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

TRABAJO DE FIN DE TITULACIÓN

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Loja, febrero de 2014

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DEDICATION

To God, whose word has always guided and strengthened me. Thanks for giving me much more that I deserve.

To the memory of my beloved parents, who have always been my constant sources of inspiration. Thanks for having given me the drive and discipline to undertake any task with enthusiasm and determination. Without your love and support this project would not have been possible.

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Alexandra de los Ángeles Molina Alemán.

To God, who has given me the opportunity to live and enjoy all the good things in life.

I dedicate this research with much love, gratitude, and affection to my dear parents, who have always been there for me throughout my life.

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No one walks alone on the journey of life

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ABSTRACT

Factors that influence the English language teaching-learning process in Ecuadorian private high schools will be the main focus of investigation in this study as well as making recommendations in order to improve the current reality.

The sample, selected from fifteen teachers and fifteen high school students of private high schools in Quito, formed the basis of this investigation. Both qualitative and quantitative methods were applied. The quantitative analysis done was based on the results gotten from the questionnaires sent out to teachers and students, while the qualitative focused on the data collected from the observations and the teachers' interviews.

The results of the present study revealed that the English language teaching-learning process is mainly affected by factors such as lack of an appropriate academic training, inadequate teaching resources in some cases, or the misuse of them in others, class size meaning a lot of students working in a very small space, use of incorrect teaching approaches and methods, lack of a defined teaching goal due to lesson plans not well designed but above all, because of lack of genuine teachers.

KEY WORDS: factors, teaching-learning process, English, questionnaires, observation, interviews, academic training, teaching resources, small space, teaching approaches and methods, teaching goals, lesson plans, non-genuine teachers.
RESUMEN

Factors that influence the English language teaching-learning process in Ecuadorian private high schools será el eje central de investigación de este estudio, así como también la formulación de recomendaciones con el fin de mejorar la realidad actual.

La muestra, representada por quince profesores y quince estudiantes secundarios de colegios privados en Quito, fue la base de este trabajo. Se empleó el método cuantitativo y cualitativo. El análisis cuantitativo se basó en los resultados de las encuestas aplicadas a los docentes y estudiantes; mientras que el cuantitativo, en la información de las observaciones y entrevistas a los profesores.

Los resultados del presente estudio revelaron que el proceso de enseñanza-aprendizaje del Inglés está mayormente afectado por la falta de preparación académica de los docentes, recursos didácticos deficientes en unos casos o el mal manejo en otros, salones de clase con muchos estudiantes en un espacio reducido, el uso incorrecto de métodos y enfoques pedagógicos, la falta de un objetivo de enseñanza definido debido a planes de clase no bien diseñados, pero por sobre todo a la falta de profesores con verdadera vocación.

PALABRAS CLAVES: factores, proceso enseñanza-aprendizaje, Inglés, resultados, preparación académica, docentes, recursos didácticos, espacio reducido, métodos y enfoques pedagógicos, objetivos, planes de clase, vocación.
INTRODUCTION

English is the predominant academic language around the world, so to know and to master this language is a plus for anyone who not only looks for standing out, but also for succeeding in any field.

Mishandling the English language after a long time of studying has become one of the principal obstacles of the students. This can be seen when students try to get engaged in international programs or when they wish to attend a university. An elementary or even worse, none knowledge is shown.

But this problem has not been a great concern to the authority of Ecuadorian government for a long time. To offer all the students an opportunity to learn English has become the priority of the Ministry of Education since this last time.

The purpose of this study is to make an overview of the conditions, variables and factors that impinge, for good or for bad, on the learning of the English language in private high-schools in Ecuador. More specifically, it analyzes how such factors hinder the achievement of the advanced level of communicative competence in the language that students should achieve after completing twelve years of study. Prior factors related to teachers, students and their environment were well considered.

The specific objectives of this study were to identify students’ level in English language and their needs in the classroom determining classroom conditions in which English lessons take place, to identify the characteristics of in-service English teachers as well as to determine institutional facilities and norms regarding quality education.

Conducting a research on the factors affecting the English language teaching-learning process is relevant since it will supply authorities and teachers tips to
improve the actual conditions of our educational institutions that do not allow students to have a proficient domain of the language.

Some studies about this topic had previously been carried out. Chacón, in her study conducted in 2005, for example, attempted to figure out the self-efficacy in teachers’ beliefs for engagement, classroom management and instructional strategies. The limitations that the author found were that the results were based on self-reported data; which means that they were not objective or better said; they were not based on verifiable evidence or facts instead of on attitudes, beliefs and opinions.

