



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

Propuesta de intervención educativa: Factors that influence the English language teaching-learning process in Ecuadorian private high schools

TRABAJO DE FIN DE TITULACIÓN

AUTORES: Gallo Salazar, Elizabeth de Los Ángeles
Verdezoto Lombeida, Franklin Vinicio

DIRECTORA: Toro Gallardo, Lisset Vanessa, Mgs.

CENTRO UNIVERSITARIO QUITO

2014

APROBACIÓN DEL DIRECTOR DE TRABAJO DE FIN DE TITULACIÓN

Magister

Lisset Vanessa Toro Gallardo

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools, realizado por Gallo Salazar Elizabeth de Los Ángeles y Verdezoto Lombeida Franklin Vinicio, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero de 2014

f).

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

Nosotros, Franklin Vinicio Verdezoto Lombeida y Elizabeth de los Ángeles Gallo Salazar declaramos ser autores del presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Lisset Vanessa Toro Gallardo directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo son de mi exclusiva responsabilidad.

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

f.....

Franklin Vinicio Verdezoto Lombeida

2100091905

f.....

Elizabeth de los Ángeles Gallo Salazar

1716916653

DEDICATION

The present work is dedicated to our God who has given us support and strength during each step to come this dream true. We offer Him all glory, exaltation and gratitude for His eternal and unconditional love. Besides, we want to dedicate it to our two incredible and charming boys, Juan Daniel and Jeremiah Moses, who bring us much love, blessing, hope and happiness.

“Whatever you do, work at it with all your heart, as working for the Lord, not for men, since you know that you will receive an inheritance from the Lord as a reward.”

Colossians 4:23, 24

ACKNOWLEDGMENT

We would like to thank the extraordinary and wonderful people, who have accompanied us with their prayers and encourage words, in particularly our parents, friends, brothers and sisters in Jesus, for supporting the development of this project.

CONTENTS

COVER	
APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENT.....	v
CONTENTS	vi
ABSTRACT.....	1
RESUMEN	2
INTRODUCTION	4
METHOD.....	6
DISCUSSION	8
Literature Review	8
Description, Analysis, and Interpretation of Results	24
Conclusions	44
Recommendations	46
REFERENCES	47
ANNEXES	

ABSTRACT

This study deals with some factors that influence the English language teaching-learning process in the Ecuadorian private high schools. The purpose of this study is to analyze causes of unsuccessful improvement of the English language.

The sample was taken from five private high schools in Quito, Ecuador. During this process we selected three English teachers from each school and one student per class, who were registered in eighth, ninth, and tenth of basic education courses. We selected from first, second, and third upper levels. In total were 15 teachers, and 15 learners.

The methods and instruments that we used to collect data were teacher and student questionnaires, observations, and interviews. The strategies and methods that we used to describe and analyze the results related to factors concerning teachers, students, classroom, and educational institutions.

Based on the results, we concluded that the teaching and learning of English teaching in the selected private high schools is affected by several factors such as, the education level, methodology used in classroom, students' English level, class size, seating arrangement, and the lack of teaching resources.

Keywords: EFL Teaching, Factors, Private high schools

RESUMEN

Este estudio trata acerca de algunos factores que influyen el proceso de enseñanza y aprendizaje en los colegios privados ecuatorianos. El propósito de este estudio es conocer y analizar cuáles son las causas que no han permitido la enseñanza exitosa del lenguaje Inglés en nuestro país.

La muestra fue tomada de cinco colegios privados en la ciudad de Quito; durante este proceso seleccionamos tres maestros de Inglés por colegio y un estudiante por clase, quienes estaban ubicados en cursos de octavo, noveno y décimo de Educación General Básica, y también estudiantes de primero, segundo y tercero de bachillerato; llegando a ser en total quince maestros y quince aprendices.

Los instrumentos para recolectar los datos fueron un Cuestionario para el maestro, un Cuestionario para el estudiante, hojas de observación de clase y entrevistas para los maestros. Los métodos cualitativo y cuantitativo fueron utilizados para describir y analizar los resultados que están relacionados a factores vinculados con los maestros, estudiantes, el aula y las instituciones educativas.

Con los resultados obtenidos concluimos que la enseñanza y aprendizaje del idioma Inglés en los colegios privados seleccionados, es afectado por diferentes factores como: el nivel educativo de los maestros, metodología usada en clase, nivel de Inglés de los estudiantes, número de estudiantes, ubicación de los estudiantes en el aula y la falta de recursos de enseñanza los cuales no permiten un proceso de enseñanza y aprendizaje exitoso.

Palabras claves: Enseñanza del Inglés como Lengua Extranjera, Factores, colegios privados.

INTRODUCTION

During many years, students have not reached a good level of English and a good communicative competency; for this reason it is necessary to determine several factors which influence strongly in the language teaching learning process so that, this study about Factors that Influence the English language teaching-learning process in Ecuadorian private high schools, tries to determine some causes, and why some factors may be consider positive and negative in the private high schools from Quito Ecuador, taking into account the following specific goals:

First of all, it was necessary to identify students' English level and their needs in the classroom; after it was essential to determine the classroom conditions in which English lessons take place; and to recognize the characteristics of in-service English teachers. Finally, the institutional facilities and norms were defined regarding the type of education quality.

To support this study, it is essential to take into account some studies about educational aspects, which affect the English language teaching and learning process. The first study was performed by Aduwa-Ogiegbaen and Iyamu (2006) in public secondary high schools in Nigeria, the system of the English instruction in Nigeria uses adequate methodology, resources and their environment to enhance their teaching process. In addition the authors have also concluded that several Nigerian high schools do not offer enough resources to improve the teaching and learning process, and also educational institutions are in need of new educational and instructional tools to improve their learning environment. However, the authors do not mention any limitations during their research.

Narayanan, Rajasekaran and Iyyappan (2008) conducted a study to analyze some elements that influence the English learning. The elements consisted of motivation, attitude, and language anxiety. These elements have a great effect on the students' English learning. However, lack of time and author's distance of residence area prevented researches to expand observations.

Finally, Khamkhien (2010) made an investigation on the influence of gender, motivation, influential experience and strategies used by students to develop the English language. Based on the obtained findings, Khamkhien concluded that students develop their own learning strategies by the tasks and activities taught from their teachers. Overall, the author recommends his readers to analyze the results carefully because data varies over time.

Ecuadorian English teachers will benefit from this study, because the provided information will help them to know some educational factors that influence the successful development of the English teaching-learning process in our country. In addition, educational institutions might use this study as a resource to change their concept about the English language teaching; also they might improve their process of monitoring teachers' work.

Furthermore, we consider this study a substantial contribution for educational area, because it provides relevant information concerning how the English language education is structured in Ecuador, and this suggests the possible factors where the English education might be improved.

METHOD

Setting and Participants

To develop this study, we took into account five private high schools from Quito, Ecuador where three English teachers and three students were chosen from selected schools.

Procedures

To start with this study, we considered bibliographic information about crucial factors which influence the English language teaching-learning process. We took into account aspects such as the relevant changes that the Ecuadorian government has implemented in the English teaching; also the applied methods by teachers and how they manage their classes; besides we considered it is important to mention the seating arrangement in class, learning styles, and language aptitude of the students.

To determine the factors that influence on the English teaching and learning process, we examined some English classes applying the observation sheets, in which we analyzed the students' needs, level of knowledge, methods used by teachers, classroom activities, lesson plans, management class, class size, classroom size, seating arrangement, and teaching resources and use of the English in classroom. A questionnaire was applied to the students and teachers to analyze their opinions about their English courses.

The collected data were tabulated based on questions from Teacher's Questionnaire, and to support this analysis, we reviewed the Student's Questionnaires and the Observation Sheets. Finally, to show the results we have illustrated them in statistical graphs.

In order to analyze the outcomes, we classified them in the following variables:
Factors Concerning Teachers, Factors Concerning Students, Factors Concerning
Classroom, and Factors Concerning Educational Institutions.

DISCUSSION

Literature Review

Currently English Teaching in Ecuador is becoming substantial, which prevents improvement, quality and performance of English language in the classroom. The Ministry of Education (2011) has modified the English teachers' requirements. For example, if teachers belong to the Ministry of Education; they have to acquire a minimum of B2 Level of European Common Setting of Reference for languages (MCER) or its equivalent. Also, the Government is designing a Consolidation English Project which has several goals that include creating, validating and socializing a new English Curriculum. It also develops a new design of English texts, a new form of evaluation, and also to institute a continuous training system for English teachers guaranteeing the credibleness of Government Consolidation English Project.

Also, the Ministry of Education has an agreement where it specifies that European Common Setting of Reference for languages will be the reference to create an English Curriculum; moreover the Government details standards for Ecuadorian English Teachers, for instance, they must take into account the language, culture, curriculum, assessment, and "*Professionalism and Ethical commitment*" for teaching English language successfully.

Besides, the Ecuadorian government has determined *Curriculum Specifications* as guidelines to support the English Teaching and learning process and they claim methodological suggestions to employ the Communicative Language Teaching method. However, there are more factors that are influencing in English teaching and learning, which will be mentioned in further discussion below.

Teaching Approaches and Methods

Another important factor that affects the English Teaching and Learning process is the variety of approaches or methods that teachers apply in the classroom. Richards and Rodgers (2005, p. 73, 74) mention that “*Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to reach language through physical (motor) activity.*”

Richards and Rodgers explain that TPR can be related with the “*trace theory*” of memory in psychology, because the teacher might do tracing activities to activate the students’ memory, The authors also explain that memory association or retracing can be a verbal form (e.g., by rote repetition) and/or in relationship with motor activities. And so, when teacher combines verbal rehearsals with motor activities, the recall has more possibilities of success.

In addition, Richards and Rodgers (2005) talk about the Whole Language Approach, as a way language teaching as a “*whole*”. This theory was developed to teach young children specifically in the area of development of reading skills. This language instruction was extended toward middle and secondary levels. As well as, Whole Language Approach emphasizes in learning of reading and writing skills in a real and natural communication. Additionally, this approach is taken as an interactional perspective that observes the language as a vehicle for human communication and interactional connection between readers and writers.

Another approach that Richards and Rodgers (2005, p. 179) consider important is The Natural Approach, which is “*based on observation and interpretation of how learners acquire both, first and second languages in nonformal settings...*” this approach contemplates the comprehension, the meaningful communication, and the provision of

correct input that gives the best conditions for second and foreign successful classes; likewise the Natural Approach allows the integration and adaptation of techniques obtained from several useful sources.

The Natural Approach is characterized for its evolutionary process, which uses comprehensible and meaningful practice activities in place of grammatically perfect utterances and sentences. Also, when this approach is applied in the classroom, the emotional preparedness for learning is optimized and the language learners have to spend more time paying attention to their teacher, and later they try to produce language and they are willing to use the materials for working in class.

The previous authors explain another approach, “Cooperative Language Learning” (CLL). Richards and Rodgers (2005) say that CLL is known as Collaborative Learning (CL), which makes extreme use of cooperative activities to work in pairs and small groups of learners. The CLL is a set of organized activities in the classroom, and its objective is to get learning from socially structured exchange of information between student groups, and as a result the learners get their own learning, and they help to increase the learning of their classmates.

Finally, Richards and Rodgers (2005, p. 204) refer to some characteristics of CLL given by Olsen and Kagan (1992) where this method increase the success of all students, including who are academically handicapped; also help the teacher to construct good relationships with the students, and to have more confidence in the social, psychological, and cognitive areas. In addition the CLL method changes *“the competitive organizational structure of most classrooms and schools with a team-based, high-performance organizational structure”*

Finally, Richards and Rodgers (2005, p. 219, 220) describe the Content-Based Instruction as an *approach* “*in which teaching is organized around the contents or information that students will acquire, rather than around a linguistic or other type of syllabus.*” The authors make allusion to a statement given by Krahnke (1987: 65) who points that CBI presents unlimited occasions for teachers coordinate the interests and needs of students with interesting and meaningful contents; also CBI gives practical advantages for teachers and course designers. Therefore, the authors mention to Brinton (1989:2) who observes that CBI uses activities in class that are equipped to stimulate students to think and learn through the objective language, moreover the learners have to study and learn several skills which prepare them for academic activities.

