unit of planning. Moreover, TBLT gives the opportunity to communicate in the target language so that students increase their knowledge of it and learn from the process itself (Nunan, 2011).

Regarding Grammar Translation Method, this method makes learners memorize grammar rules to correctly construct sentences (Davies and Pearse, 2000). For Richards and Rodgers (2001), GTM encourages students to learn a language by analyzing grammar rules. Furthermore, in GTM classes are taught in the speakers' native language, and vocabulary is learned from lists of isolated words (Brown, 2001).

Teaching Techniques

According to Mukalel (1998), when a teacher uses teaching techniques, he can develop a good relationship with his students and create a good environment to maximize the teaching-learning process. Mukalel also mentions one teaching technique known as questioning which is used for promoting effective interaction among learners.

Harmer (2001) presents teaching techniques as follows: demonstration technique offering a situation which shows the language in action; explanation technique in which teachers explain something by using diagrams on the board or by

using new technologies such the overhead projector; and discovery technique that encourages learners to understand new language forms either from a text in order to work out a grammar rule.

In addition, Brown (2001) mentions other techniques such as group and pair activities that allow learners to practice their speaking skills. Another teaching technique described by Brown is group problem solving which contributes to creating a productive teaching and learning environment since learners are encouraged to learn by discussing a problem to solve it and by presenting or giving conclusions about the discussed topic.

Managing Learning

The importance of giving instructions and feedback in the language classroom as well as timing for activities in a lesson has been considered in this part of the literature review. Regarding timing, Richards and Bohlke (2011, p. 19) states:

Your classes may last from 40 to 50 minutes, but not all of that time is available for teaching and learning. You will often have procedural issues to attend to: returning assignments, discussing an activity you have prepared and describing how it is to be carried out, and so on.

Referring to instructions, Ur (1991, p. 234) states, “Instructions that are given at the beginning are crucial: if the students do not understand exactly what they have to do, there will be time-wasting, confusion, lack of effective practice, and possible loss of control.”

For Davies and Pearse (2000), instructions should be easy, understandable, and simple. These authors also suggest that as much as possible the same instruction should be given in all the classes. Furthermore, to reinforce instructions given in a

language classroom, teachers can use visual material such realia, etc. (Gower and Phillips, 2005).

As for feedback, Gower and Phillips (2005) suggest giving learners feedback to help them assess their success and progress. For Stronge (2007), feedback is an important tool that permits both students to examine how they are working in their classes and teachers to take time to improve the teaching-learning process. It is worth remarking that Ur (1991) mentions that a feedback class generally takes place in the framework of full class interaction.

Lesson Design

Davies and Pearse (2000) say that a professional teacher does not have any excuses for not working on a lesson plan since it allows him or her to take into consideration what and how something will be taught. The same authors mention that a lesson plan includes specific objectives, material/aids, procedures/interactions and time. Within the same issue, Riddell (2010) says that an effective lesson plan must be designed in a clear way and it must probably contain the level of class, length of lesson, target language, personal aims, anticipated problems and possible solutions, estimated timings, among other important aspects.

For Gower and Phillips (2005), an important point that a teacher needs to take into consideration in his lesson planning is information about the students and the classroom circumstances which include the size of the class and its composition, the details and background about the student profiles, the timetable fit, and the students' knowledge brought to the class.

In addition, Richards and Bohlke (2011) suggest that a lesson plan reflects decisions made on six aspects as follows: 1) what the general goals of the lesson are; 2) the type of activities (dialogue work, free writing, or brainstorming) that the

students develop during the lesson; 3) the order in which activities are done, including opening and closing activities; 4) the time that teachers spend on different activities; 5) when the students will work as a whole class, and when they will work in pairs, or groups; and 6) the materials such as the textbook, worksheets, or DVDs that the teachers use in their lessons.

Class Size

Concerning large groups, Davies and Pearse (2000) consider that communication in large classes is weak because students cannot hear and see what a teacher says and does. They also mention that teachers have problems remembering the names of the students, and that it is difficult to supervise the work of each student. According to Brown (2001), in large classes there are problems since the skills and abilities of learners vary a lot among them; they receive a little attention to their individual work and are given less feedback on their written tasks. Besides, Brown states that in large classes students put into practice a little their speaking skills because their opportunities to do this are limited.

Working with small groups, on the other hand, provides advantages such as knowing all the students, how they learn, and their preferences (Jeffries and Huggert, 2010). These authors also say that small classes allow teachers to establish a good relationship between them and students. Moreover, when working with small groups, management is easier to be carried out, and activities developed enable students to have an opportunity to participate in their English lessons.

Classroom Space

Watson (1999) says that it is difficult to arrange chairs and provide a comfortable learning environment when a teacher has a lot of students in a small classroom. In contrast, according to Watson, it is more relaxed if a teacher has a

large class with fewer students because he or she can arrange the space available to teach according to his or her lesson plan.

For Hadi-Tabassum (2006), classroom space can be considered symbolically and conceptually, but teachers have to watch carefully how subjects and objects are divided by the space of the classroom. Moreover, careful attention must be paid to the gaps which separate material, objects, and the rifts between subjects in order to reconstruct the classroom space in a different way.

In addition, when the classroom space is small, the number of the students is large, and the environment is not conducive to teaching, Savage (2010) suggests changing or moving some furniture, such as desks and shelves to create an excellent teaching and learning atmosphere.

Seating Arrangement

As stated by Savage (2010), the arrangement of the student desks must be done in accordance with the goals and objectives of a class as well as the teaching ways and methods used very often by teachers. Also, the same author says that the physical environment of many classrooms is typically arranged by placing desks in rows where learners face the front of the class, and they focus their minds on doing tasks to develop listening skills while working individually. Savage, moreover, mentions that arranging desks in rows, all facing in the same direction, limits interaction between learners, but stimulate their listening skills, and facilitate their individual work. In short, arranging desks in rows helps a lot of teachers to monitor learners and establish as well as maintain classroom control.

Other types of seating arrangements are mentioned by Pachler (2004); they are rows where students can not copy from each other; the horse shoe where a teacher can stay in the middle of the class and control all the students; groups of desks where

students are encouraged to work in group or pair group work; and desks placed around the edge of the room where a teacher can make learners work in groups and help those requiring support or extension.

In addition, Dörnyei (2003) suggests other seating arrangements which are as follows: to have or not have desks which stimulates and improves interpersonal communication; semi-circular seating structure which enables learners to have direct visual contact with each other and improves their communication as well; circular seating structure which promotes interpersonal attraction and involvement; and hoc clusters of chairs/desks which encourage learners to develop the ability to communicate between each other while playing games and working without the participation of a teacher.

Classroom and/or Teaching Resources

Woodward (2001, p. 132) states, “Part of the challenge in coming at a job is getting to know the range of tools available, what they’re called, how they work, when and how to use them wisely and how to look after them.” Woodward lists some teaching resources as follows: the dictionary helping to check the spelling or pronunciation of words or phrases; the box of rods representing phonological features; and the pictures pack presenting vocabulary and generating dialogues between the characters in the pictures.

A helpful tool that is used very often in language classroom is the board. Gower, Phillips and Walters (2005) suggest using the board in an organized manner to take advantage of it. These authors say that permanent or reference material for the development of a lesson, impromptu work, and notes and reminders can be put on the board. Other teaching materials mentioned by Gower et al are visuals such as pictures or photographs used for capturing learners’ attention, helping them

concentrate, adding variety and interest to a lesson, and helping make the associated language memorable. Indeed, visual material, i.e. posters, chart, displayed permanently on a classroom may contribute to creating a motivating and attractive teaching and learning environment (Gower et al, 2005).

Video is another teaching resource used by teachers in languages classrooms. Video, as mentioned by Sherman (2003), is a useful teaching tool used for opening up the English language world since it allows learners to know about other cultures, places, manners of behaving, etc. The same author says that video encourages students to learn vocabulary, pronunciation, grammar and syntax, as well as different types of discourse showing how a language is used in a lot of contexts.

Classroom Observation

As said by Wajnryb (1992), observing language classrooms involves learning from the teaching process; that is, people who observe classes can benefit from a wide range of teaching experiences and processes that enable them to integrate raw material into their professional growth. For Wragg (1999), classroom observation is considered to be a means of improving the quality of teaching. In fact, Wragg says that effectively handled classroom observation can benefit the observer and the person being observed since their professional practice and their teaching quality can be improved.

Something important to comment is that classroom observation can be done whether by the teachers themselves or by the school with the aim of supporting a school-based program that help a teaching staff, a beginning teacher, or newly-employed teachers who are involved in an induction period (Wajnryb, 1992). Furthermore, classroom observation can be handled by trainee teachers observing teachers, trainees and trainers as an important part of their beginning instruction

process, teacher trainers observing trainers teaching, teachers developers observing teachers as part of a school-based support system, and trainee trainers observing teachers and trainee teachers (Wajnryb, 1992).

Similarly, classroom observation can be initiated by language supervisors. Bailey (2006) points out that a supervisor gets involved in observing language classrooms to assess the coordination of the curriculum, monitor students who have some kind of difficulty, collect information to encourage the development of a teacher, etc. Moreover, Bailey mentions that the objective of language supervisors observing classroom should be clear to let observed teachers know it since according to this author, when teachers being observed do not know the purpose of an observer, they feel a little anxious and are not certain whether an observation will be done for development or evaluation.