Another study related to this topic is the one presented by Abella and Salinas’ (2006), who tried to determine the importance of learning styles in the English language-learning process; which allowed low learners to improve the way they could acquire the language. They did not find any limitation in their study.

Finally, Bojuwoye (1992), in his study identified the factors that affected the students’ academic performance and how both students and teachers faced these factors in order to know their effects. There were no limitations found.

Based on the preceding background, it is necessary to mention that the direct beneficiaries of the present study will be the future learners because if institutions and teachers determine the factors that are currently influencing the English language teaching-learning process, the educational system’s quality will improve by making their weaknesses become strengths.

Results from this study could be useful for all educators who work to construct and carry out programs and policies to maintain a high quality of teaching. It may help teachers to reconsider the way in which they are trained and whether the current programs accomplish their goals. We also believe that this project will stimulate to
enrich the job of teaching, providing instructors with a guide that will help them to make choices in order to improve the current conditions.

Although the research has achieved its aims, there were some unavoidable limitations that did not allow us to have more real results. First, because of the time limit, we could only do one visit per each group. Therefore, there was not allowance to confirm if all the steps to be followed and the elements that take place in the learning process were really accomplished.

Second, some of the responses of the teacher could not be confirmed as true. As some of the questions were subjective; that is, questions emphasized on opinions rather than facts, the answers were too. So they may not reveal real facts.

Finally, there could be evidenced fear on the parts of the high school authorities and the teachers when they knew they were going to be observed and evaluated. Most of the teachers did activities that they would not commonly do in their daily job. This gave the proof that some teachers only prepare classes or use teaching materials when they are aware that they are going to be observed. Even worse, a few of them did not even take into consideration the presence of an observer and hence did nothing in their classrooms. In other words, they spent all the lesson hour on something that they called assessment, which was actually not.

Similarly, some students seemed to write forced answers prompted by something or someone. Probably, they would neither want to disappoint their teachers or give a bad impression of them.
METHOD

Setting and Participants

The first step of the present study was the field research which was carried out in the participants' natural environment, that is to say, some private coeducational high schools located in urban northern and southern zones in Quito. The active research participants were teachers and students, who were observed in their daily settings, the classrooms.

Fifteen teachers and fifteen students from eighth, ninth, and tenth year of Basic General Education and first, second and third year of Senior High School were drawn randomly. Observations in mix gender classes that ranged from 1 to 40 students, whose ages were between 12 and 18 years old, were also conducted. The students, who belonged to a middle economic and social class, attended classes that lasted around 40 minutes in order to learn English as a foreign language.

Although some of the classrooms were overcrowded, most of the schools' buildings and furniture were in acceptable conditions.

Procedures

The topic “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” was the starting point to find all the possible research sources in order to get accurate and valid information for an effective data collection, that not only helped us to know more about the topic but also provided us some theoretical concepts essential to support our Literature Review. Important sources for this study were books, the Internet and previous studies that gave us a reference of the problem areas and the achieved conclusions.

This collection of information included the application of some research
methods such as written questionnaires, personal interviews as well as observations, whose results were appropriately recorded, organized, and analyzed to generate all important data upon which base any arguments in order to draw final conclusions.

Direct observation was one of the ways of gathering data. It allowed us to directly see what the participants did. A weakness detected during the application of this method was the so-called observer effect, which refers to the way in which the presence of an observer in some way influences the behavior of those being observed.

Conversely, the questionnaires directed to teachers and students included a list of well-prepared questions that attempted to get information related to teachers such as their level of English used in the class, lesson design and managing learning; to students such as their needs in the classroom and English levels; to classrooms such as the class size, classroom space, seating arrangement, classroom, and teaching resources, and to educational institutions such as class observation and lesson design monitoring.

Teachers as well as students had to answer closed ended questions that required only a single answer. In some cases, reasons to support their explanations were needed. Notes of any significant or interesting information were also taken.

Finally, standardized, semi-restrictive open-ended interviews to teachers were also carried out. All interviews were conducted through questions and their spontaneous answers allowed us to determine the teacher’s language proficiency, which was set according to the number of questions correctly answered. Teachers were not able to spend too much time on their answers. Otherwise, they would be too much elaborated.
All the results obtained needed to be analyzed and coded. Qualitative data were collected from the opinions registered in the interviews and the observations; while quantitative data, from the surveys. This information was translated into numbers that were displayed and analyzed mathematically, and shown in simple statistical tools such as pie charts.