Harmer (2007) describes some methods and approaches that can be used in classroom too. The first one is the Grammar-translation method, in which the teacher presents short grammar rules and wordlists, and then learners have to use translation exercises where they apply the learned rules. Though, grammar-translation does not allow to learners to get the kind of natural language input for helping them to acquire and communicate effectively with it.

The second method named by Harmer (2007) is the Audio-lingualism where the teacher describes the grammatical patterns of English, students repeat and learn them, and also the structures are carefully graded ,because the purpose is that students learn the easy ones first and after the more complex. Also, in Audio-lingualism there is an extensive use of drilling, in which students use different words with learned grammatical pattern.

Besides, Harmer (2007) refers to Presentation, Practice and Production (PPP). It is where the teacher presents the context and situation for the language, and explains

demonstrating the meaning and form of the new language. Then students practice making sentences, soon after they produce language freely in the real world. Nevertheless PPP *“is very learning-based and takes little account of students’ acquisition abilities,”*

Another approach stated by Harmer (2007 p. 51) is Task-Based Learning (TBL), where the task is more important than the language. After the students accomplish their tasks, they can work correcting mistakes or thinking about their style. *“This approach puts communicative activities at the heart of learning, and as a result a TBL syllabus might well be a list of tasks and activities, not a list of language.”*

To conclude, it is necessary to make a comparison between Richards and Rodgers (2005 p. 158-172) and Harmer (2007 p. 50) about Teaching Approaches and Methods, because they explain about Communicative Language Teaching (CLT).

Richards and Rodgers say that CLT begins from a communicative model of language and language use, it focuses on principles such as: *“learners learn a language through using it to communicate, authentic and meaningful communication should be the goal of classroom activities, fluency is an important dimension of communication, communication involves the integration of different language skills, and learning is a process of creative construction and involves trial and error.”*

Harmer (2007 p. 50) points that CLT has two main principles: the first one affirms that *“language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc., which students should learn how to perform using a variety of language exponents...”* and the second principle states that when students are exposure to language and they are motivated to use it, the communication is getting real, and it is not only a grammatically controlled language.

The three authors coincide with the idea that CLT is a classroom method which has to use the language in an expansive form, making functional activities that include students' motivation and real situations.

The second important factor is how teachers manage their classes, that is to say how teachers give their instructions, how they distribute the time to each activity, and the importance to impart a correct feedback to their pupils.

Managing Learning

Managing Learning contains important characteristics, for instance Scrivener (1994) describes the relevance that teacher's instructions have in the classroom. Students might confuse with unclear and complicated instructions. To avoid this situation it is necessary that teacher expresses and uses known and essential words for students understanding. Although the idea may be so clear, the teacher has to make sure that students understood it; and at the end of the class to confirm, the teacher can ask some pupils to repeat the instruction with their own words.

The second point that Scrivener (1994, p.54, 55) has taken into account is the time that the teacher has to distribute in class. He suggests using timetables; this instrument helps "*to understand what work is being done in your class.*" Therefore, a time table has advantages that give students a whole idea about what will happen in a classroom. It shows a clear idea of the lesson plan to other teachers, and also a time table is like a '*skeleton*' because, it has details and specific information about activities, minutes, days, materials and processes which will be applied in class.

Furthermore, Harmer (2007) speaks about the time in the classroom; he says that it is necessary to supply all classroom activities with enough time, because the students can feel exasperated or angry if they do not have time to finish the exercise or task. In the

same way Harmer recommends to use a time table, it can help to the teacher to see how the lesson progressing is, and if there is not enough time to each activity.

Finally, Scrivener (1994) states an important element in the Managing Learning, which is to give a correct feedback to reinforce the students' learning. The author affirms that feedback can be constant in class, because students need to express what they have understood, for this reason many teachers think it is indispensable to do an open and honest feedback, nonetheless they believe it cannot be easier.

To achieve a good feedback is clue to use the classroom atmosphere, and it is essential the teacher's attitude, because when the students do not understand something the teacher may get angry easily and feel disappointed.

At this point Hill and Flynn (2006, p. 31, 32) express their ideas about feedback too. They highlight that an "*effective learning requires feedback*", the feedback can be corrective, it should be timely and criterion-referenced, besides a self-evaluation would help students to provide some of their own feedback.

Lesson Design

Lesson Design is another significant element about Factors that affect English Teaching and Learning process, because it is compulsory to consider the importance of planning and the elements that must be consider in a lesson plan.

Harmer (2007, p. 156, 160) affirms that there are some teachers that do not need to plan their lessons, because of their experience or a great ability to think, but most of teachers consider relevant to prepare their classes, being these very formal or fast notes.

The author states that whatever planning form used by teachers has importance, because the lesson plan "*helps to remain teachers what they intended to do specially if they get distracted or momentarily forget what they had proposed.*" To elaborate a good

planning, the teacher should contemplate the following parts of a lesson: “*Description of the students, Aims and Objectives, Procedures, Anticipated problems, Extra activities and Material to be used in the lesson*”.

Scrivener (1994, p. 44, 45, and 49) has a similar appreciation about Lesson design, he says there are two forms of planning: a formal plan and a brief ‘*running order*’. The first one contains two parts “(1) *an outline of the procedure of the lesson (i.e. a description of the activities, their order and predicted timing) and (2) background information (i.e. aims for the lesson, target language, material used, predicted problems, etc.)*.” and the second one has a succinct list of activities.

An extreme influence in the English Language Teaching and Learning process is the Class Size, because the number of students in class facilitates or makes difficult teaching.

Class Size

About this topic Tyre (2011) and Robinson (1990, p. 90) tell that is usual to believe that in small classes students learn better. However a substantial investigation affirms that reducing the class size is not an effective strategy to improve teaching, but it is also required to better the teacher training, a good curriculum, and a staff well capable and evaluated. Besides, “*the effects that class size on students learning varies by grade level, pupil characteristics, subjects’ areas, teaching methods and other learning interventions.*”

Class size has a great influence in the way how teacher can control the students, there is a sense of connection between teacher and learners, and when there is an intimate and flexible environment, the students may produce the language easily.

In conclusion, it is necessary to affirm that class size affects the students' behaviour, social relations, attentiveness, and peer relations. Also, class size modifies the students' learning process, because in smaller classes the pupils' behaviour and classroom management are better and easier. Blatchford, P., Russell, A., Bassett, P., Brown, P., and Martin, C. (2002)

Likewise, it is important to take into account in the English Teaching and Learning process, a prominent aspect like the Classroom Space and Seating Arrangement.

Classroom Space and Seating Arrangement

Harmer (2007) suggests some ways how teachers can place the learners' seating arrangement. The first strategy is called Circles and horse shoes; on this way there can be a '*greater feeling of equality*' between students and teacher, also the learners can see each other and they can be concentrated in the teacher's class without distraction.

Hammer's second suggestion strategy is to place the students in small groups (Separate Tables), using this arrangement it is easier for the teacher to monitor the learners' work; however the pupils could choose their classmates according to their preferences.

Scrivener (1994, p. 93) states a similar point of view; he says that "*changing seating arrangements can help students interact with different people*" and the teacher can do different classroom activities. He agrees that it is better for students and teacher to stay in a circle or a horse shoe, because they can interact and feel more confident with their teacher.

In addition, Lewis and Hill (1985, p. 40) share similar theories about Seating Arrangement, they both encourage the teacher to "*be prepared to re-arrange the desks*"

because it is important a daily routine; and also with different seating arrangements the teacher can get the students' attention, and when they are working in pairs and groups it can be an innovation for them. The students will develop more interest in the class. This will encourage them to speak and interrelate between them.

Here there are other important issues to be dealt with the Teaching Resources, which are used by teacher in class.

Classroom and/or Teaching Resources

Teachers are provided with resources that Harmer (2001) describes. These resources consist of realia such as pictures used as flash cards, wall word chart, cue cards, photographs, and illustrations. Besides overhead projectors (OHPs) have become suitable technological equipment because teachers can show texts, grammar exercises, diagrams, etc. Other useful resource that can enhance students' interest is the white board because it "*provides a motivating focal point doing whole-class grouping.*" Harmer (2001, p. 134-141)

In addition, Harmer names "Bits and Pieces" as an interesting material such as Realia; which includes photographs, and letters which can give good communication activities. Language Cards is another activity that can help to do matching activities where students interact. Cuisenaire Rods is another activity. They are small blocks of wood with different colors and sizes. They can help the teacher to develop the students' accent, pronunciation, and stress of the words.

At this point, Makovičková (2007) has a similar list to Harmer's. She explains that considers Overhead Projector, Visualizers, Pictures, Cassettes, Videos, and CD's are useful and helpful material. Also she takes into account Rhymes, Poems and Songs, they are good for repetition, make a natural rhythm and they are funny resources.

The English Teaching and Learning are benefited, through the Classroom Observation made for educational institution.

Classroom Observation

The Center for Instructional Development and Research (2012) suggest that the educational institutions when are observing the development of the English Teaching, they should determine what your expectations are, and discuss schemes to improve the educational system. Also, it is important to provide chances to the teachers for learning about culture, for acquiring feedback on specific teaching areas and make discussions concerning to the discipline.

In addition, CIDR describes a process how the educational institutions can follow the teachers' work, this process has four steps: Pre-Observation Meeting, Observation, Post-Observation Meeting, and Follow-Up. The researchers affirm that with this process, observations might be a successful method to help teachers to improve as instructors, and it can be used to know if the staff is capable for teaching.

For complementing this view, Glasgow Education Services (n.d.) speaks about Classroom observation as a Monitoring of teaching and learning, in which the educational establishments have to check the success of the educational facilities that the students receive. The institutions must improve their educational standards including the following points: Development planning, the implementation of school improvement strategies, Monitoring and evaluating, and Continuing professional development of staff.

Also, monitoring the effectiveness of learning and students' progress, are successful ways of testing, these are classes where the teacher can check the pupil's progress using questionnaires and good feedback. This observation process should motivate all the staff to work better and give them tools to improve their teaching.

Learning styles

Uhl Chamot and D'Malley (1994) describe that pupils have diverse manners to learn: visually, writing, listening, touching objects, and real situations. For taking advantage of these styles, the teacher has to employ several visual, auditory, and kinesthetic materials to teach.

Further, Claxton and Murrell (1987, p. 34) explain four detailed learning styles. The first one is called Concrete sequential students. They understand the logical order inside the class and they learn by touching and follow instructions step-by-step. The second is Concrete random students, *“They are more likely to have flashes of insight and make intuitive leaps in structured situations. They do not like step-by-step procedures that deny them opportunities”*, these pupils love to work independently and they enjoy games, independent study projects, and problem-solving activities.

The third type described by the authors is Abstract sequential students, they work better with written and verbal symbols, and they get concepts and ideas through reading and listening. The last one type of learning style is Abstract random students, *“They tend to associate the medium with the message and link a speaker’s manner of delivery and personality to the content of what is being related.”* So, these learners prefer to get the information in a free form, for instance in group discussions and experiences without rules and guidelines. In addition, they like films, group works, questions-answers time and television programs.

In the English Teaching and Learning process, there are factors that affect this procedure such as Learning Aptitude.

Learning aptitude

Lightbown and Spada (n. d. p. 57, 58) conceptualize the Learning aptitude like an “*ability to learn quickly*”. In other words, a student with a good aptitude can learn easier than other. The authors affirm that pupils’ aptitude has several elements like to “*identify and memorize new sounds, understand the function of particular words in sentences, figure out grammatical rules from language samples and remember new words*” although, the aptitude of students can be strong in others can be weak.