Students' Motivation

Rost (2006, p. 1) states, “We often forget all of our learning activities are filtered through our students’ motivation. In this sense, students control the flow of the classroom. Without student motivation, there is no pulse; there is no life in the class”. Therefore, thinking about motivation as the core of language teaching is necessary to teach in EFL environments.

For Woolfolk (2007), a difference in motivation has been made between intrinsic and extrinsic. This author says that in intrinsically motivated students have good attitude to learn, they do not need incentives or punishment to do the activities because the activities themselves are rewarding. In contrast, Woolfolk says that extrinsically motivated students are encouraged by external factors such as receiving a good grade, or finishing a course.

Moreover, Saville (2006) mentions other types of motivation: Integrate which is based on significance in learning because of an aspiration to learn a second language, where in any case, emotional or affective factors are leading; and instrumental which increase learners' interest in occupational or business opportunities, scientific and technical information, or a course in school.

Learning Styles

Nunan (2011, p. 262) states, "Learning styles refers to the learner's natural and preferred way of learning." Nunan also identifies different styles: field dependent learns best when information is presented in context; field independent learn step-by-step and with sequential instruction; analytic learns alone; global works more effectively in groups; reflective learns when has time to consider new information before responding; impulsive learns new information immediately; tactile learns to use manipulative resources, physical sensitive to learning environment such as light, temperature, furniture and sociological sensitive to relationship within the learning environment.

In addition, Leaver, Ehrman, and Shekthman (2005) explain other types of learning styles such as auditory learning through sounds; motor learning by moving as the same as kinesthetic; and cognitive styles learning by processing information. Furthermore, Vermunt (1996) adds cognitive processing styles in which the most important processing activities for learners are reading and rereading the study material many times. Regulation of learning, learners strongly directs themselves toward the regulation as supplied by instructions, but they experience insufficient hold on that. Affective processes, in these learning style students are anxious that they are not competent to handle with their studies. Learning orientations, students with this learning style have ongoing their studies with a diversity of learning

orientations. Their experiences with studying until now have however risen hesitation about the realizability of their long-term goals.

Students Intelligence or Aptitude to Learn English

Aptitude concerns the ability to learn a new language. Some students have the ability to learn a language more easily than others students, much of which may be innate or at least developed over a long time (Leaver, Ehrman, and Shekthman, 2005). According to Candlin and Mercer (2001), aptitude to learn languages is composed of different types of abilities such as the ability to know and remember new words, the ability to recognize the function of a particular word in sentences, and the ability to work out grammatical rules coming from short sentences.

In addition, Nikolov (2009) says that language learning aptitude first is a special skill different from other skills, different from intelligence, etc. Second, he affirms that the aptitude to learn a second language, in a fast and easy way, is a special gift. Finally, Nikolov states that language learning aptitude is not language specific; it indicates a learner's capacity to do well in learning any language.

Having discussed about important theoretical concepts taken into account when teaching EFL, it is necessary to point out that some studies conducted on factors affecting English language teaching are described below.

Ridling (1994) conducted a research in a public school in a Midwestern city in Kansas, Missouri. The purpose of this study was to find out whether seating arrangements have a significant effect upon the verbal interaction of teachers and upon students talk behaviors. Ninety teachers with more than five years of teaching experience participated in the study. The method was quasi-experimental. Data were collected by using proportional tabulation sheets which represent categories of teacher-to-student verbal interactions. Traditional row, herringbone, and u-shaped

seating arrangements were considered as an independent variable. The study involved observing 9 nine teachers who were assigned a different seating arrangement. Ridling concludes that seating arrangement affect participation, thinking, and appropriate comments which influence learning positively. Another conclusion of the researcher is that the enthusiasm of teachers, energy, and personality might be a crucial factor in evaluating interactive verbal behavior than seating arrangement alone.

Another study was conducted by Lang (2002) in Washington D.C. The purpose was to determine how teachers mediate their physical environment and /or change their work plans because of the character of their classroom spaces. Thirty one high school educators, including five language teachers, participated in the research. Data was collected through questionnaires, observations, and interviews. During the observations, the amount of teacher personalization to their classrooms was recorded in notes and photographs where most of the teacher outlined that either changing their pedagogy or physical space often involve developing activities within the domain of their project goals. Lang concludes that teachers changed their classroom spaces and adjusted their teaching routines to meet their pedagogical goals. Another conclusion mentioned by the Lang is that teachers' mediation of classroom spaces is likely related to individual teaching goals rather than physiological responses to the environment.

Other language researchers such as Nakabugo, Opolot, Masembe, Samson, and Byamugisha in 2006 conducted a research to explore issues emerging in the teaching of large classes. The method was constant comparative. Data was collected through interviews and observations. In the research, one hundred lessons with classes ranging between 70-80 learners were observed; and thirty five teachers and twenty

school administrators were interviewed. The researchers conclude that teachers are able to do what is within their means to facilitate teaching and learning in large classes, but they require institutional and policy support.

Other language researchers such as Aduwa and Iyamu in 2006 in Nigeria conducted an investigation to examine the factors affecting the poor quality of teaching English as a second language. This was a survey research. Questionnaires and observation were the instruments to collect data. The questionnaires were given to three thousands students with the aim of examining their experience of the teaching-learning English and the conduciveness of their school environment to learn effectively. Aduwa and Iyamu conclude that public secondary schools in Nigeria are not in the conditions of teaching and learning English as a second language since the schools are overcrowded, the furniture is not comfortable for proper sitting, and classrooms are without proper lighting and ventilation.

In addition, Blatchford, Russell, Bassett, Brown, and Martin in 2006 conducted a research in London to find out whether teachers in large and small classes differ in time spent on teaching or instructional activities. The method was qualitative and quantitative. Data were gathered through systematic observations, questionnaires, and case studies. The observations were conducted in blocks of 10-s time intervals, with gaps of 10-s between observation to record what happened in the previous 10-s.

Blatchford et al conclude that the whole teaching process was affected by the size of the class; there were more teachers to pupil talk in smaller classes and there was a greater chance that students would be the focus of the teacher's attention; pupil discipline was seen to be more difficult in large classes and more of an intrusion into the teaching and learning process; and finding time for planning and assessment was more of a problem in large classes.

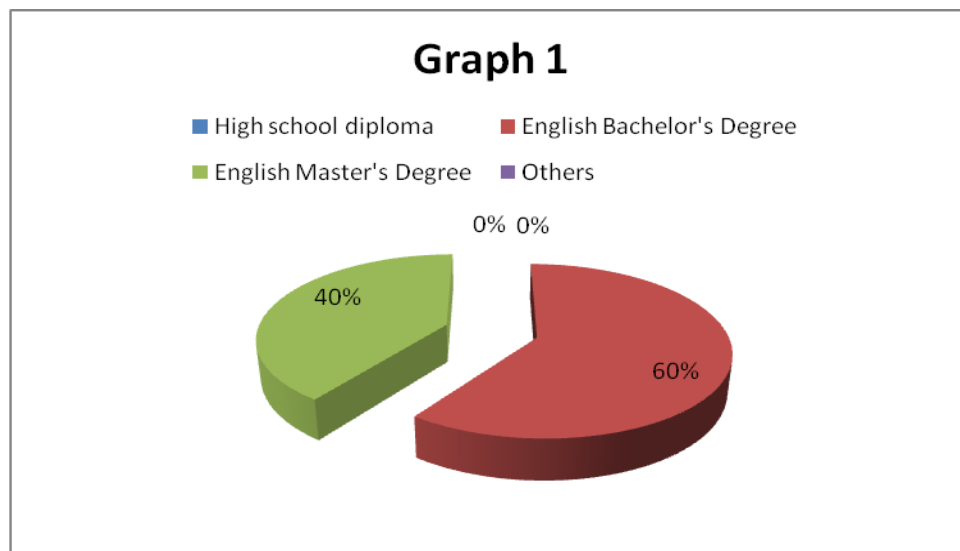
Description, Analysis, and Interpretation of Results

This section includes the quantitative analysis which was undertaken to analyze and interpret the results coming from the observed classes, interviews, and surveys applied to the teachers and the students. This data was analyzed in a quantitative manner in order to determine factors affecting the English teaching-learning process, and which involves teachers, students, classroom, and educational institutions.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