As soon as the results were gathered and organized, the stage of figuring out what they mean, considering the four variables on record in the teacher’s questionnaires, started. The reason that led us to undertake this research was reviewed too. Then, an examination of data and facts to uncover and understand cause-effect relationships, provided us relevant findings for problem solving and decision making.

The analysis and interpretation of data were done based on critical thinking that implied the understanding of ideas and their relevance and the construction of arguments, backed with reasons, in order to find solutions for the problem areas.
DISCUSSION

Literature Review

There are factors that make some students more successful than others when learning English. That is why it is important to determine in first place, and analyze then, some of these factors. But what is this analysis for? It is to help students and teachers to improve their language learning ability and the teaching process principally and of course, to lead students to achieve excellence.

*Importance of teaching English as a foreign language in Ecuador*

English is undoubtedly one of the most common languages used by speakers of different languages. As the Ministry of Education says, it is valuable in terms of communication in this globalized era that has widened the English language use.

In the same way, The Ministry of Education (2012) recognizes the importance of English not only as a tool that allows us to understand people and cultures; but also as a mean to provide a basis for the elaboration of language curriculum, guidelines and syllabi. It also corroborates the Communicate Approach as a worldwide standard based on the idea that learning a language successfully comes through having to communicate real meaning. And it also insists on the idea that education specialists promote: The earlier you learn English, the better acquisition of knowledge you have.

Moreover and as its main concern, The Minister of Education, Gloria Vidal, is giving the students the best opportunities to learn English.

On the other hand, René Ramírez (2012), a representative from SENESCYT, agrees with the idea of the importance of English in nowadays globalized world, but he also emphasizes its learning as an important tool for university and non-university
professionals in order to get better opportunities.

*Teaching approaches and methods*

Some authors coincide in their definitions about approach and method. They describe the approach as a set of theories and principles meanwhile the method is how to carry out these theories. That is why English learners benefit a lot because of using a certain method or approach.

Richards & Rodgers (2001) acknowledged that an effective way to learn is applying the direct method. This means teaching directly in the target language through the use of demonstrations and visual aid; or better said, through conversations, discussions and reading in the language itself. So translation and the study of grammar are not required. Then, rules are gotten inductively and only everyday vocabulary is taught. As a result, M.E.S. (2010, p. 54) stated, ÒThe words are first taught by pointing to object or picture or by performing actionsÓ.

On the other hand and probably with the same effectiveness when teaching and learning is the total physical response method.

Baker & Jones (1998) and Richards & Rodgers (2001) following Asher’s proposals claimed that the least stressful and probably the fastest way to achieve understanding is through physical activity, through the accomplishment of an instructor’s directions. They confirmed that this method can be used with adults and with younger children as well.

Referring to the Communicative Language Teaching approach, Richards & Rodgers (2001) stated that its principles include learners gaining knowledge of the language with the purpose of communicating; classroom activities focused in a meaningful communication and fluency, trail, and error as a part of the
communication in the learning process. Finally, Harmer (2007) said that people learn the language to communicate with other people. Under this circumstance, this approach is helpful and it provides opportunities to students to learn real language so their learning becomes more practical and meaningful.

Styker & Leaver (1997) pointed out that the Contend-Based Instruction method is based on the subject-matter core because students learn the language when they are interested in a specific topic that generates the necessity to develop a communicative competence. Therefore, there is a direct relationship between learning the language and the content.

Additionally, Vyas and Patel (2009) stated that the Contend-Based Instruction is important to increase the student’s motivation because the student not only acquires the target language, but also gets the content. They also claimed that the motivation is an essential element for students, which allows them to reach their goals in the process of learning the language without feeling afraid to communicate with other people.

Finally, Nagaraj (1996) and M.E.S. (2010) coincided in their points of view about the Grammar Translation method. They affirmed that the learner acquires the language by translating sentences to their mother tongue. They both emphasize the importance of learning grammar and the strict use of a text.

**Managing learning**

The way a teacher directs and controls the activities in the classroom is essential to maximize the students’ learning.

As far as managing learning is concerned, giving instructions is an outstanding factor. According to Harmer (2007), if a teacher is not a good communicator and the
instructions given are not clear, students will not know what to do. He assured that
to get what a teacher expects during the learning process, simple and logical
instructions must be given. After the directions are given, the teacher must make sure
that they were understood by asking the students to explain by themselves what they
have to do.

Nath & Cohen (2010, p. 274) concluded, ŒRemember the children cannot read
teacher’s minds.Œ

Similarly and with the same importance as giving instructions, feedback is
another remarkable element when referring to managing learning. Spratt, Pulverness
& Williams (2005, p. 156) pointed out, ŒGiving feedback is giving information to
learners about their learning. In other words, it is letting students know how much
their learning is progressing, and if in case of problems, motivating them to improve.