In contrast, with this concept Stansfield (1989) states aptitude for learning such as “*the amount of time it takes an individual to learn the task in question.*” He mentions Carroll (1962) who explains that learner’s aptitude has four cognitive abilities. The first one is phonetic coding which is the recognizing, relationship and retaining of distinct sounds. The second one is grammatical sensitivity, where the students are capable to distinguish grammatical functions of words and structures. The third one is the rote learning ability; it is a sort of overall memory where some learners apply it in a different way during foreign language circumstances.

The last component is inductive language learning, “*This is the ability to infer the rules that govern the use of language.*”

For clarifying the topic of this project, it is necessary to mention some previous studies in which the authors give their views about factors that they consider relevant for English teaching and Learning.

Aduwa-Ogiegbaen and Iyamu (2006) show an important research where they observe the situation of the English teaching is in their country. They want to know if English teachers in high schools are using and applying the appropriated methodology, resources, and if the environment is favorable to develop the teaching process. For this research the authors have used instruments such as questionnaire and observation schedules. This questionnaire has four parts: school type and location, instructional

resources/media, methods used by teachers, and school environment. The observation schedule was used to observe each class, and take notes of the most important features.

Based on the quantitative and qualitative results, the authors concluded that Nigerian public secondary schools do not offer enough resources to improve the English teaching and learning as a second language. These schools need variety of instructional media such as; audio, video, language laboratories and computers. Also, it is necessary to improve the learning environment through a conductive method.

The second researched topic is showed by Palacios (1995), which has four purposes, the first one *“was to investigate the students’ degree of awareness in their use of language learning strategies and identifies the range, type and frequency of the strategies used with particular language activities”*, the second one was *“to determine to what extent secondary school teachers and university lecturers of English were acquainted with the learners’ use of strategies”*, the third purpose was to discover if the interview will be a valid instrument to investigate language learning strategies. And the last purpose was to know some factors that may affect language teaching.

For this work, the author collected the information through a student interview form and a teacher interview form. These interviews were applied to the students from elementary to intermediate levels, and teachers with different teaching experience. Afterward the author found the results; he determined that most of the students interviewed were capable to recognize an extensive quantity of learning strategies.

Furthermore, this research exposes *“that Spanish secondary school and university teachers were not fully aware or acquainted with the field of language learning strategies and, therefore, one may think that strategy training was not introduced into their teaching as an ordinary and well thought-out practice.”*

Finally, Palacios (1995) tells according to findings it is important to take into account in a language learning process some factors such as: age, sex, learning style, motivation, and social background.

A third interesting study is given by Khamkhien (2010), Khamkhien research has two aims: 1) how gender, motivation and experience influence in the English learning strategies. 2) To make comparisons between causes and strategies used by students. The instrument applied by Khamkhien is a questionnaire which is distributed to each student. With these results the author resolved that teachers considered that students use learning strategies to improve their learning, and teachers plan useful tasks and activities to help them.

Narayanan, Rajasekaran and Iyyappan (2008) have made a project where they analyze several factors that influence the English learning such as: motivation, attitude, and language anxiety. The used method is a quantitative analysis which helps questionnaire for collecting data. According to these results the authors conclude that *“factors such as motivation, attitude, language anxiety and gender have a great impact or affecting students’ English learning.”*

Blatchford and others (2007) performed a study in which they focused in how class size affects learners in English classes. For this investigation the authors applied a *“longitudinal research design to capture effects of naturally occurring differences in class size and pupil/adult ratios”* besides they used a *“sophisticated multi-level statistical modeling”* to test the link between class size and students skills.

In addition, they utilized observation schedules to get the relevant information from the classes. Blatchford and his co-workers provide many conclusions, but here are

some of them: teachers agree that larger classes might be an opportunity to do better activities in class, although the curriculum is not completed.

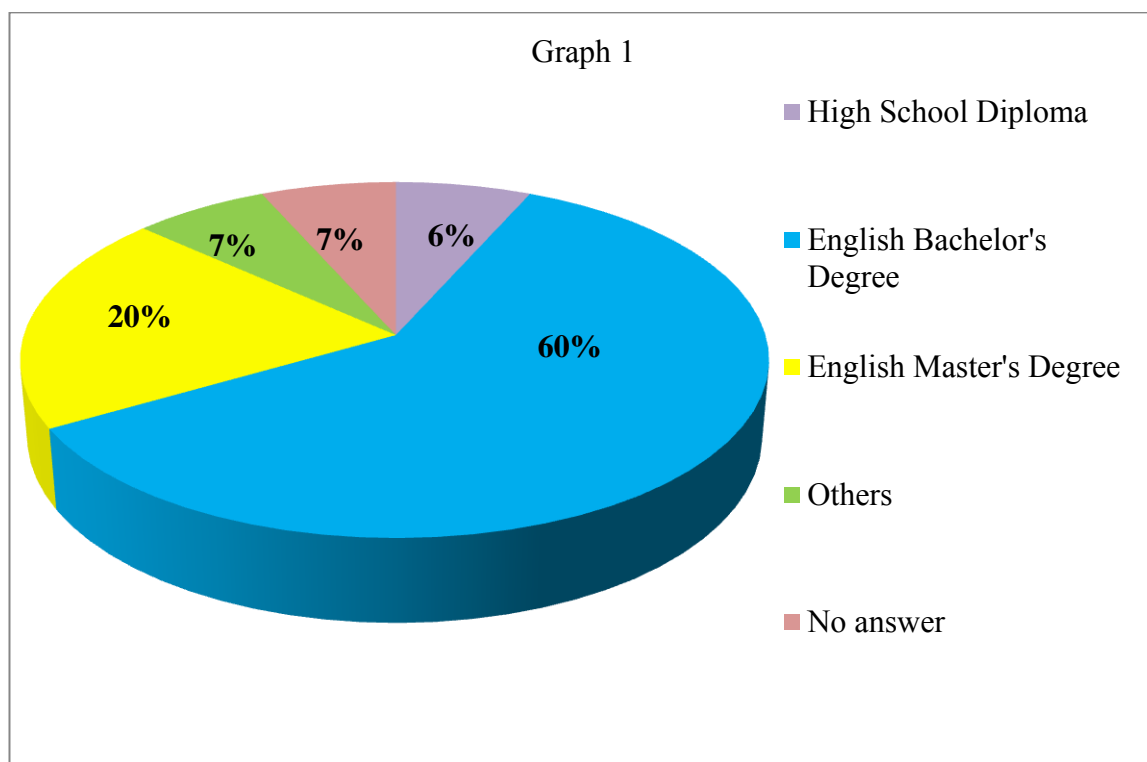
Also, in larger classes students have limited interaction with the teacher; however, in smaller classes, students interact more. In larger classrooms the space and equipment are less accessible; this affects teachers' planning and tasks. In addition, the teachers feel tired and uncomfortable because of lack of the attention of all pupils, and learning needs are not all satisfied.

Description, Analysis and Interpretation of Results

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

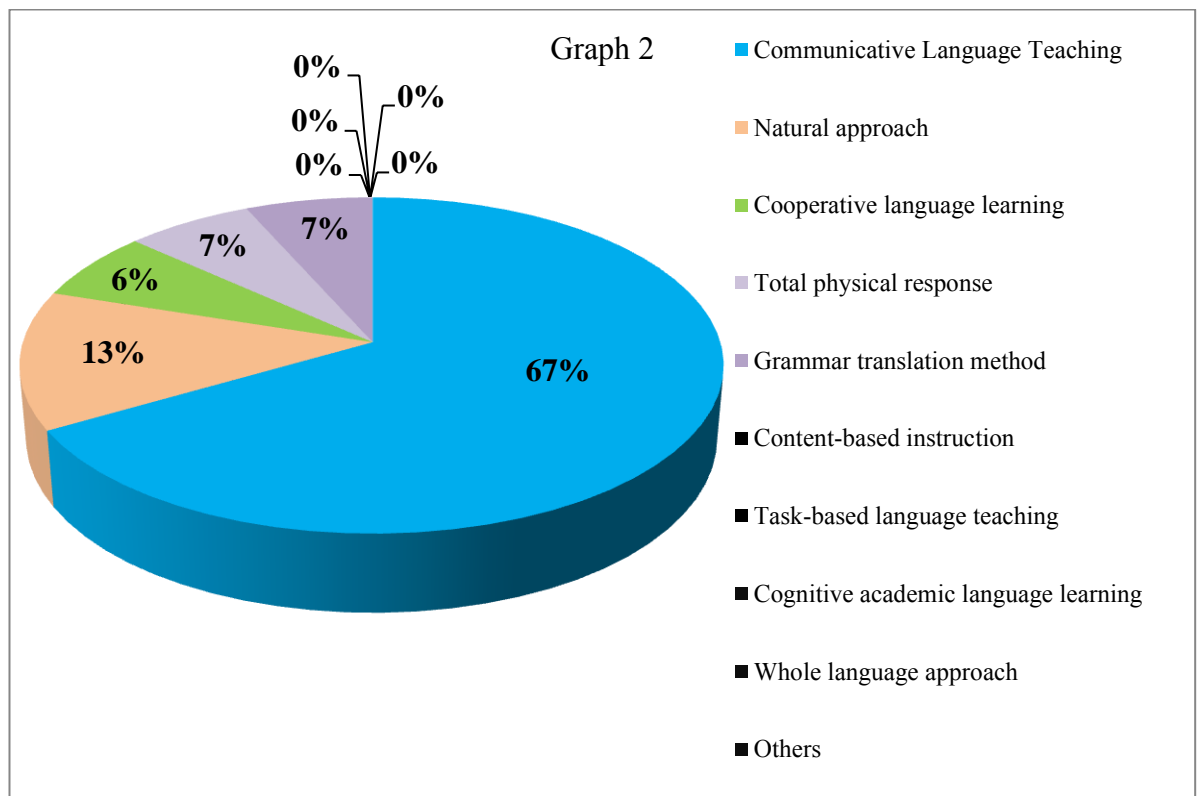
According to this graph, 9 of the interviewed teachers have an English Bachelor's Degree, it represents 60%; 3 of them have an English Master's Degree, representing the 20%. The teacher who has a different diploma is represented by the option Others, that means 1 teacher represents 7%. Also just one teacher has a High School Diploma which represents 6%; the last result is exemplified by No Answer, because there is one teacher who did not select any answer, this corresponds to 7%.

Through these results, we can realize that most English teachers have an English Bachelor's Degree that means the majority of teachers have a good level of academic

instruction. In contrast with those results, we could see a lack of knowledge of the language in most of the interviewed English teachers, according to observed classes. However, a small percentage of teachers did not choose any option; it shows that these teachers do not have a degree, which coincides with some observed classes where we could see the lack of trained teachers.

In addition, the observation sheet was a useful instrument to realize how capable the teachers are in class for teaching, and the majority displayed a good knowledge of teaching strategies.

Which of the following methods were used in this class?