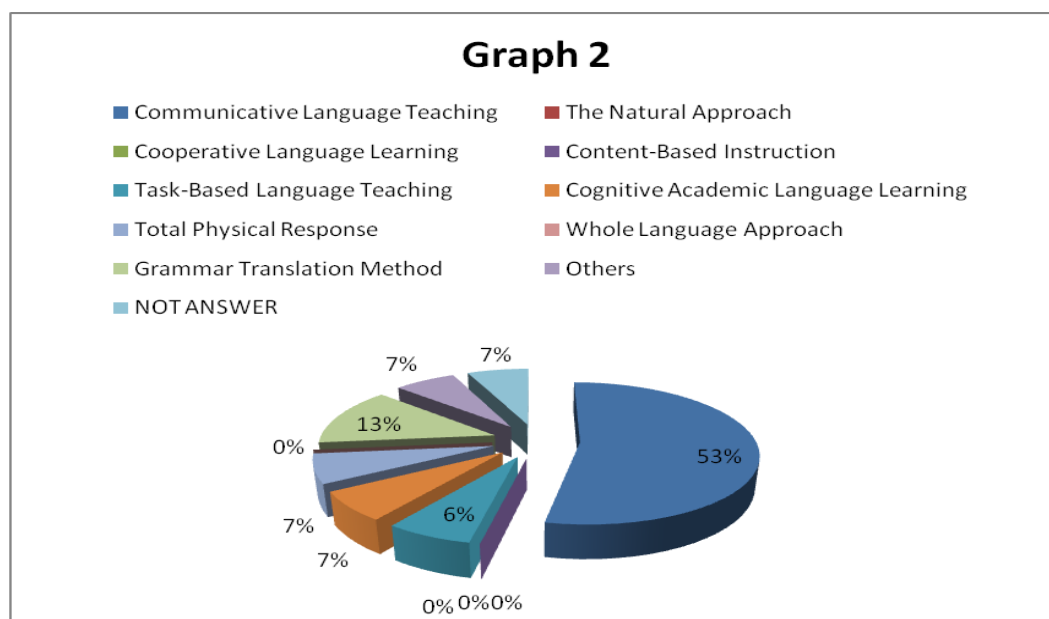
Graph number 1 reveals that 60% of the observed teachers have an English Bachelor's Degree whereas 40% of them have an English Master's degree. These results were supported with an interview applied to the teachers to know the level of proficiency that they have. To identify and analyze the language proficiency of the teachers, The Common European Framework of Reference for Languages (CEFR)

was used. Thus, the CEFR enabled to place 3 teachers in intermediate level (B1), 6 teachers were placed in high-intermediate level (B2), and 6 educators were placed in advanced level (C1). Furthermore, it is necessary to say that the three teachers who were placed in B1 have a Bachelor's Degree; five of the six teachers placed in B2 have a Bachelor's Degree, and one of the educators placed in this English level has a Master Degree. Moreover, two of the six teachers placed in C1 have a Bachelor's Degree while four educators of the same English have a Master Degree. As it can be seen, all the observed teachers have studied to achieve their Bachelor's Degree in TEF.

In addition, it is worth commenting that before the interview to place the teachers in their corresponding level, the researcher spoke English with all of them to introduce herself and to know whether they were able to keep on going a conversation in the foreign language. In this informal conversation, 50% of the teachers spoke English naturally and spontaneously, 30% of them spoke the foreign language shyly, and 20% of the educators spoke the target language carefully. Despite the fact that 20% of the teachers only spoke a little English, 100% of them could keep going a conversation in the target language.

Regarding the interview, all the teachers were capable of answering the fourteen questions which were included in the teachers' interview. Of course, the answers of the teachers were given in accordance with their English level.

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



Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

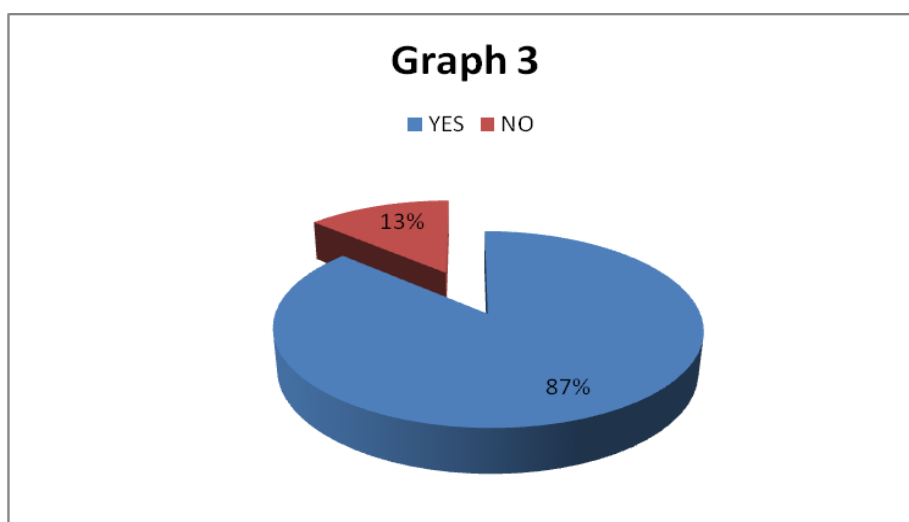
Graph number 2 shows that 53% of the interviewed teachers said that they use Communicative Language Teaching, 13% said that they use Grammar Translation Method, and 7% of the teachers affirmed that they used other methods including Cognitive Academic Language Learning, Total Physical Response, and Content Based-Instruction. Additionally, 6% of the teachers said that they use Task-Based Language Teaching. During the observed classes, Grammar Translation Method was used in 93.33% of the lessons while Task-Based Language Teaching was used in 6.67% of the classes. As it can be seen, the results obtained through observations are not in accordance with those mentioned by the teachers in the interview since only two of the above seven methods were used and in different percentage, especially Grammar Translation Method.

According to the students' survey, 86.67% of them mentioned that they like how English is taught since the teachers explain what is being learned correctly.

Some students also mentioned that the teachers are patient while instructing them and others said that they learn English through games. However, in 14 observed classes the teachers only made students learn English by doing grammar exercises.

An important point to comment here is that Nunan (2011) says that teachers know the importance of applying different methods and approaches which are considered as pedagogical packages. Considering what Nunan states, it cannot be assured whether the observed teachers are well aware of the great significance of using different methods and approaches for teaching English because they used only two methods in their classes as it was already mentioned.

Do teachers use whole group activities to teach their lessons?



Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

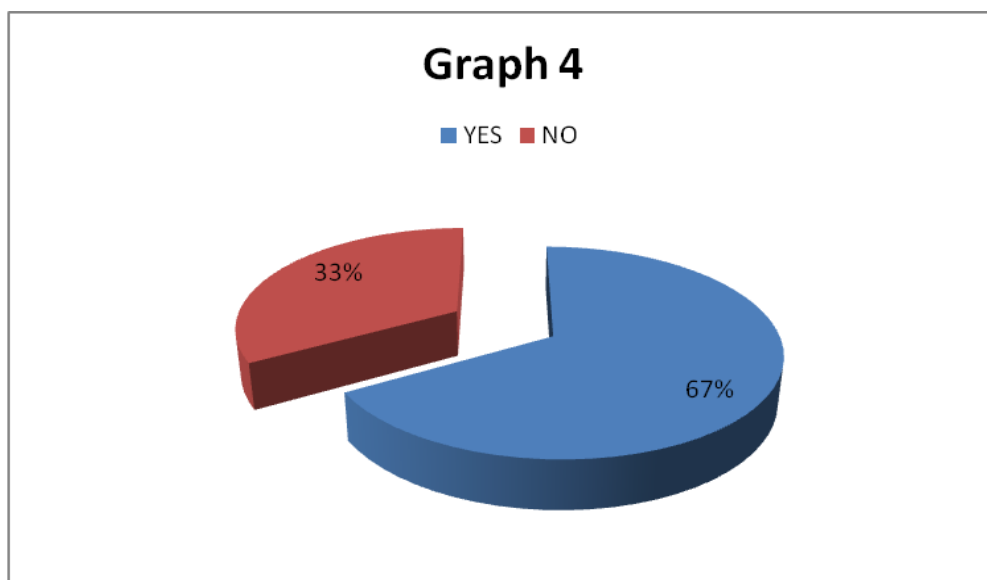
This graph reveals that in the survey 87% of the teachers said that they use whole-group activities because they consider that the students need to learn English by practicing their speaking and sharing knowledge with the whole class. On the other hand, 13% of the interviewed teachers said that they do not use whole-group activities because they affirm that the students are different and have a special way to learn. However, it was observed that 93.33% of the teachers used whole-group

activities when teaching English. In contrast, 87% of the educators said that they used whole-group activities to teach their lessons.

Based on the information of the students' survey, 93.33% of them mentioned that whole-group activities motivate them to learn English. During the observations, in 14 lessons where the teachers used whole-group activities, the students worked enthusiastically to assimilate English language input.

Regarding whole-group activities, Richards and Bohlke (2011) say that when these tasks are skillfully done, teachers are able to achieve the objectives of a lesson in a quick and effective way because they can absolutely control the organization of the time. Taking into consideration Richards and Bohlke's comment, it was observed that the teachers could accomplish the lesson objectives effectively although not all of them managed the time (see pages 30-31) efficiently when asking the students to carry out whole-group tasks to learn English.

Do teachers use individual activities to teach their lessons?



Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

Graph 4 shows that 67% of the teachers in the interview said that they use individual activities because they give the students the opportunity to develop their speaking skills and their individual progress can be evaluated as well. In contrast, 33% of the teachers mentioned not making the students work individually because according to them, there are problems to control the activities and there is no time to check individual work, especially when they work with a large number of students in the classroom.