Furthermore and although its importance has been promoted among educators,
according to what Drever, Moule & Keith (1999) indicated, assessing student time-
on-task is another but limited way to predict students’ learning. It must be well
directed not only for high level learners, but also for low learners who easily get lost
and do not understand.

McNeil (1994) reported, ŒApparently research indicates that: while 75% of the
day was allocated for academic instruction, only 25% of the way was actually spend
in engaged time, that is, students interacting with materials or actively responding.Œ
(as cited in Drever, 1999, p. 10). Indeed, if learners are engaged more in time,
successful results will be easily gotten.

Lesson design

An effective teaching is evidenced through a lesson design.
Briggs (2008) defined designing a lesson as outlining a sequenced guide of
events that will happen during the instruction. In other words, we can say that it is
like a series of road signs that allow the driver to know where he is going and how he
is going to get to his destination.

Grower (2005) referred a lesson plan as a tool that not only helps the teacher to
determine what and how to teach, but also grants the students’ opportunity to achieve
intended learning outcomes.

Briggs (1994) stated that the responsible of designing a lesson is the teacher.

Some authors agree that the lesson design must include elements such as the
aims or objectives. Indeed, the objectives are the goals that are intended to be
attained through the students’ actions. Mishra (2008) determined that they can be
focused on what the students are expected to know or on what they are expected to
do. Furthermore, objectives can be general and specific. The more detailed
objectives a teacher plans, the more specific and of course, the more likely to be
achieved.

Just in the same way and as Grower, Phillips and Walters (2005) recognized
that the procedure, the second part of the lesson design, should include the activities
that will be done at each stage and why, the approximate time needed to complete the
lesson and the materials the teacher will use. Others but not less important elements
when designing a lesson are the approaches and activities that must be listed in a
sequenced way. They also recommended before listing the activities, to consider the
way the activities are going to be developed. This means individual, pair or group
work, the seating arrangement and the interaction between teacher and students.
Other elements that figures out when designing a lesson are the materials, aids and
equipment. Without them, lessons would be boring and ineffective. They equally advised teachers to provide information about the students and the classroom circumstances. This means to include the students profiles, the timetable fit and the previous knowledge the teacher assumes the students will bring. Likewise, they referred as a good idea to make a note of any problem related to the classroom management. A strategy considered for dealing with it would be desirable, too.

*Class size*

There is no doubt that class size is another important factor to be considered in order to get students’ attention during the teaching learning process.

Cheatham and Jordan (1976), in Smith’s book, determined that there seems to be a close relation between classes of 20 students and an increased students’ achievement. Mc Donald (1980), in the same book, concluded that classes of 15 students have more opportunities of feedback and personalized supervision.

On the one hand, Byram (2000) asseverated that large classes are considered a problem when talking about language learning. Dudley & Evans (1998) added that the opportunities for students’ interaction are reduced and the chances to get to know the teacher are few. In addition, a little classroom control, a lack of individual learning assessment and affective shortness are the most common problems that large classes have to deal with.

On the other hand and according to Morrow’s (2007) point of view, small classes give teachers a better opportunity for individual interaction and for one to one help. Teachers are less likely to feel overwhelmed with groups of different backgrounds and achievement levels. Discipline issues tend to disappear, too. As a result, in small groups, it is easier to provide a supportive environment where the
teacher has more time to devote to the students.

Classroom space and seating arrangement

To maximize the classroom space should be one of the teacher’s ability. Why? Because the classroom environment is a factor that intensely interacts with teaching and learning as McLeod, Fisher & Hoover (2003) supported. They (2003, p. 3) revealed, "The organization of space also affects the way students behave and move around the classroom, as well as how much attention they pay to the instruction."

How can a teacher be sure the he is making the best use of the space inside his classroom? Pursuing this farther and without considering if the classroom settings are modern and well designed with open and airy spaces and full of light, or the opposite; old and badly designed, with no space and no air inlets and completely dark, as Cowley (2010) said, the teacher has to make sure that the physical environment must be attractive and welcoming, very clean, well-organized, precisely defined, enough equipped, full of color, cozy and multi-sensory integrated.

Undoubtedly and as an essential part for effective communication between teacher and students and for successful learning is the topic related to seating arrangement. And as McLeod, Fisher & Hoover (2003) said, assigning students’ seats is not an easy duty.