Authors: Gallo Elizabeth/Verdezoto Franklin
 Source: Private High Schools from Quito

This graph shows that 67% of teachers use the Communicative Language Teaching method. The second method is the Natural Approach, with 13% of observed

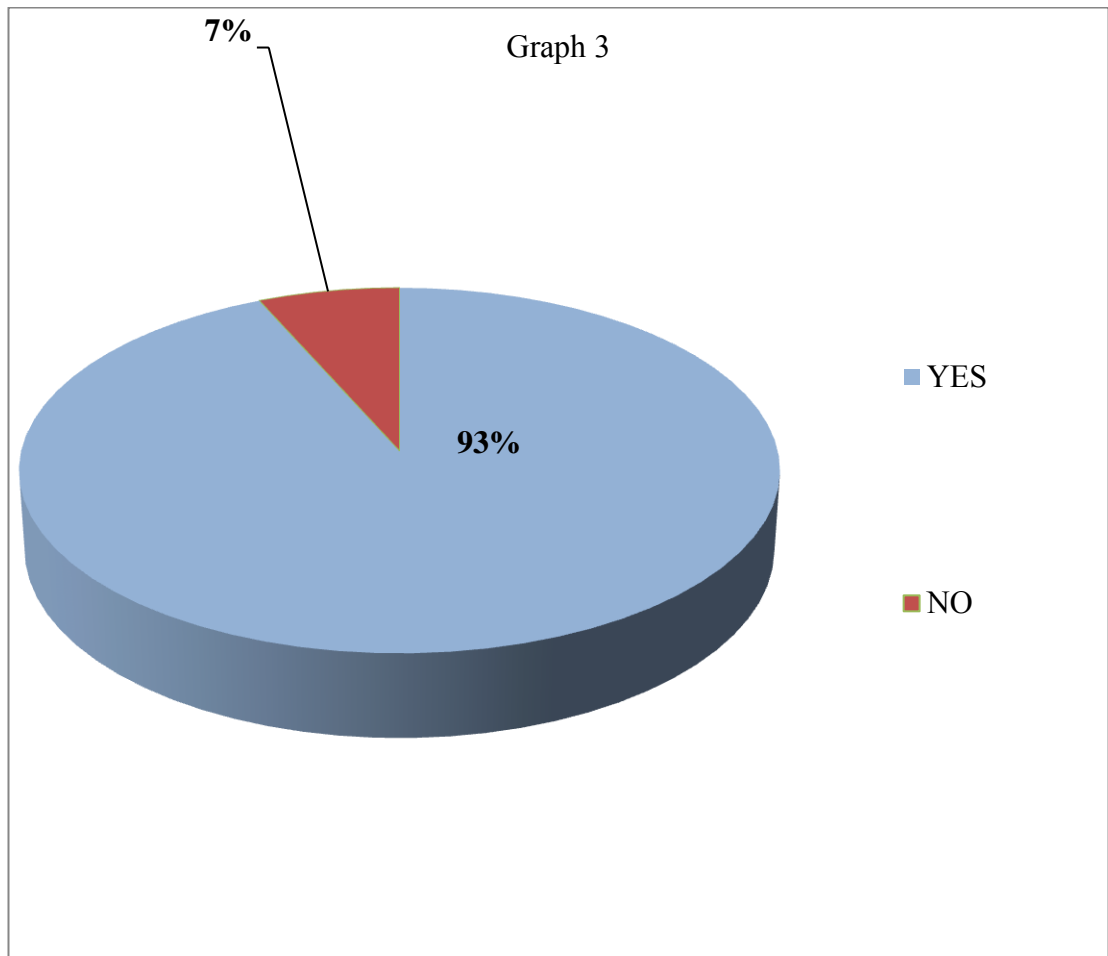
teachers. There are two additional methods, the Total Physical Response with one teacher, and the Grammar Translation with one teacher as well, which represents 7%. Also the Cooperative Language Learning is used by one teacher as well, that consists of 6% of teachers; the rest of methods are not applied in class.

Similarly in the observed classes, we realized that most used methods were: Communicative Language Teaching, Grammar Translation Method and Natural Approach, and the less used methods were: Cooperative Language Learning, Content-Base Instruction, Task-Base Language Teaching and Total Physical Response.

The Communicative Language Teaching is the most used in English classes because, in accordance with Richards and Rodgers (2005 p. 158-172), it has principles like: *“learners learn a language through using it to communicate, authentic and meaningful communication should be the goal of classroom activities, fluency is an important dimension of communication, communication involves the integration of different language skills, and learning is a process of creative construction and involves trial and error.”*

Grammar Translation Method is easier to be used by teachers, because Harmer (2007) describes it as simple lists of grammar rules or words, and the students use translation to practice the rules. In addition, the Natural Approach is a useful tool for teachers to use in the classroom, because according to Richards and Rodgers (2005, p. 179) it is *“based on observation and interpretation of how learners acquire both, first and second languages in nonformal settings...”* and besides it contemplates the comprehension, meaningful communication, and the provision of a correct input that gives the best conditions for learning a language successfully, and it allows the integration and adaptation of techniques obtained from several sources.

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

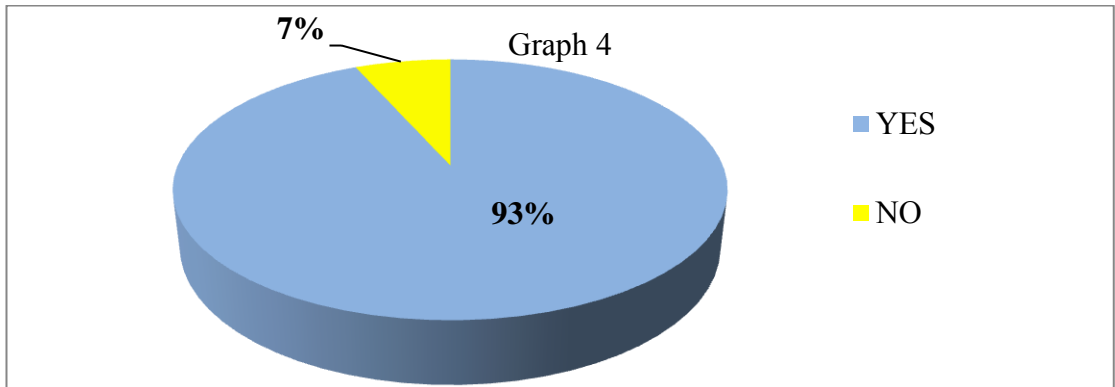


Authors: Gallo Elizabeth/Verdezoto Franklin

Source: Private High Schools from Quito

As we can see in this graph, 14 teachers use whole-group activities in class, corresponding to 93%. Nevertheless, there is 7% of teachers who do not use this kind of activities in class. In contrast based on these results, the observed classes include whole-group activities are the least used. Individual activities are more used in a lesson. This information tells us that teachers do not answer the questionnaire honestly, because most of them in the observed classes do not apply whole group activities; in contrast, the students' answers tell us that teachers use a variety of activities in class that include individual activities, group activities and whole group activities.

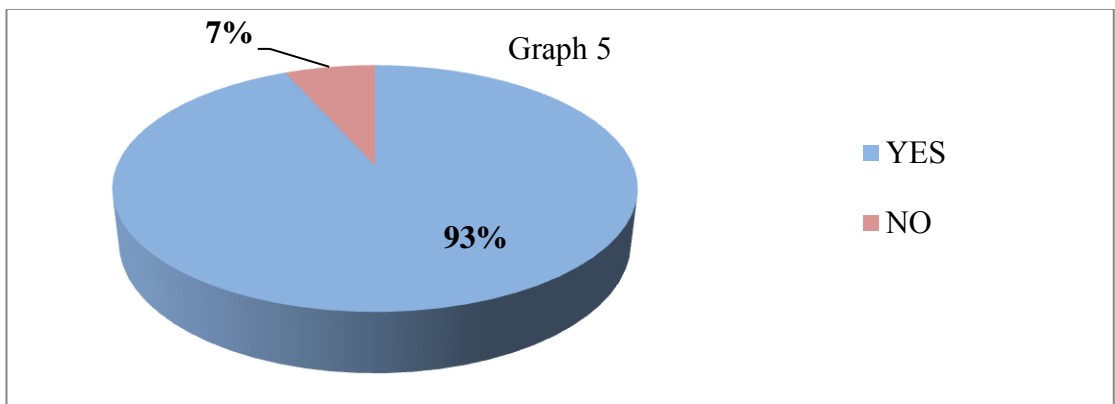
Do teachers use individual activities to teach their lessons?



Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

The results in this graph show that 14 of the observed teachers affirm to use individual activities in class, which represents 93% of the teachers, but 7% of teachers do not use this kind of classroom activities. In addition, in the observed classes we could prove that the individual activities are the most used by these teachers. In contrast with the previous idea, the interviewed students affirm that the English teachers use different individual activities, which are easier to learn. That means teachers plan their lessons and they take into account individual or group activities, as Scrivener (1994) affirms that a lesson design should detail the activities which will be used in the classroom.

Do teachers use group work activities to teach their lessons?

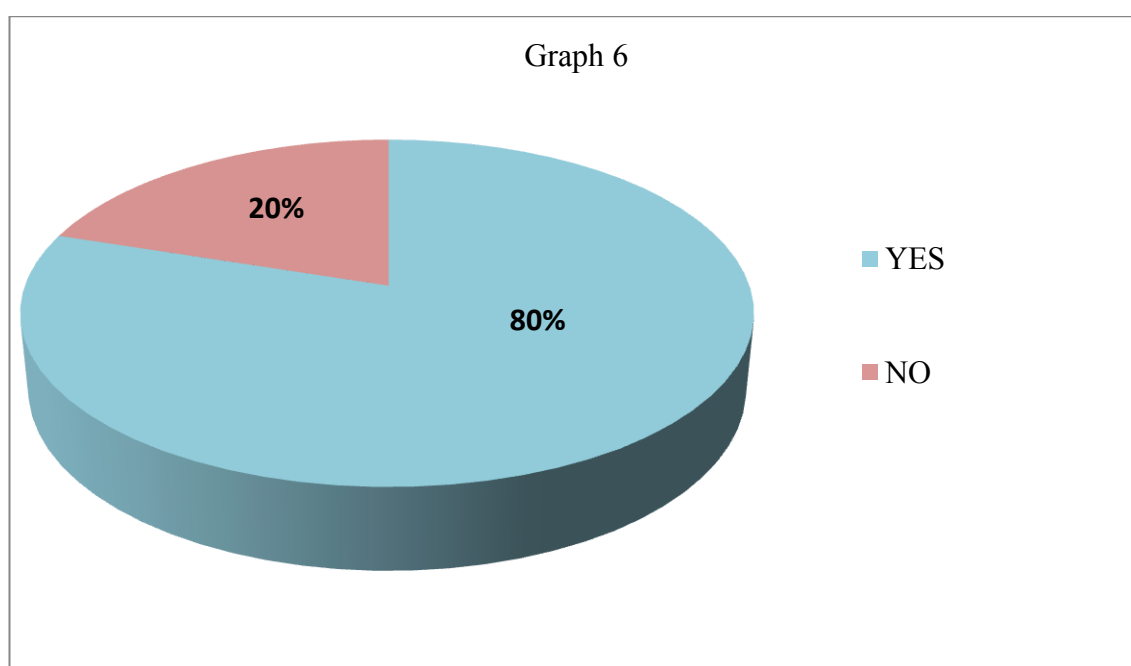


Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 14 of the interviewed teachers (93%) use group work activities in their classes, and (7%) of teachers do not use this kind of activities.

Nevertheless, there is a great contrast in the observed classes, because during the lesson group work activities were not applied. On the other hand, the interviewed students affirm that English teachers use group activities, which allow the students to interact between their peers.