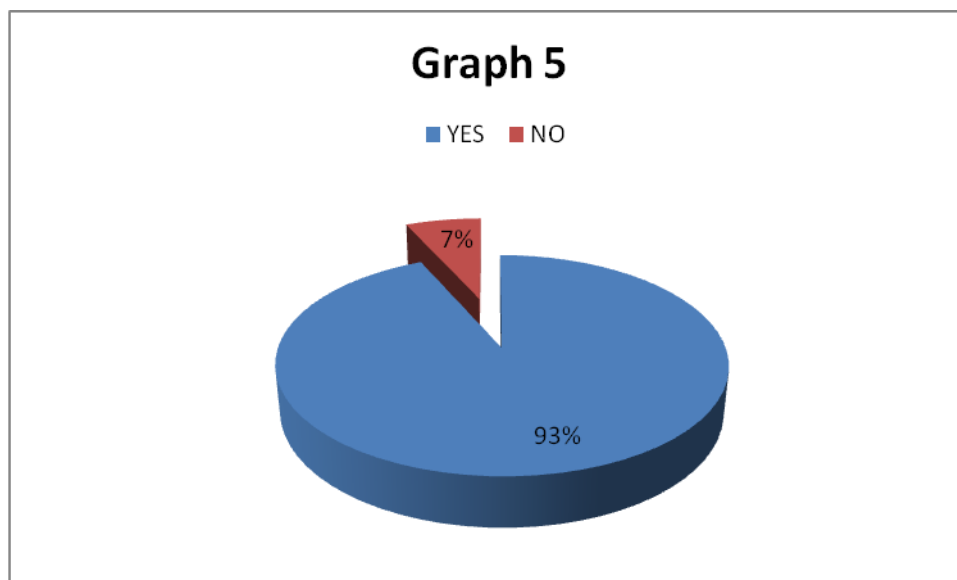
In the observed lessons, 93.33% of the teachers used individual activities. During these activities, it was observed that the teachers who claimed not to use individual activities had trouble checking the students' work individually just as they stated in the interview. Even some of the educators saying that they use individual activities could not check the students' work individually. On the other hand, it is mentioned that 93% of the teachers make the students learn English by doing individual activities although only 67% of the educators said such thing. It means that the percentage of individual activities done in the observed classes is higher than that mentioned by the teachers in the interview.

Regarding the survey applied to the students, 100% of them mentioned that they are motivated to learn English through activities done individually. In the observed classes, however, not all the students were motivated to participate in individual activities.

At this point, it is good to point out that Richards and Bohlke (2011) state that individual tasks targeted at the proficiency level of students help them to learn at their own pace and enable teachers to provide individual support. Based on this statement, it can be said that in the observed classes most of the students worked at their own pace since the individual activities matched their knowledge; nevertheless,

it was difficult for the teacher to give individual assistance because of the number of students.

Do teachers use group work activities to teach their lessons?



Author: Janet del Pilar Castro Guzmán

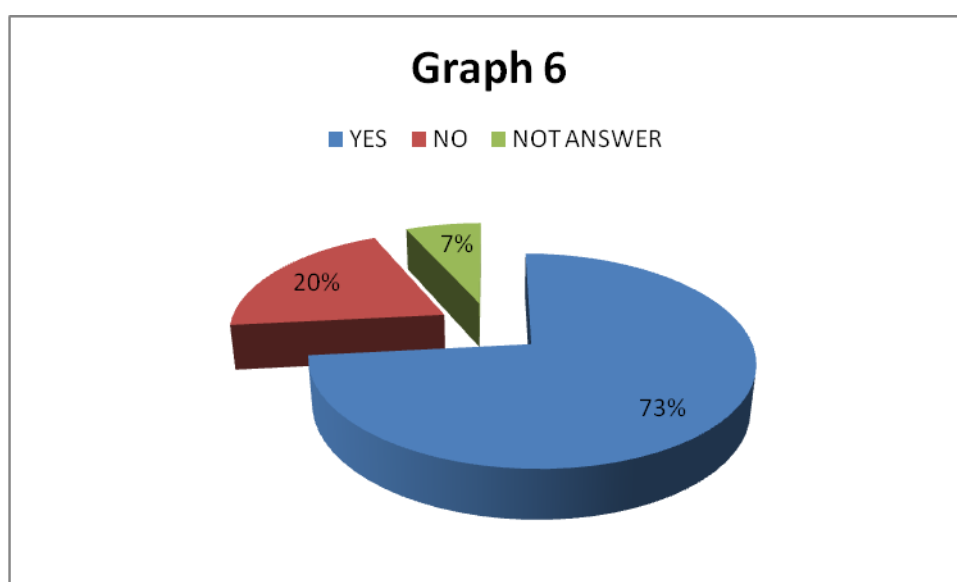
Source: Teachers' questionnaire

Graph 5 indicates that 93% of the teachers mentioned making the students learn English by doing activities in group whereas only 7% of the educators said that they did not use group work activities to teach their lessons. However, the observed classes revealed something different to what the teachers answered in the survey because only one teacher used group work activities to teach the lesson. This teacher encouraged the students to work in group to role play a drama, for which costumes were brought to the class. During this activity, it was observed that the students enjoyed the class and were motivated to learn English. By the way, 100% of the students stated in the survey that group work motivates them to learn the foreign language.

Something important to comment is that in a conversation with some teachers, it was mentioned that they do not use group work activities because of the number of

students and the time it takes to prepare such tasks. What the teachers said about the time used for organizing the students in group is somehow confirmed by Richards and Bohlke (2011) who say that grouping students may be time-consuming. These authors, nevertheless, affirm that learning in group is very common in all types of teaching. They also state that group work in language classroom enhances students' speaking, encourages their self-esteem, and motivates them to produce language in a risk-free environment.

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



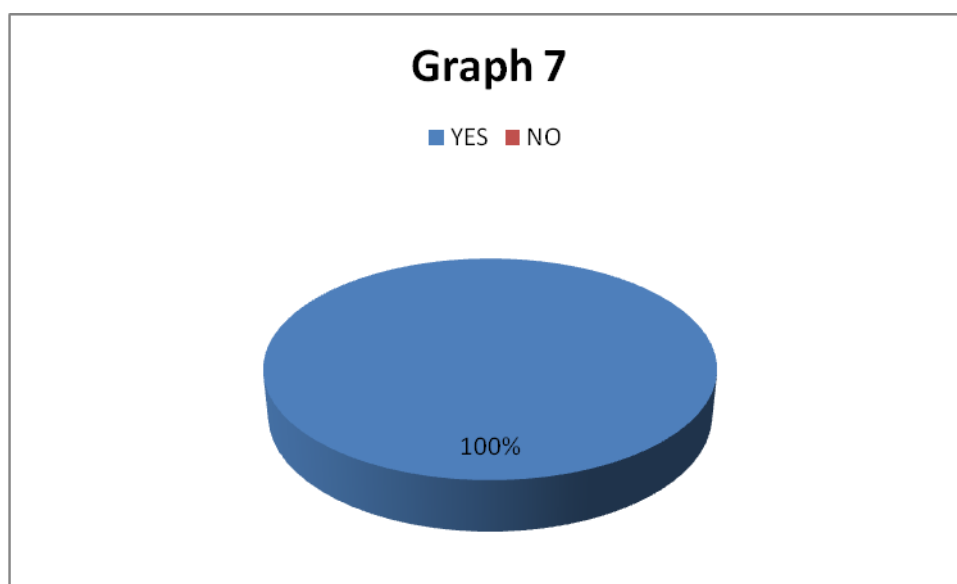
Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

Graph 6 reveals that 73% of the teachers said that they use English most of the time in their classes, 20% mentioned that they speak a little English to teach their lessons, and 7% did not say anything about this issue. According to the students' survey, 93.33% of them said that the teachers use English most of the time in the classroom. Nevertheless, the results of the observed classes are not in accordance with what the teachers and students stated since the educators (50%) first spoke English and then translated into Spanish so that the students could understand any

explanation given or something new introduced and presented in the language classroom.

A very relevant point to remark here is that “one of the first objectives in an English language course, even with beginners, should be to establish English as the main classroom language” (Davies and Pearse, 2000, p. 6). It is necessary to consider what these authors recommends, but it is also significant to take into account that the observed teachers teach English in public high schools where English is taught as any subject integrated in the curriculum. That is the reason why it is assumed that the teachers did not use the target language all the time during the observed classes. However, it is also considered that English is a subject integrated in the high school curriculum to help students develop their listening, speaking, reading, and writing skills. Therefore, English is an important subject to be learned in public high schools.

Do you plan your lessons?



Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

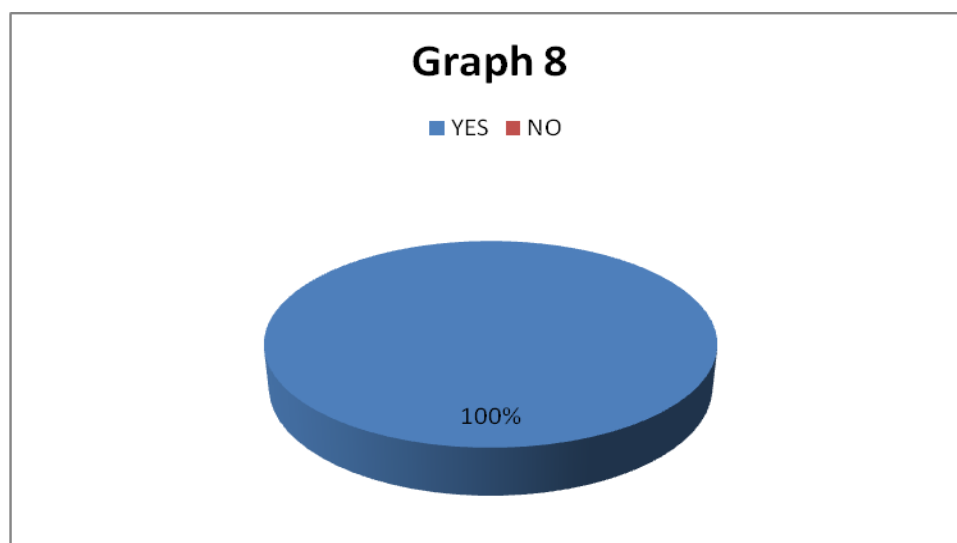
Graph 7 shows that in the survey 100% of the teachers said that they plan their lessons. What the teachers said was confirmed during the observed classes since it

was evident that they had prepared a lesson plan to be followed in their classes. Of course, the teachers did it with the help of the course book which was used in most of the observed lessons.

As a means of background, it is necessary to say that Davies and Pearse (2000) suggest that a lesson plan includes specific objectives, material/aids, procedures/interactions and time. In the observed classes, the lesson plans used by the teachers contained objectives set specifically although some classes had to be continued with the same objectives because of the length of the lesson and the time allotted for each class. Regarding materials included in the lesson plans, it was observed that three teachers had planned their classes in order to use some teaching supporting materials not included in the course book. With reference to procedures, the teachers followed, step by step, the activities set in the students' main course book. As it was seen, the parts of the lesson plan, suggested by Davies and Pearse (2000), were considered by almost all the teachers in the observed classes.

In addition, Riddell (2010) says that an effective lesson plan must be designed in a clear way and it must probably contain the level of class, length of lesson, target language, etc. During the observed classes, the teachers used lesson plans containing all these aspects. Moreover, a well-designed lesson plan must contain warm up activities because they are very important to begin or introduce a new topic in a specific lesson or class. However, warm up activities used as a means of leading to the main activity were not carried out in the observed lessons.

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



Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

Graph 8 reveals that 100% of the interviewed teachers said that they consider discipline, timing, feedback, and instruction to teach their lessons. Regarding the students' survey, 100% of them mentioned that discipline is controlled by the teachers; 86.67% said that timing is taken into account by their educators; and 93.33% commented that feedback and instructions are considered when they are being instructed. During the observed classes, discipline was successfully controlled by 100% of the teachers since they were able to sustain the students' attention to what was being explained, taught, or required. Moreover, the tone of voice of the teachers was appropriate to make the whole class behave in a well manner although there were very few times in which the educators' voice was risen to have the students' attention to the lesson.

In relation to timing, it was not considered by 53.33% of educators since the activities planned for their lessons were not finished by the students. It is necessary to say that 5 teachers began their classes by checking assigned home work, and it

took them too long to do such thing. That is the reason these teachers failed to manage timing in an appropriate way in their classes. As a result, only 46.77% of the educators considered timing effectively; however, 100% of them said that they usually do so.

Something important to say about timing is that Richards and Bohlke (2011) point out that in a class of 40 to 50 minutes, not all the time is used for teaching and learning since teachers need to check homework, discuss an activity planned for their lessons and explain how students will do it in class. The observed classes were 45 minutes long, and in some of them, five teachers used more time than it was necessary to check the students' homework. That is, they somehow did what Richards and Bohlke mention about timing; however, these five teachers ran out of time to discuss in detail an activity to be carried out by the students.

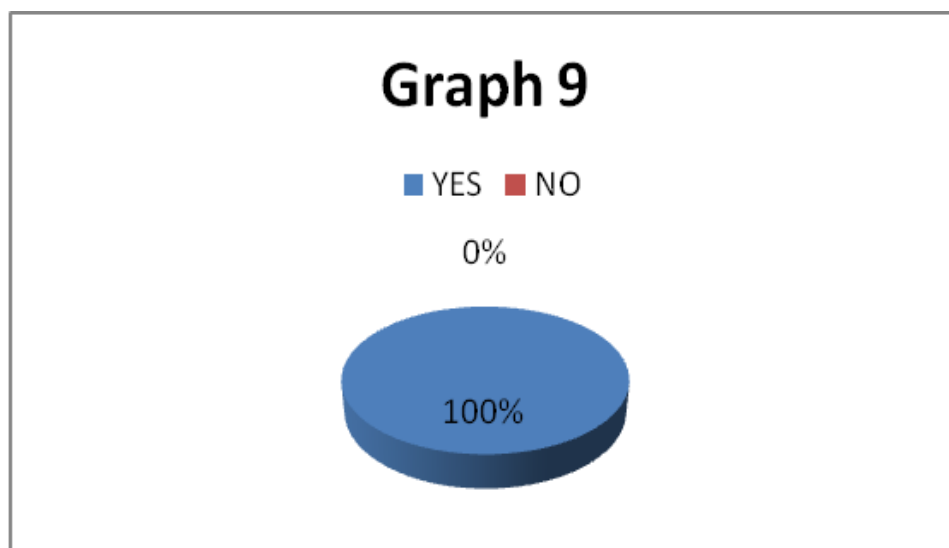
Referring to instructions, all the teachers explained clearly in English and Spanish how to do a specific activity. It was observed that the students perfectly understood what to do. Nevertheless, it is considered that the teachers should have used only the target language since the instructions were simple, short, and clear for all the students to understand.

Regarding feedback, 66.67% of the teachers gave feedback partially because they just helped the students identify their mistakes without offering them a good guide to correct their work. That is, the teachers focused on making the students identify their weaknesses but not their strengths. On the other hand, the rest (33.33%) of the teachers did not consider feedback because they only concentrated on teaching English without giving the students assistance when necessary.

A useful point to comment is that Gower, Phillips, and Walters (2005) suggest giving learners feedback to help them assess their success and progress. Furthermore, for Stronge (2007), feedback is an important tool that encourages students to examine how they are working in their classes, and it helps teachers take time to improve the teaching-learning process. As mentioned above, during the observed classes, the students could not evaluate by themselves whether they worked on their tasks successfully since feedback was not given to them in a positive way. Besides, the students were not able to evaluate their learning progress because some teachers did not give any feedback at all. Therefore, what Gower, Phillips, and Walters (2005) and Stronge (2007) suggest about giving feedback in the language classroom was not taken into consideration by most of the observed teachers.

Factors Concerning Students

Do teachers consider Students' needs to teach English successfully?



Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

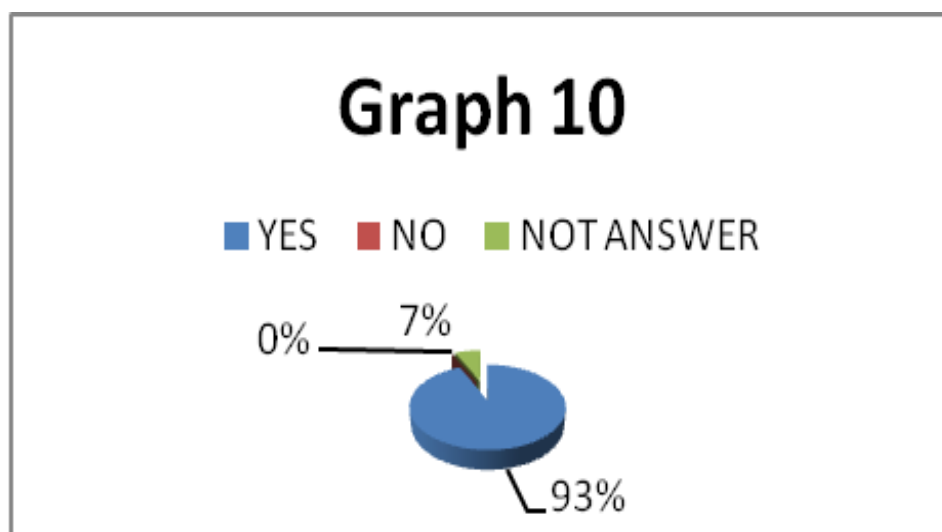
Graph 9 shows that 100% of the teachers answered that they consider students' needs to teach English. During the observed classes, most of the students' needs were

taken into consideration by the teachers since they provided a variety of activities appropriate for the age of the students in order to create a positive attitude toward the lesson and to increase their motivation to the English class. Furthermore, the activities done in the language classrooms were suited for the students' understanding and knowledge.

A key point to note about the students' needs is that in the language classroom there are students with different learning styles. A learning style is defined by Nunan (2011) as the natural and preferred way students learn. There are learning styles such as auditory, kinaesthetic, analytic, visual, etc. During the observed classes, most of the teachers did not take into account learning styles such as auditory and kinaesthetic because they made students work with the help of visual material and through grammar exercises. In other words, the teachers focused on considering analytic and visual learning styles while teaching their classes.

Another key point to consider regarding the students' needs is that Richards and Bohlke (2011) point out that in language classes there are students with different needs; some of them have similar needs and goals, and others have many different needs. It is thought that the observed teachers are well aware of their students' needs since the age, level, understanding, knowledge, and two learning styles of the classes were considered.