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

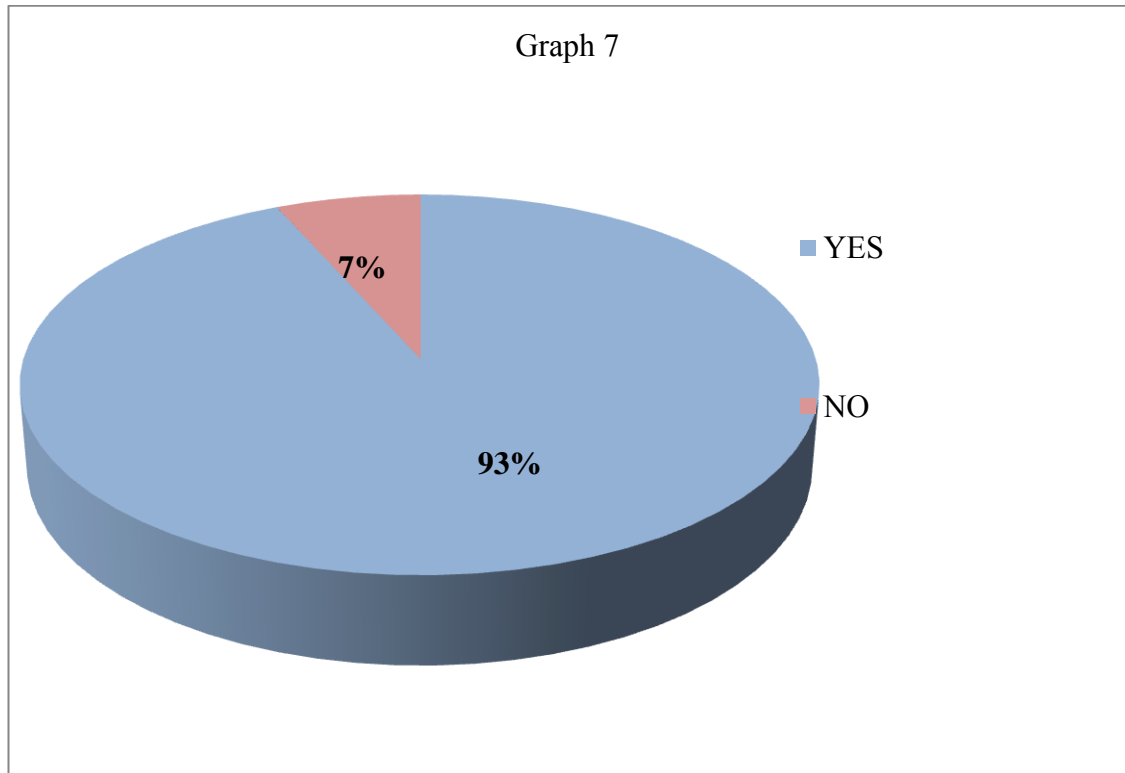


Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 12 English teachers (80%) use English in their lessons, but 3 teachers which represent the 20% use English and Spanish at the same time. In relation to the students' answers, they affirm that most of the teachers speak fluent English in class. However, in the observed classes we could prove that 6 teachers used English during the whole class, and 9 of them use English a little or nothing, because the students were not be able to understand all instructions given by their teachers and also, we could

see that teachers did not have fluency during the class, that means students and teachers were not honest when they were interviewed.

Do teachers plan their lessons?

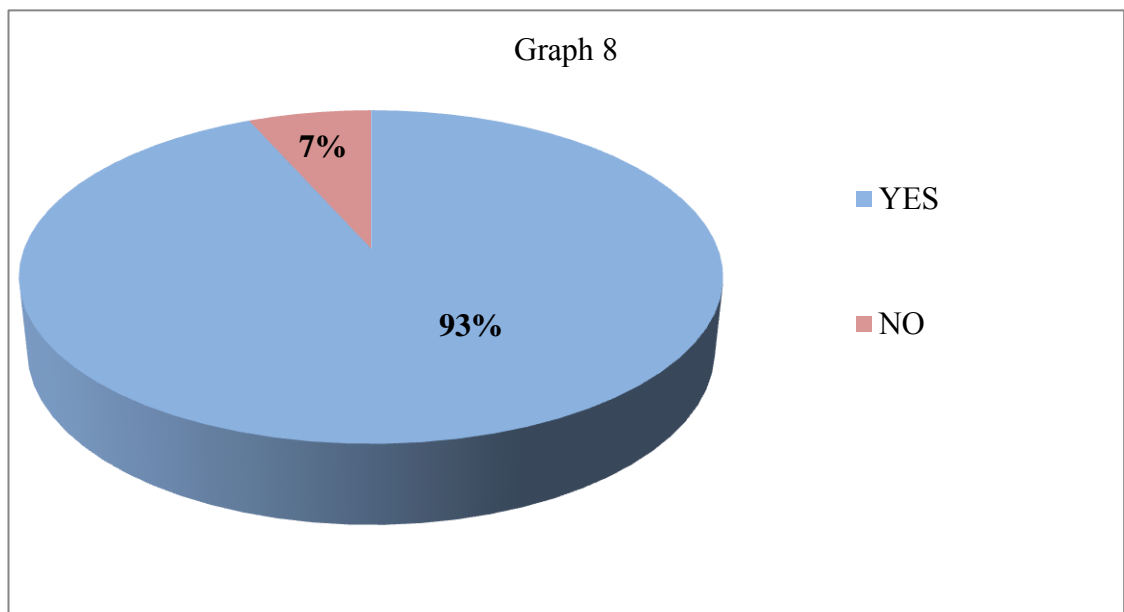


Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 14 observed teachers plan their lessons, it represents 93%, and just one teacher does not plan the lessons which represent 7%. As we can see these results in the graph agree with the observed classes, because most of the interviewed teachers demonstrated that they have planned their teaching processes, because we could appreciate the development of the elements in a lesson plan like: warm-up, introduction, main topic, application, feedback and timing. Scrivener (1994, p. 44, 45, and 49) supports the teacher's idea about the planning, taking into account essential parts in a lesson like: “(1) an outline of the procedure of the lesson (i.e. a description of the

activities, their order and predicted timing) and (2) background information (i.e. aims for the lesson, target language, material used, predicted problems, etc.).”

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



Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

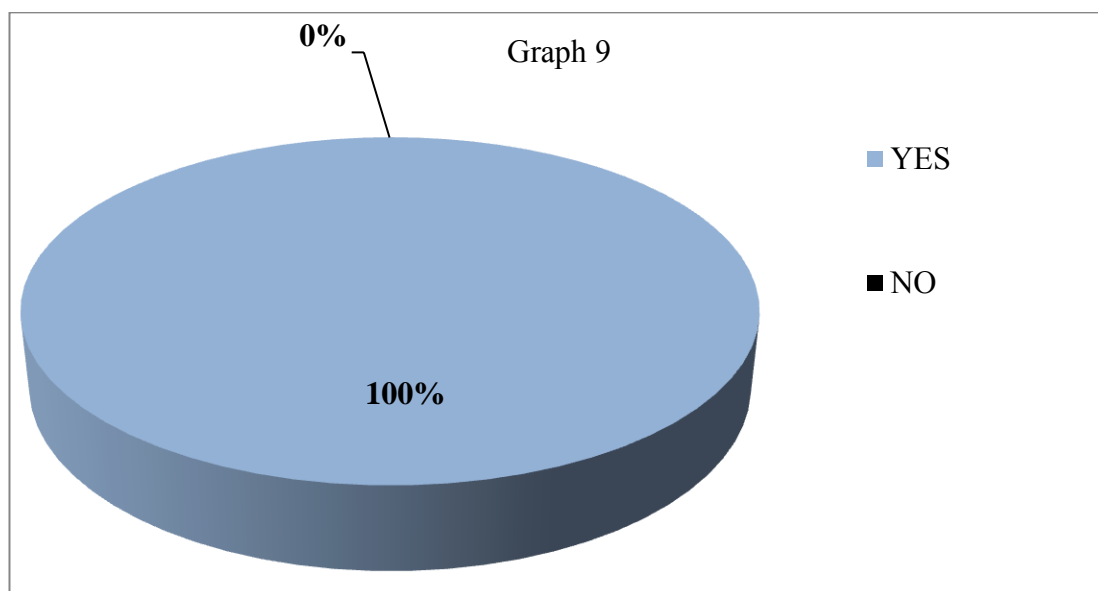
According to the results in graph 8, 14 teachers consider discipline, timing, feedback, and instruction which represent 93%, but there is one teacher (7%) who does not take into account some of these priorities in class. At this point, the observed classes show that most of the observed teachers consider these essential aspects when they are developing their classes.

Additionally, the students' answers show that most of the English teachers take into consideration discipline, feedback, activities management and time management. All this information tell that a large amount of teachers control their classes, and this coincides with the details that we could see in the classes, because the teachers did not show difficulties when they were teaching. It agrees with Harmer's (2007) idea, who

explains that it is indispensable to give enough time to each lesson activity for avoiding students' disruptive attitudes.

Factors Concerning Students

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



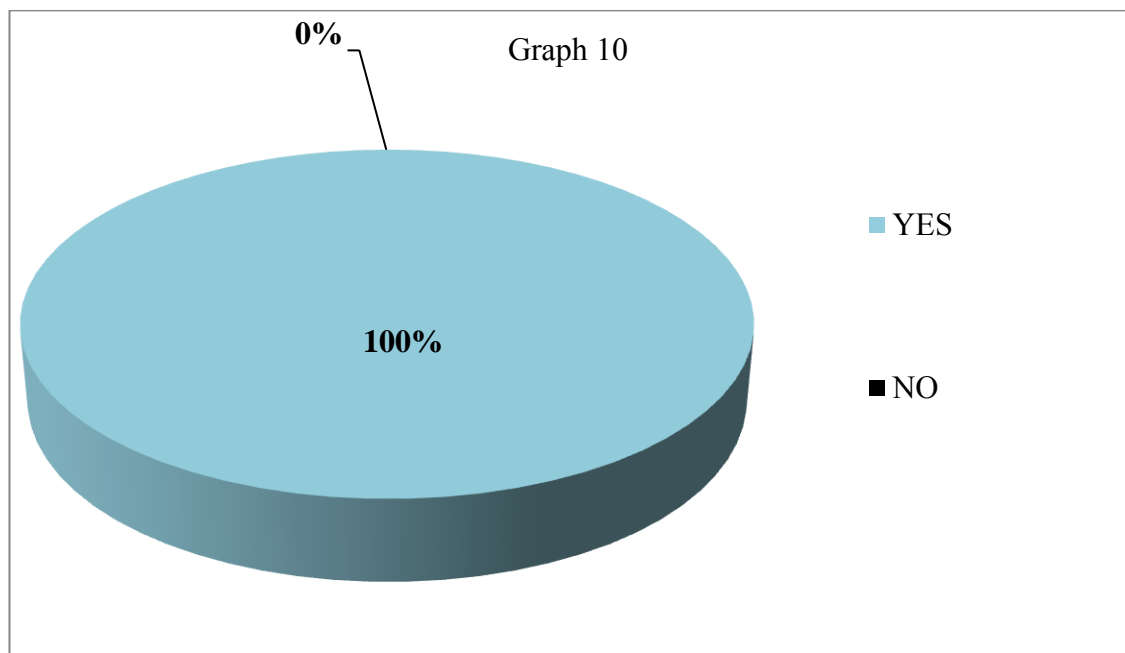
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

In this graph, the 100% of the observed teachers considers students' needs during the English classes. Nonetheless, the observed classes show that 6 teachers consider the students learning needs, and 9 teachers do not. At this point, there is a big contradiction with the observed classes, because we could see that a few teachers consider pupils' needs doing activities according to the students' age, and reinforcement's tasks clarifying the students' questions.

According to the students' answers they feel comfortable with the activities that their teachers use in class. At this point Uhl Chamot and D'Malley (1994) affirm that when teachers take into account the student's needs they also must consider the pupils learning styles, because the students have various manners to get knowledge: visually,

writing, listening, touching objects in a real situation, and to take advantage of these styles the teachers have to use visual, auditory and kinesthetic materials in their classrooms.

Do teachers consider students' level to teach English successfully?



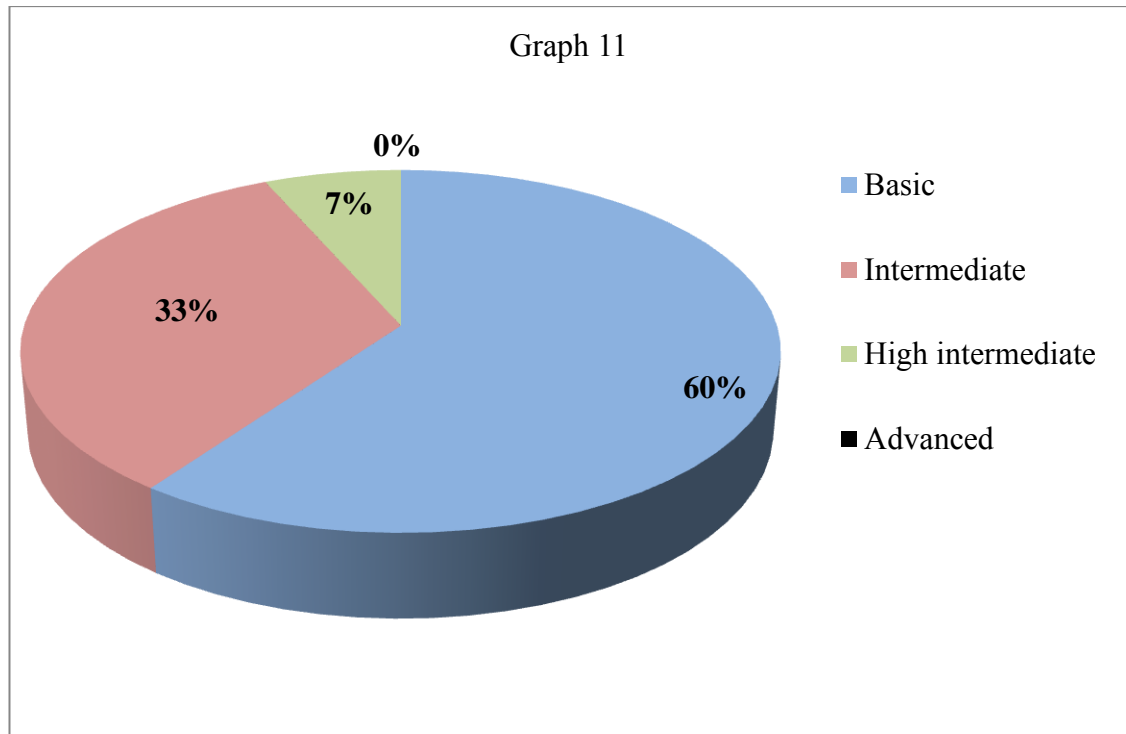
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph indicates that 100% of the observed teachers consider the students' level for teaching. It coincides with the observed classes, where the whole teachers also took into account the students' level, here we could observe that there are learners between Basic and Intermediate levels, and during the lesson the observed teachers used suitable activities for these levels.

Moreover, most of the students' results indicated that the activities are easy in class, but a small group of students consider the activities are difficult. These results let us visualize that teachers do not have strong difficulties for teaching, because they have

considered the students' level, however the teachers need to improve the teaching strategies in class to help the learners who consider that class activities are difficult.

Which is the students' level?



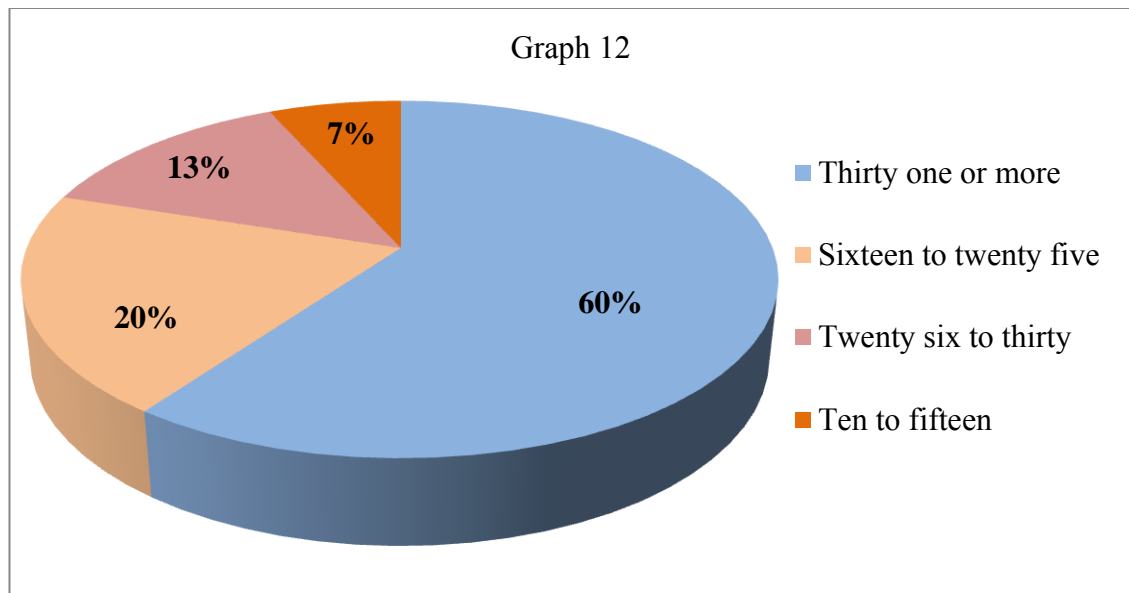
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 9 of the observed students are placed in a Basic level of English, and it represents 60%, 5 students are located in the Intermediate level, and it represents 33%, 1 student is located in the High intermediate level, and it represents 7%, and there are no students placed in the Advanced level. Comparing the observed classes we could prove that the students are between Basic and Intermediate levels, we observed that the students do not understand basic and simple instructions that the teachers give them during the lesson.

Interpreting these previous outcomes, and taking into account that, these learners belong to high school levels; we can say that their English language level is extremely low and their teachers need to improve teaching strategies.

Factors Concerning Classrooms

How many students do teachers have in their classes?



Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

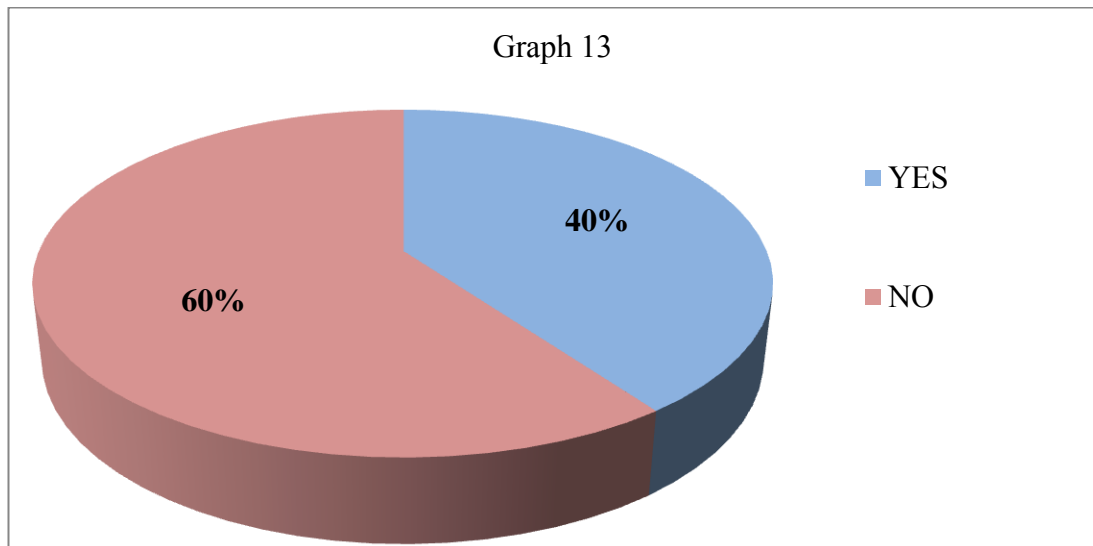
This graph shows that 9 observed teachers have thirty one or more students per class, which represents 60%; 2 observed teachers have twenty six to thirty students, and it represents 13%; 3 observed teachers have sixteen to twenty five learners, it represents 20%; and one teacher has ten to fifteen pupils, and it represents 7%. Comparing with the observed classes, there are 7 classrooms with 31 or more students; 4 classrooms from twenty six to thirty students; 3 classrooms from sixteen to twenty five learners, and one classroom from ten to fifteen learners.

The results of both instruments are similar, because most of the observed classes have groups of thirty one or more students, for this reason the teaching-learning process

could not be developed successfully; as Blatchford, P., Russell, A., Bassett, P., Brown, P., and Martin, C. (2002) affirm, class size affects the students in areas like: behaviour, social relations, attentiveness, and peer relations. Also, class size may modify the students' learning process, because the author insists in that smaller classes the pupils' behaviour and classroom management are better and easier.

According to the observed classes, we could realize that we coincide with the previous authors, because some students in large classes were playing and talking to their partners during the class also, most of them felt uncomfortable with the class size.

Do teachers feel comfortable working with this number of students?



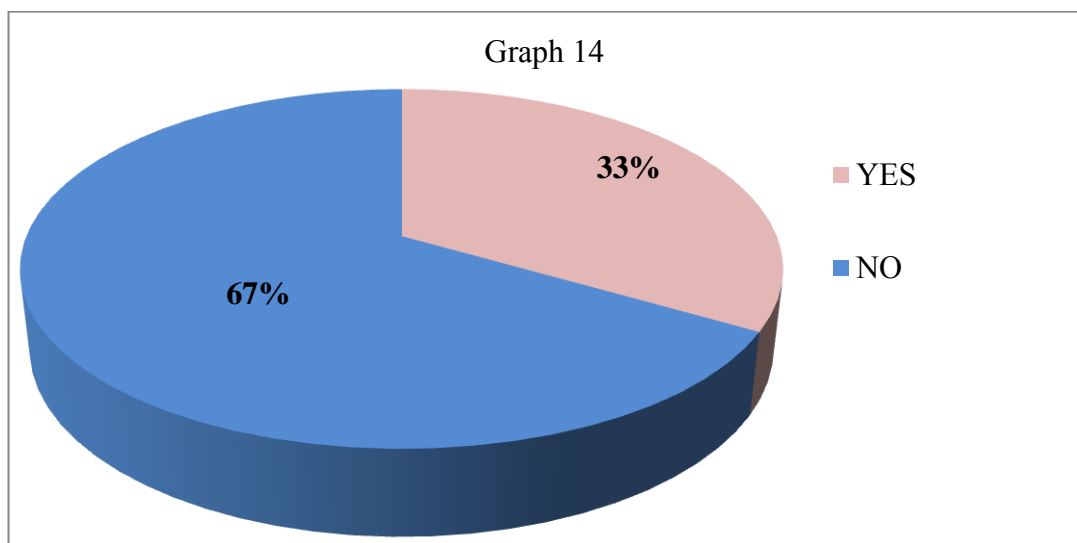
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph above shows how many English teachers feel comfortable with the number of students they teach, 6 observed teachers feel well with their quantity of learners, it represents 40%. On the other hand, 9 observed teachers do not feel comfortable with the number of pupils they have to teach, it represents 60%.

These results are related with the results shown in graph 12, because there are 9 classes with a larger group of students, and there is the same number of the observed

teachers who feel uncomfortable with the pupils' number that they have to teach. Thus, we can realize that although the observed teachers control their group, the teaching of English in larger groups is difficult. There is a contrast with the students' answers because most of them affirm to be comfortable with the number of classmates in class. These results might be because the students' view to learn is different from the teachers' view.

Do teachers have enough space to work with these groups of students?