Do teachers consider Students' level to teach English successfully?

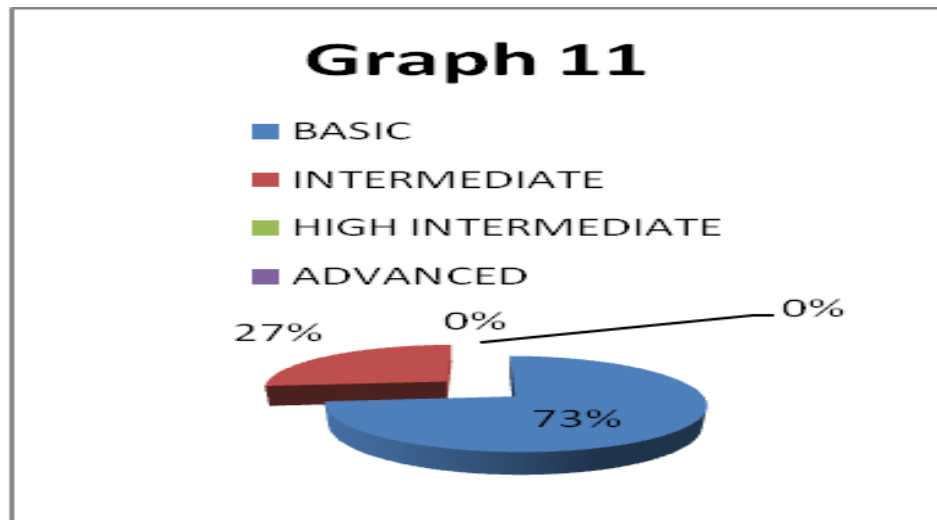


Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

In graph number 10, it is indicated that 93% of the teachers mentioned that they consider the students' level to teach English while 7% did not answer the question. Based on the survey applied to the students, 93.33% of them considered the activities developed in class to be easy for them whereas 7.7% said the opposite. Since most of the students stated that the tasks that they work on are easy for them to understand, it is then thought and assumed that they consider that their English level is taken into consideration by the teachers.

During the observed classes, the teachers considered the students' level because the activities and tasks were easy and adequate enough to be done in the classes; the teachers for example taught simple present, simple past, and a little bit of future. In one observed class, a teacher taught present perfect because the level of his students enabled the teacher to teach this grammar structure. Furthermore, the activity that the teacher made the students develop was appropriate for their level.

Which is the level of the students?



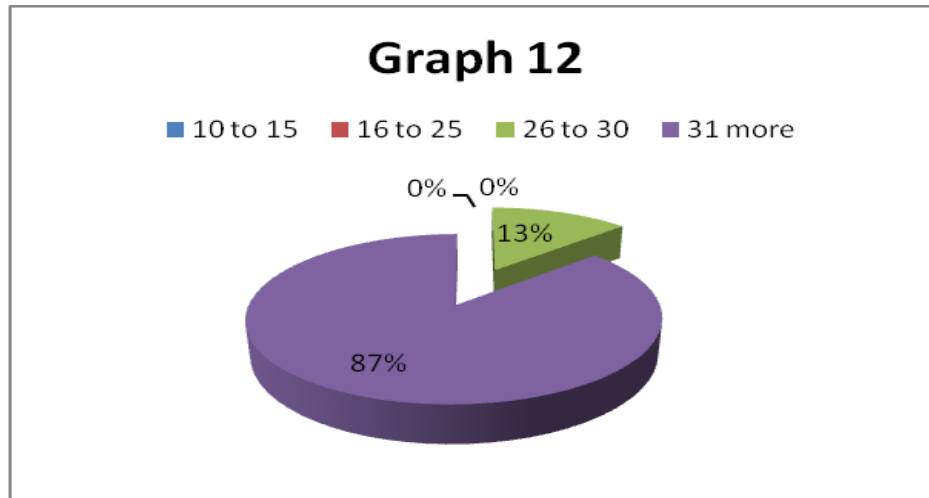
Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

Graph 11 indicates that 73% of the interviewed teachers said that the level of their students is basic whereas 27% of educators mentioned that intermediate is the level of their classes. In the observed lessons, it was confirmed that the level of the students is basic and intermediate just as the teachers stated because the tasks and activities planned for the classes were targeted at these two levels. Furthermore, to make sure that the level of the students is basic and intermediate, they were asked if the activities they work on are easy for them to understand, 93.33% of the students answered yes. Their answers were confirmed when they did different tasks suited for basic and intermediate level respectively.

Factors Concerning Classroom

How many students are there in the observed classrooms?

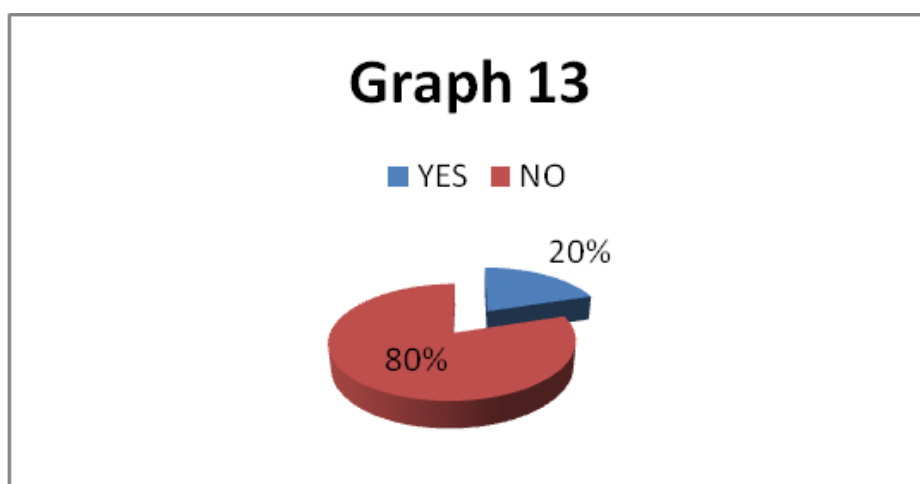


Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

Graph 12 reveals that 87% of the teachers worked with more than 31 students in their classes, and 13% of them taught English to 26 to 30 learners. According to the students, 80% of them mentioned that they learn English better because of the number of classmates. During the observed classes, most of the students learned English as they indicated in the survey. However, the students who were sat in the back of classrooms, especially in those classes where more than 31 learners attended, had a little trouble assimilating new English input. Besides, the large number, more than 31, of the students made difficult for the teachers to teach English because they could not monitor if all of their students learn English successfully and did not have enough time to work with each student. It was also observed that the teachers had problems making the students develop their speaking and reading skills. Moreover, the large number of students made the teachers pay more attention to the students who were sat in front of the classes than to those who were sat in the back of the classrooms.

An important point to note about large classes is that Davies and Pearse (2000) consider that it is difficult to supervise the work of each student. Besides, Brown (2001) states that in large classes, students put into practice a little their speaking skills because their opportunities to do this are limited. What these authors point out was confirmed in the observed classes including more than 31 students since, as it is mentioned in the paragraph above, a little attention was given to individual work and students' speaking practice.

Do teachers feel comfortable working with this number of students?



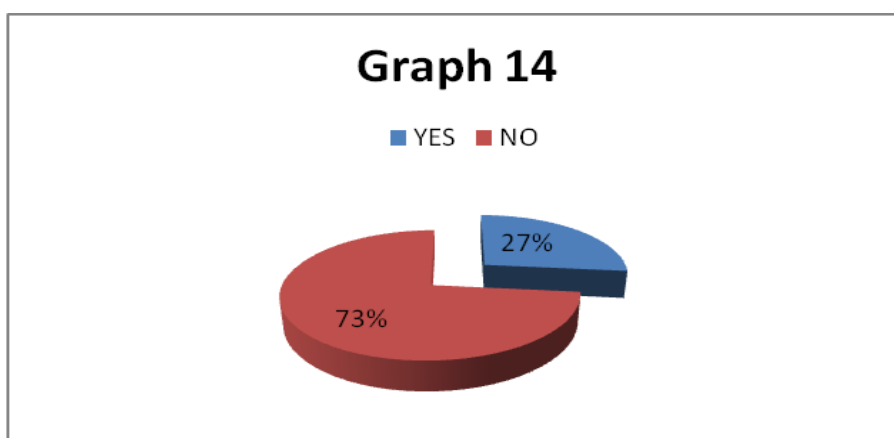
Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

Graph 13 shows that 80% of the teachers mentioned that they do not feel comfortable working with the number of students they have in their classes. In contrast, 20% of the teachers stated that they do not feel comfortable working with the number of students that they teach. On the other hand, 80% of the students mentioned that they feel comfortable with the number of classmates in their class and only 20% of them said that they do not learn english in a better way because there are more than 31 students in their classes.

In the observed classes, some teachers worked in a comfortable way. But it is necessary to say that in an informal conversation (neither in the interview nor in the survey) 6 of these teachers said that they do not feel comfortable working with the number of the students attending their classes because they affirmed that they do not have enough time to supervise their students' work.