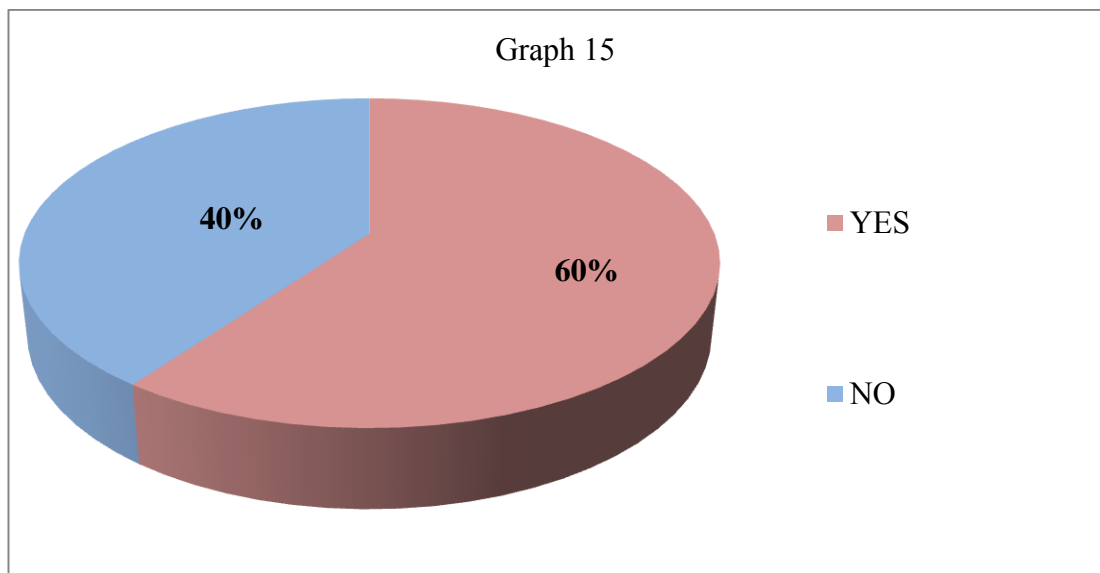


Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 10 teachers do not have enough space to work in class it represents 67%. On the other hand, 5 teachers have enough space to make different activities in class, and it represents 33%. Comparing with the observed classes, we could evidence that 50% of classrooms did not have enough space to work, because the students stayed in the same position (in rows) during the class, for that reason it was difficult to make work groups. At this point, the students and the teachers' opinions agree.

There is a similar appreciation about classroom space in the students' answers, because 50% stated that they do not have enough area to work in, and 50% expressed to have enough space to work in class. After all, this information tells that a great percentage of teachers and students experience space problems at the moment to develop special activities, this fact could be verified during the observed classes, because the students could not move their seats.

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



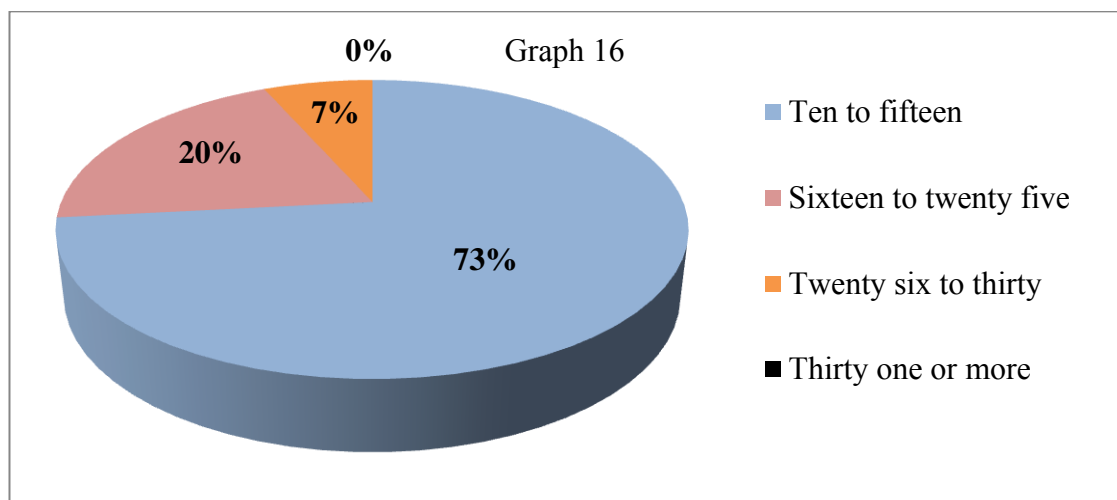
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 9 of 15 observed teachers organize students' seats according to the planned activities, it represents 60%; and 6 observed teachers do not arrange the pupils' seats, it represents 40%. At this point, during the observed classes we could get a close appreciation because, 50% of the English teachers made changes in seating arrangements, but the other 50% of teachers did not do any change.

There is no a relevant difference between the teachers' answers and the observed classes, because there is a large number of the observed teachers who made seating arrangement to develop special activities. Additionally, most of the students consider these changes suitable in their seating arrangement made by their teachers, but there is a small group who thinks that these changes are not appropriate, because the classroom is small and the number of classmates is large.

At this point we can realize that teachers who do not arrange the students' seats for a specific activity, it is because they have not taken into account that teachers can get the students' attention easier, and when pupils are working in pairs or groups, it is an innovation for them; and they will feel more interested in class, so they will need to speak and interrelate between themselves. Lewis and Hill (1985)

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



Authors: Gallo Elizabeth/Verdezoto Franklin
 Source: Private High Schools from Quito

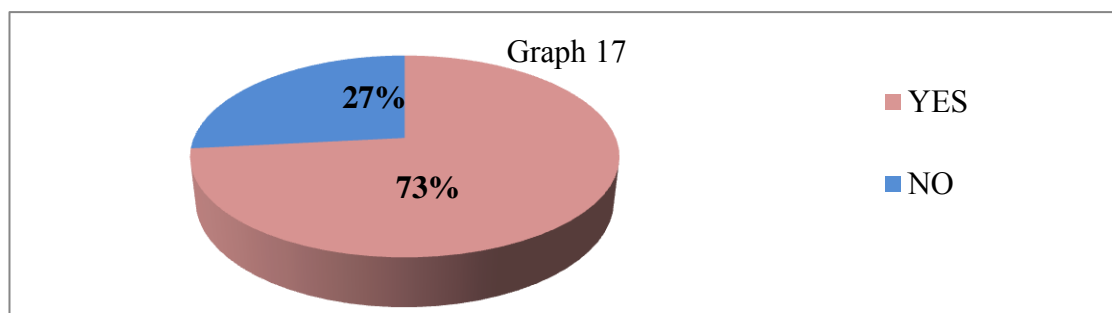
This graph shows that 11 observed teachers think that it is appropriate to have ten to fifteen pupils per class, and it represents 73%; 3 observed teachers consider it is better to work with groups between sixteen to twenty five learners, and it represents 20%; one

teacher considers that it is adequate to have a class from twenty six to thirty students, and it represents 7%, but nobody considers it is a good idea to teach groups from thirty one or more learners.

Comparing with the observed classes we could prove that most of the classrooms did not have enough space to work in different activities, we could see that the students' seats were located in rows, and the number of learners per class was large. Also, some teachers had difficulty, because they could not get the whole group attention to start the lesson, because of the reduced space in the classroom, for that reason teachers used guided individual activities avoiding moving the seats.

Therefore, we consider that there is a large percentage of the observed teachers that would prefer to work in small classes, because they consider it is easy to get pupils' attention, to monitor them and perform individual task. In relation to this, Tyre (2011) expresses that classroom size influences the way how teachers maintain classroom management, and there is a sense of connectedness between teacher and learners, besides when there is an intimate and flexible environment the students may produce the language easily.

Do teachers use teaching resources (TV, Tape/Cd recorder, computer(s), Projector (s), smart board and supplementary materials?)



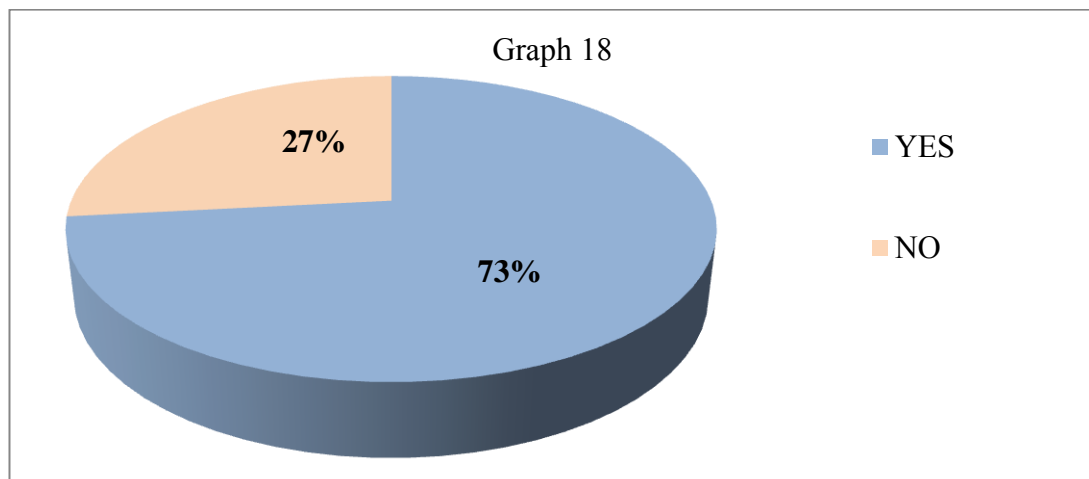
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 11 of the questioned teachers use teaching resources in their lessons, and it represents 73%, but 4 of them do not use these resources, it represents 27%. Comparing with the observed classes, most of the observed teachers do not use other materials, but they use traditional resources like: whiteboard, markers, teacher's guide and students' books.

There is a similar view in relation with the students' answers because 9 of the 15 interviewed learners affirmed that their English teachers use different resources in class, but 6 students expressed that their teachers do not use resources such as: computers, smart boards, TV, projectors, but the traditional only (whiteboard and books).

Finally, with all these results we can see that the observed teachers use frequently traditional resources in their classes, and it is difficult for them to use modern resources, because most of the high schools do not invest in the acquisition of these important teaching tools.

Do teachers consider appropriate the resources they have in class?



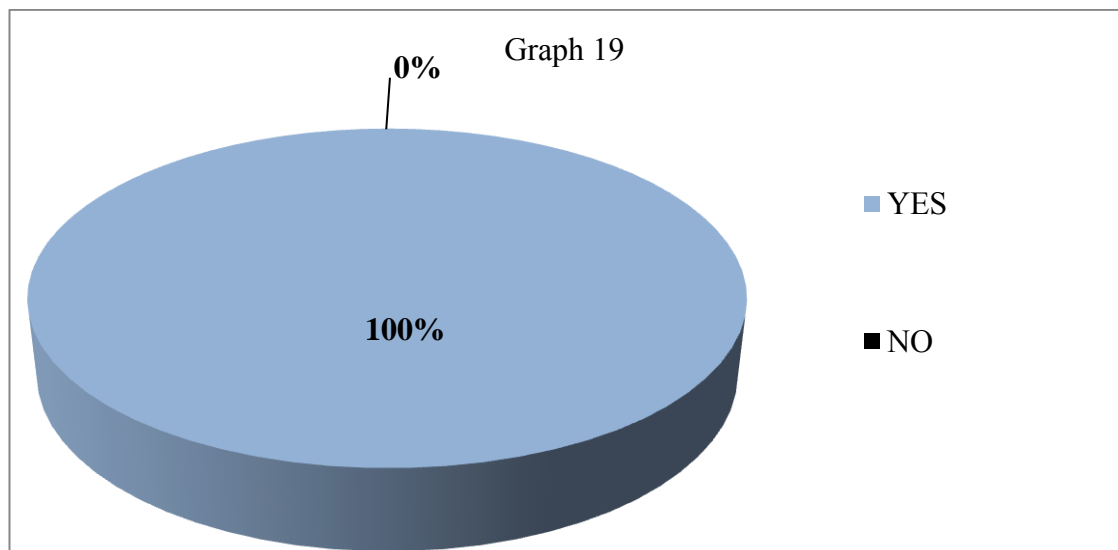
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 11 teachers consider appropriate the teaching resources used in class and it represents 73%; but 4 teachers consider inappropriate their resources

in class, and it represents 27%. According to what we could observe in class, it is important to emphasize that most of the teachers used traditional resources (whiteboards, markers, TV), and they seemed to be accustomed working with them, because they did not demonstrate using other tools (smart board, projector, etc.). However, some teachers suggested that it is important that the educational institutions invest in the acquisition of modern resources to teach English in a better way.