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



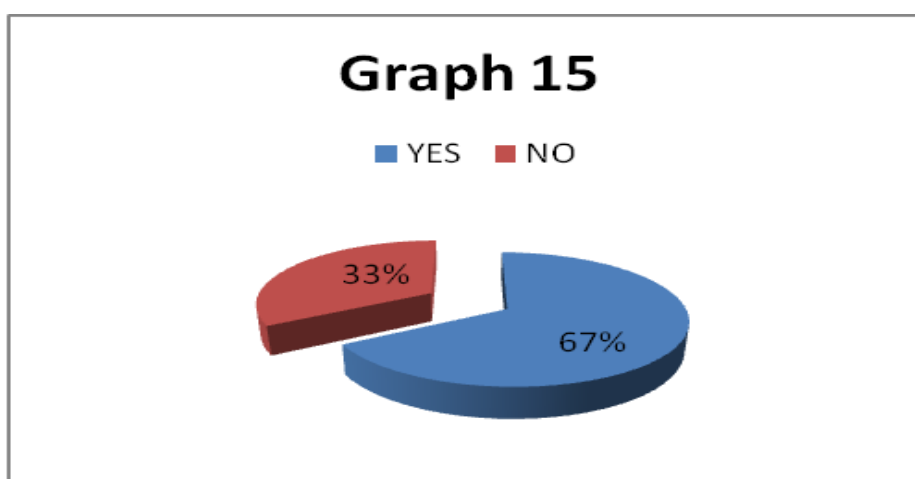
Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

Graph 14 shows that 73% of the teachers answered that they do not have enough space to work because of the number of students while 27% of them believe that the space of the classroom is adequate to teach English. Based on the survey applied to the students, 80% of them mentioned that the classrooms space is not good. In the observed classes, the space available to work in influenced on the teaching-learning process because the size of the classrooms did not enable the students to do their tasks by moving so much from one place to another. On the other hand, when the students did some activities involving a huge type of movement, they had trouble because of the classroom space. Therefore, it can be said that the teachers and students' answers to the applied survey were confirmed during the observed classes.

In addition, it is worth remarking that Watson (1999) says that it is difficult to provide a comfortable learning environment when a teacher has a lot of students in a small classroom. Considering Watson's statement, it can be said that the environment in some observed classes was not conducive to teaching as the students could not do activities by moving from one place to another. This happened because of the classroom space.

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



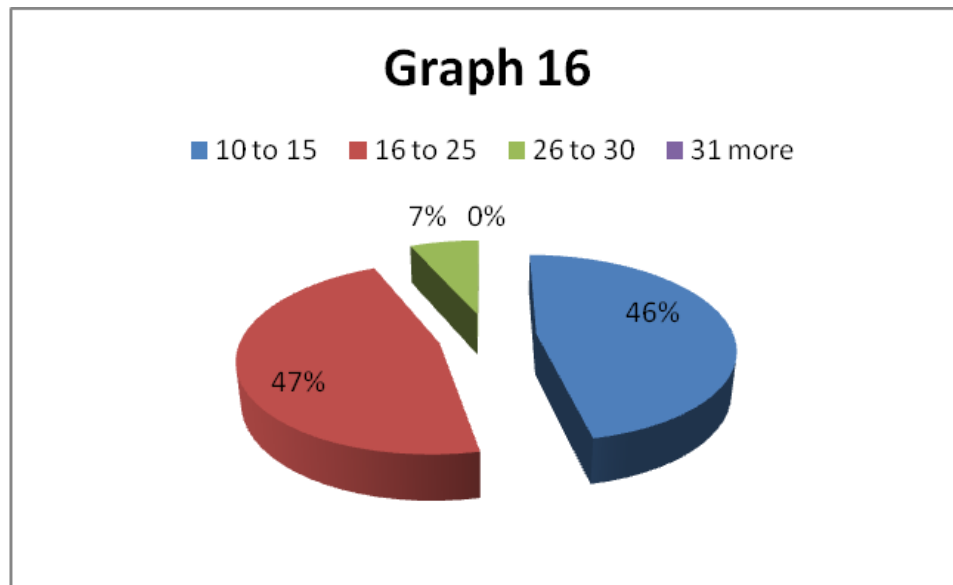
Autor: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

Graph 15 shows that 67% of the teachers affirmed that they arrange the students' desks in relation to the activities planned for their classes, whereas 33% of them mentioned that they do not change the seating arrangements because according to them, changing the students' seats take time; hence, it is better for the class to work in rows. Based on the students' survey, 73.33% of them answered that they like the way the teacher arranged the desks in their classes. Conversely, 26.67% of the students mentioned that they do not like the way that the teachers arranged the desks in their classes.

During the observed classes, only one teacher changed the students' desks to help them do one of their tasks. In the rest of the classes the students sit in rows. As it can be seen, the results obtained by surveying the students and teachers are not the same as those gotten through the class observation. That is, it was indicated by 73% of the teachers that they arrange the students' seats in accordance with the activities planned for their lessons; nevertheless, only 9.1% of those teachers asked the learners to change the seating configuration to learn English.

Something important to have in mind is that changing the seating arrangement of classrooms from time to time encourages the participation of the whole class in an equal way (Richards and Bohlke, 2011). Furthermore, as stated by Savage (2010), the arrangement of students' desks should be done in accordance with the objectives of a class. This author also says that arranging desks in rows helps a lot of teachers to monitor learners and maintain classroom control. Taking into account what Richards and Bohlke (2011) and Savage (2010) state about seating arrangements, it was observed that in the lesson where the teacher made the students change their seats to develop their task, the participation of the whole class was stimulated, and the desks were arranged according to the aims of the lesson. Moreover, in those classes where the students worked in rows, it was observed that the teachers were able to keep the control of the classroom.

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

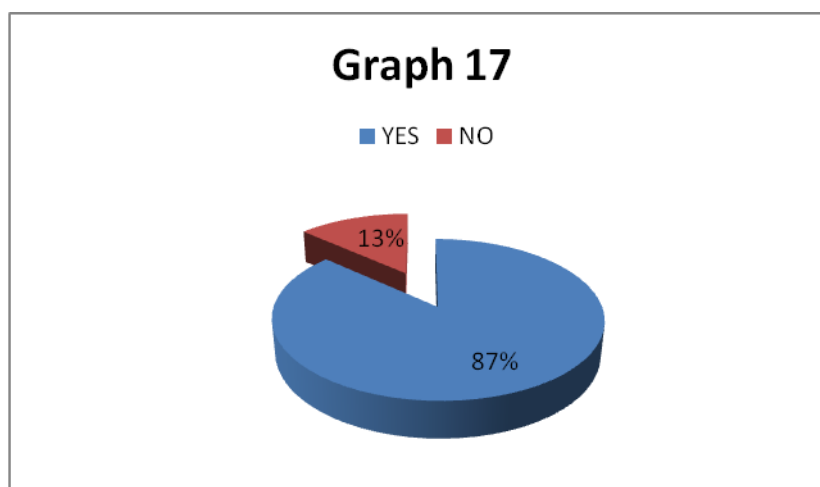


Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

This graph reveals that 47% of the teachers prefer to work with 16 to 25 students; 46% of the teachers like to work with 10 to 15 students; and 7% of the teachers are willing to teach to a group of 26 to 30 students. This information clearly indicates that the teachers do not consider 31 to more students to be an appropriate number to teach their lessons. Indeed, the results were confirmed in the observed classes where there were more than 31 students because the teachers did not know whether all the students learned English effectively and could not check the work of the whole class.

Do teachers use teaching resources (TV, Tape/Cd record, Computer(s), Projector(s), Smartboard, and supplementary materials)?



Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

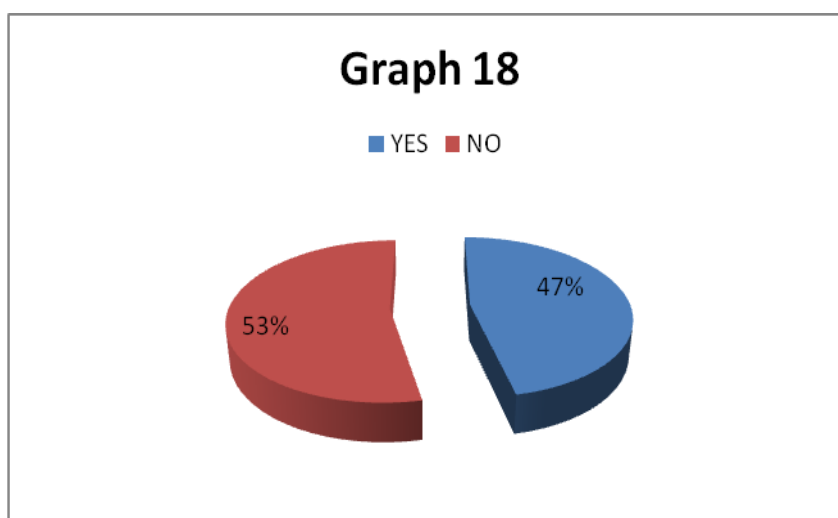
Graph 17 indicates that 87% of the teachers mentioned that they use TV, Tape/Cd record, Computer(s), Projector(s), Smartboard, and supplementary materials, while 13% stated that they do not use these teaching resources because the institutions do not provide such materials. Regarding the survey applied to the students, 46.67% of them affirmed that the teachers use the teaching resources mentioned above. Conversely, 53.33% of the students said that their educators do not use TV, Tape/Cd record, Computer(s), Projector(s), Smartboard, and supplementary materials in the language classrooms.