Factors Concerning to the Institutions

Do institutions review the teachers' lessons plans?



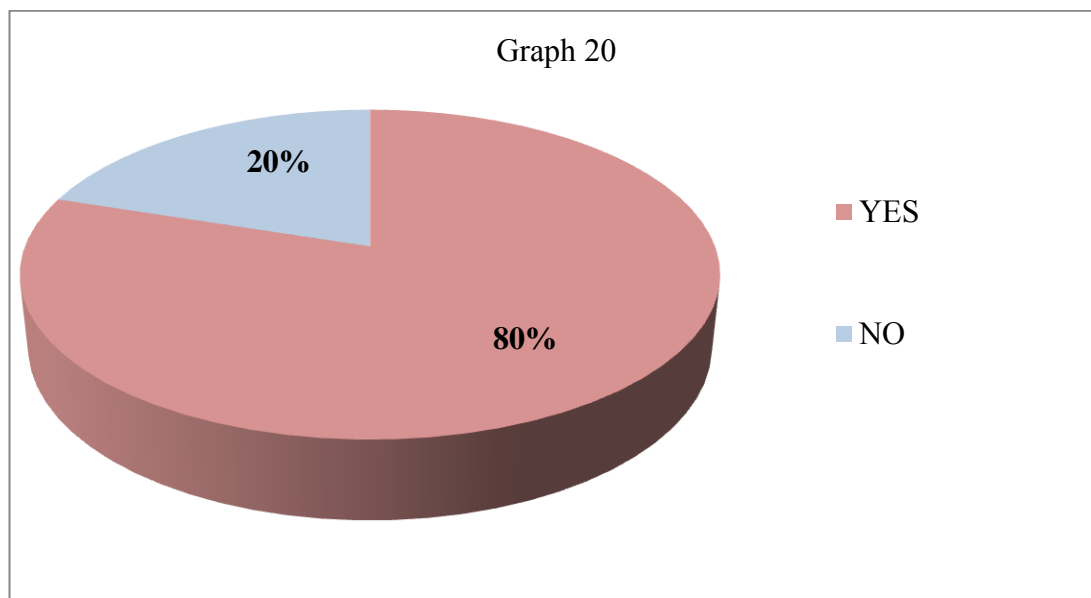
Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

All of the teachers that participated in this study indicated that the educational institutions check their lesson plans, and it represents the 100% of lesson plans. Also, these teachers expressed that their institutions review the teaching process every week.

According to what we could observe, each institution has an English Coordinator who is in charge of verifying the teachers' lesson plans weekly or monthly. Besides, we could prove that most of the English teachers have planned their lessons because, they followed the teaching steps and developed their classes in a clear and easy way; but not

all of them performed every lesson plan during the class, because they needed to give a feedback or review some learners questions.

Do institutions monitor their teaching?



Authors: Gallo Elizabeth/Verdezoto Franklin
Source: Private High Schools from Quito

This graph shows that 12 teachers are monitored by institutions, it represents 80%; and they detailed that the institution monitor them weekly. In contrast, 3 teachers expressed that they are not monitored by their institution, it represents 20%. According to these results, we may conclude that a great quantity of these institutions monitor and verify the English teachers' work, nevertheless, we want to emphasize that there are some institutions which do not monitor the teaching activities, because the institutions do not verify if teachers follow the planned contents.

There is a contrast with the previous graph, which demonstrates that all institutions review the teachers' plans, but not all of them monitor their teachers; this situation means that there is not a good monitoring strategy in the educational institutions.

Conclusions

- The English language teaching-learning process in the observed Private High Schools in Quito is affected by several factors such as: Teachers' level of education, methodology used in class, students English level, class size, seating arrangement, which do not allow developing successful English language teaching and learning processes.
- According to the classroom observations, the English knowledge level of students do not meet the basic requirements of the English language instruction for each grade level and makes it difficult to develop the English teaching and learning process developed by teachers.
- Classroom conditions like: seating arrangement, class size and classroom space make the teachers work harder, because there are many students per classroom, and there is not enough space to develop some activities in class.
- Most of the interviewed English teachers have an English Bachelor's Degree, which means that they should have a clear understanding to speak fluently and teach English as a second language in the classroom. However, majority of licensed English teachers do not speak fluently and have little knowledge of the English language instruction. The students are not able to develop a clear understanding of the English instruction of the lesson taught by the English teachers. Overall, during classroom observations, we noticed that little are no English was spoken during English class instruction.
- Most of the observed English teachers use only traditional resources like: CD recorder, TV, guide books and the common white board, which make students feel bored, which might result in lack of interest to learn.

- Based on classroom observations we noticed that English teachers take little account of the students' needs because of the large number of students in classrooms. Teachers do not make the effort to modify their lesson plans to meet their students' needs.

Recommendations

- It is necessary to encourage educational institutions to acquire technological and modern implements to improve the English language teaching and learning process.
- We are sure that the English teaching and learning may improve in the private Ecuadorian high schools, through the help of institution authorities, providing innovative materials for teaching language in an interactive and creative way; in addition, to support the correct use of technology in the classroom with seminars and educational programs for teachers.
- Although some English teachers have gotten a diploma to teach in High School, we recommend and encourage them to keep studying and updating their knowledge, taking into account the changes and improvements in the educational field.
- As we know the class size influences on the English teaching and learning process, for that reason we suggest that teachers apply other strategies mainly with larger groups of learners, such as: groups work, games, songs, and presentations.

References

- Aduwa-Ogiegbaen, S.E., & Iyamu, E.O. (2006). Factors affecting quality of English language teaching and learning in secondary schools in Nigeria. *College Student Journal*, 3, 495-504.
- Blatchford, P., Edmonds, S., & Martin, C. (2002). Class size, pupil attentiveness and peer relations. *Educational Psychology*, 73, 15-36.
- Blatchford, P., Russell, A., Bassett, P., Brown, P., and Martin, C. (2007). The effect of class size on the teaching of pupils aged 7-11. *Published in School Effectiveness and Improvement*, 18, 2,147-172 Retrieved November 8, 2012 from [http://eprints.ioe.ac.uk/1359/1/Blatchford 2007effectclasssize147.pdf](http://eprints.ioe.ac.uk/1359/1/Blatchford%202007effectclasssize147.pdf)
- Center for Instructional Development and Research. (2012, December). *International Teaching Assistant Program: Conducting Observations for Teaching Assistants who are Non-Native Speakers of English*. Retrieved November 10, 2012 from http://depts.washington.edu/cidrweb/consulting/ta_observation/ta-observation.pdf
- Claxton, C. S., & Murrell, P. H. (1987). *Learning styles: Implications for improving educational practices*. Washington: Association for the Study of Higher Education
- Glasgow Education Services. (n.d.). Monitoring of teaching and learning: *Monitoring as part of the quality framework*. Retrieved January 24, 2013 from http://www.snct.org.uk/library/126/Glasgow_LNCT_monitoring_teaching_&_learning.pdf
- Harmer, J. (2001). *The practice of English language teaching*. Oxford: Ocelot Publishing

- Harmer, J. (2007). *How to teach english*. Oxford: Ocelot Publishing
- Hill, J. D. & Flynn, K. M. (2006). *Classroom instruction that works with english language learners*. Alexandria: Association for supervision and curriculum development
- Khamkhien, A. (2010). Factors affecting language learning strategy reported usage by Thai and Vietnamese EFL learners. *Electronic Journal of Foreign Language Teaching*, 7, 1, 66-85
- Lewis, M. & Hill, J. (1985). *Practical techniques for language teaching*. England: Language teaching Publications.
- Lightbown, P., & Spada, N. *How languages are learned* (3rd ed.). Oxford. Retrieved November 7, 2012 from http://www.virginia.edu/mesa/Events/PedagogyWorkshop/Pedagogy_Workshop_Documents/Pedagogy_lightbown.part2.pdf
- Makovičková, L. (2007). *Brighten Your English Classroom with Unconventional Supplementary Materials*. Retrieved November 5, 2012 from http://is.muni.cz/th/79944/pedf_mDiploma_Thesis.pdf
- Ministerio de Educación. (2011) *Proyecto de Fortalecimiento del Inglés*. <http://www.educacion.gob.ec/fortalecimiento-ingles-fiip/objetivos-fiip.html>
- Narayanan, A., Rajasekaran, N., & Iyyappan, A. (2008). Some factors affecting English learning attertiary level. *Iranian Journal of Language Studies*. 2, 4.
- Palacios, I. M. (1995). A study of the learning strategies used by secondary school and university students of English in Spain. *Revista Alicantina de Estudios Ingleses*, 8, 177-193
- Richards, J.C., & Rodgers, T. S. (2005). *Approaches and methods in language teaching* (2nd ed.). New York: Cambridge University Press

- Robinson, G. (1990). *Synthesis of research on the effects of class size*. Education leadership. Retrieved November 7, 2012 from http://ascd.com/ASCD/pdf/journals/ed_lead/el_199004_robinson.pdf
- Scrivener, J. (1994). *The teacher development series: learning teaching*. Oxford: Macmillan
- Squire, J. R. (2012). *Evaluating English/Language Arts Teachers: A Policy Research Brief*. Illinois: National Council of Teachers of English. Retrieved November 12, 2012 from <http://www.ncte.org/library/NCTEFiles/Resources/Journals/CC/0213-mar2012/CC0213Brief.pdf>
- Stansfield, C. W. (1989). *"Language Aptitude Reconsidered"*. ERIC Clearinghouse on Languages and Linguistics. Washington: Erickdigests.org. Retrieved November 7, 2012 from <http://www.ericdigest.org/pre-9215/language.htm>
- Tyre, P. (2011). *Does class size really matter?* Retrieved November 5, 2012 from http://www.salon.com/2008/08/06/good_school_excerpt
- Uhl Chamot, A. & D'Malley, J. M. (1994). *Implementing the cognitive academic language learning approach*. Massachusetts: Addison-Wesley Publishing Company

Annexes

Annex N° 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLÉS**

OBSERVATION SHEET

EDUCATIONAL INSTITUTION:

DATE:

YEAR(desde 8vo básica a 3ro bachillerato):

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

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

YES () NO ()

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

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

***Students' Level**

Basic () Intermediate () High Intermediate () Advanced ()

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

3. Which of the following methods are used?

Communicative Language Teaching ()

The Natural Approach ()

Cooperative Language Learning ()

Content-Based Instruction ()

Task-Based Language Teaching ()

Cognitive Academic Language Learning ()

Total Physical Response ()

Whole Language Approach ()

Grammar Translation Method ()

Others _____ ()

4. Which of the following activities are used?

Whole-group activities ()

Individual activities ()

Group work activities ()

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

Time ()

Lesson topic ()

Objectives ()

Warm-up activities ()

Introduction of the new topic ()

Guided or individual practice ()

Review/Assessment/Feedback ()

Materials and resources ()

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

Discipline ()

Feedback ()

Activities management ()

Time management ()

7. How many students are there in the classroom?

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

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

YES ()

NO ()

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

YES ()

NO ()

NOTES: _____

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

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

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

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

Annex N° 2



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLÉS

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 () Dificiles () 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 aprende 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 N° 3



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

**MODALIDAD ABIERTA Y A DISTANCIA
CARRERA DE INGLÉS**

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 (*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 N° 4

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 ()