However, in one observed class, a teacher used a projector and a computer to teach English. In another class, another educator used flash cards containing adverbs and adjectives to be taught. Additionally, it was observed that a teacher used pictures to teach vocabulary related to professions. As it was seen, the overhead projector and supplementary materials were used in three observed classes in spite of the fact that 53.33% of the students said that these kinds of teaching resources are not used in

their lessons. It also could be seen that three teachers (20%) used extra teaching resources although 87% of them said that they use TV, Tape/Cd record, Computer(s), Projector(s), Smartboard, and supplementary materials. Indeed, most of the observed teachers used the whiteboard and the coursebook to teach English.

At this point, it is important to comment that the use of different teaching resources in EFL classes is useful to improve the teaching and learning quality and to make the students learn the foreign language in a meaningful and motivating way. In the three observed classes where supplementary materials and the overhead projector were used, the students' learning was dynamic, enjoyable, and motivating. In fact, the use of these teaching materials attracted the students' interest and attention to the EFL classes.

Do teachers consider appropriate the resources you have in class?



Author: Janet del Pilar Castro Guzmán

Source: Teachers' questionnaire

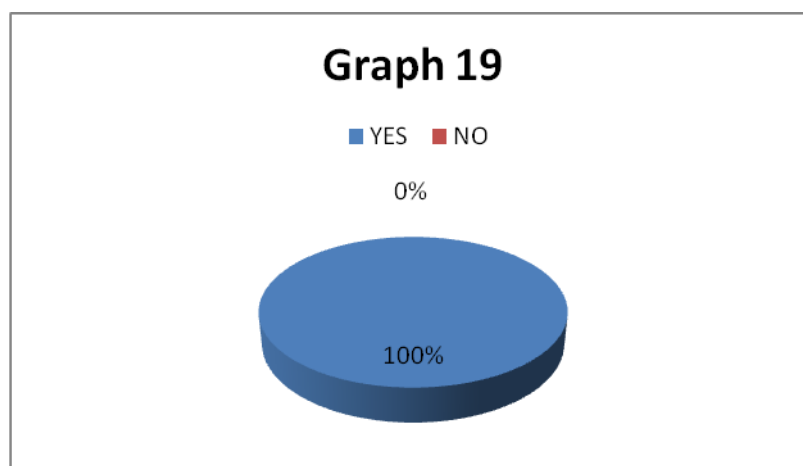
Graph 18 shows that 53% of the teachers do not consider appropriate the resources that they have in class. Even it is argued by some of these teachers that the institution they work for does not provide a useful resource such as the CD player which helps the students develop their listening skills. On the other hand, 47% of the

educators believe that the teaching materials they work with are suitable for their classes.

During the observed classes, the teaching resources used by the teachers were the coursebook, the whiteboard, the overhead projector, flash cards, and pictures; these materials were appropriate and suitable to different lessons although in most of the observed classes, there was a lack of variety of teaching aids since, as it is mentioned on page 42, the whiteboard and the coursebook were the materials most commonly used.

Factors Concerning Educational Institution

Do the institutions review teachers lesson plans?



Author: Janet del Pilar Castro Guzmán

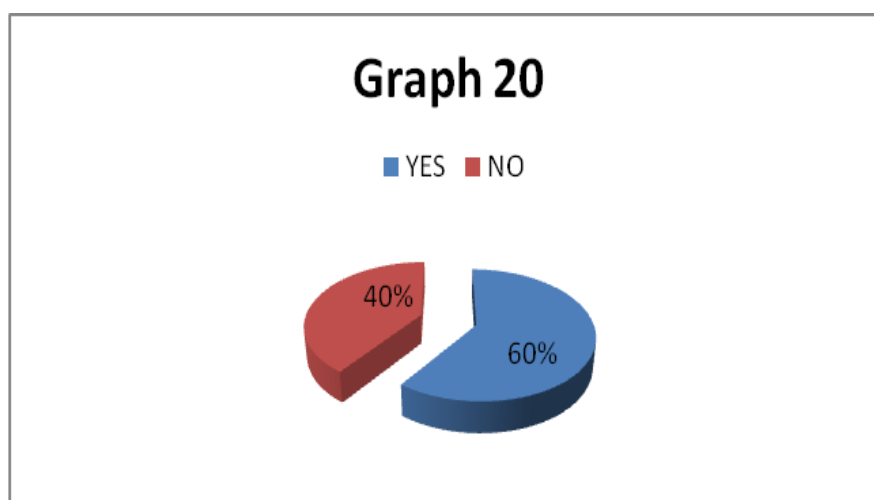
Source: Teachers' questionnaire

Graph 19 shows that 100% of the teachers commented that their lesson plans are reviewed by the high school they work for. Thus, 53% of the teachers said that the language supervisor review their planning once a week, 27% of them said once a month, and 13% of educators mentioned at the beginning and end of the school year. Only one teacher (7%) did not answer when her lesson plans are reviewed by the institution.

In the observed classes, only one teacher showed her five-day lesson plan reviewed by the educator in charge of the English area. The rest of the observed teachers concentrated on following the lesson plans contained in the coursebook. Therefore, it could not be seen whether the institution reviews the lesson plans of the teachers just as they mentioned in the survey.

Something useful to remark here is that it is essential for educational institutions or authorities to review the lesson plans of the educators since as Richards and Bohlke (2011) point out, if teachers want to teach a successful lesson, they need to plan the lesson in advance to assist themselves in the development of their abilities to choose and systematize the strategies and procedures of their classes effectively in order to encourage the learning process. Hence, it is necessary for educational institutions or authorities to get involved in reviewing lesson plans to help teachers enhance their ability to organize lesson content to teach EFL successfully and meaningfully.

Does the institution monitor teaching?



Author: Janet del Pilar Castro Guzmán
Source: Teachers' questionnaire

This graph shows that 60% of the teachers in the survey affirmed that their teaching is monitored by the institution they work for. Conversely, 40% of the educators claimed that the institution does not monitor their classes. Besides, 46% of the teachers did not mention when the institution monitor their teaching whereas 27% of them answered once a month, and in the same percentage others mentioned at the beginning and end of the school year. This may be the reason why any authority or supervisor did not monitor the EFL teaching process during all the observed classes.

To finish this part, it is necessary to say that institution monitoring is a key point for enhancing the quality of the EFL teaching-learning process and evaluating students' progress. Moreover, it has a beneficial effect on teachers' professional growth because they do their best performance and provide the most effective teaching for their students. Therefore, educational institutions have responsibility to monitor EFL teaching classes.

Conclusions

- The English language teaching-learning process in Ecuadorian public high schools is affected by the large number of the students that the teachers work with.
- It is difficult for the teachers both to check the tasks and assess the progress of the whole class because of large number of the students.
- The space of the classroom limits interaction among the students who most of the time sit in rows facing the front of the class and cannot arrange their desk in a different way to develop activities such as language games, role plays, group work, and other activities that encourage the whole class participation.
- The lack of a wide variety of teaching aids such as Video, Tape/Cd record, Computer(s), Smartboard, and other resources has a negative effect on the students' learning.
- The institutions where the research was conducted did not monitor the teaching process although it was affirmed by the teachers that they are monitored once a month and at the beginning and end of the school year.
- The language proficiency of the observed teachers is good enough to teach English.
- The teachers spoke Spanish in some classes because there were students who did not understand the instructions given to them.
- The teachers used Grammar Translation Method and Task-Based Language mostly in their lessons.

Recommendations

- Educational institutions and authorities of Ecuadorian public high schools should implement a school-based program to monitor teaching since it will help teachers to improve their professional practice and teaching quality.
- Educational institutions and authorities should reduce the number of students in EFL classes in order to create an environment conducive to teaching and learning where learners have opportunities to effectively interact among them and with the teacher.
- EFL teachers should use different teaching aids and supplementary materials to provide students with a rich source of foreign language input and to make their learning interesting, meaningful, enjoyable, and motivating.
- Educational institutions should persuade the government to invest money in a well-equipped language laboratory that enables teachers to reflect on and explore their teaching in view of offering students a useful means of learning EFL.
- Teachers should enroll on a high-standard English learning-training- course in order to improve their language proficiency as well as their teaching methodology so that they can succeed in teaching EFL.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR (desde 8vo básicaa 3ro bachillerato):	

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

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

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

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

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

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

* It can be recognized based on the material they are using or placement done by the institution.

3. Which of the following methods are used?

Communicative Language Teaching	()
The Natural Approach	()
Cooperative Language Learning	()
Content-Based Instruction	()
Task-Based Language Teaching	()
Cognitive Academic Language Learning	()
Total Physical Response	()

Whole Language Approach	()
Grammar Translation Method	()
Others _____	()

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

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

9. Is the seating arrangement appropriate for the teaching-learning process?

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

NOTES:

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

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

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

25 % ()	50 % ()	75 % ()	100 % ()
----------	----------	----------	-----------

TEACHER'S INTERVIEW

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

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



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

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 ()
---------	--------

¿Por _____
_____ qué?

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!!!!



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