Seating arrangement must be done according to the tasks planned to be done. Grower, Phillips & Walters (2005) recommended that the first thing a teacher must consider is that the furniture placement must be done according to the teaching style and the physical space. Then, how the teacher sits the students depends on many factors such as the class size, the students’ personality and the student’s performance among others.
In fact, the teacher has the authority to move students to the seat considered the appropriate for them; politely but in a firm way.

Undoubtedly, as they suggested, an example of an effective seating arrangement with moveable desks and when activities need to be faced to the teacher, the horseshoe arrangement is suitable. For a whole class discussion or open pairwork, the same position is advisable. When the students are working closed pairwork, they must move their seats in a way that they can look at each other. In case the students do not have to see what the other is doing, it is useful to make them sit back to back.

The optimal seating when group working is done and depending on the class space, the number of students, the activities and the furniture is the round desk seating or café style This is just without desks, moving them to the corners of the room.

Therefore, to determine seating, the teacher must consider that it will encourage students’ attention and participation as McLeod, Fisher & Hoover (2003) asseverated.

*Classroom and/or teaching resources*

According to Spratt, Pulverness & Williams (2011), the teaching resources are any extra material that the teacher uses to enhance the teaching and learning process. If they are correctly used, they support students’ learning and simultaneously, increase their success. They listed various kinds of supporting materials. Among them figure the board, the overhead projector, the CD and DVD player, the Language laboratory, the realia or real objects used to help teaching, the flashcards, the charts and the teacher; all of them used to develop the four skills through extra
practice or just to make the classes funnier.

Buttner (1997) coincided with some of the teaching resources suggested by Spratt, Pulverness & Williams (2011), but he also added some more like the prop box that is a container of materials that the teacher may use for promoting role-playing into the lessons. The butcher block paper is also proposed to be used. It is a large piece of paper that can be rolled in a large space so students can draw or write on it. Students must give an oral presentation collecting information about new vocabulary, common phrases and questions among others. Index cards enable students to communicate effectively using basic words and phrases relevant in their work environment. Binders are another type of useful supplementary resources when referring to teaching. They are used to individualize students’ information. And at last the graphic organizers or visual aids, available in different types of designs. They are considered extremely useful tools that allow students to parse the lesson into pieces.

Grower, Phillips & Walters (2005) considered the course books and the skills books not only as supplementary materials, but also very helpful.

*Classroom observation*

In the one hand, Marriot (2001) affirmed that the classroom observation is a useful tool to provide feedback to the students and help teachers to grow professionally. Therefore, elements such as classroom routines, use of time and teaching strategies among others are of great value when observing a classroom.

On the other hand, Zepeda (2004) recognized the informal and formal classroom observation. She said that in the first one, the supervisor does not need a complete class period and it can occur whenever he wants. Zepeda (2004, p. 19)
stated, informal classroom observations translate to improved student achievement by using the observations as opportunities to develop a common language for instruction and to promote meaningful dialogue about instruction. In contrast, formal observation is not as the snapshot gotten from the informal. It is a planned full lesson observation that requires elements such as time and date. She also determined the importance of including a pre and a post observation, steps where teachers and supervisors can expose and discuss their points of view about the teaching practice.

Similarly, Marriot (2001) distinguished two types of classroom observation: the general or whole class and the focused observation. She affirmed that an effective whole class observation shows the teaching impact on the attainment and progress of the students. On the contrary, the focused observation concentrates its field of work on a specific aspect of the teaching and learning process, basing its criteria on previous observations.

Learning Styles

The skills and preferences that affect a student’s behavior and the relation with the others, the way of processing information and solving problems and the learning performance are known as learning styles.

Tomlinson (1998) concluded that everyone has a different learning style, so the better educational conditions under which a student is, the better way to learn.

Murphy (2008, p. 3) added, The learning styles are related to the five senses and the learning channels. He also affirmed that there is not a better learning style. Learners must use any learning style but they must not forget to strengthen the weaker ones instead of avoiding their use.

Both authors distinguished various types of learning styles. The visual learner
prefers to see in pictures or images what they are going to learn. The auditory learner prefers to listen to the language using sound and music. The kinesthetic prefers to use the hands, the body and the sense of touch when learning.

Tomlinson (1998) added some more learning styles such as the studial or better known as the learner who pays attention to the linguistic features in a conscious way; the experimental who is more concerned with communication than with correctness; the analytic who focuses his attention on isolated tiny pieces of language; the global who concentrates on the whole in order to pick up from it what he/she considers to be able to learn; the dependent who always relays on someone or something to learn and at last the independent, who likes to learn in an autonomous way. This is from the own experience.

Students' Intelligence or Aptitude to Learn English

Nikolov & Alexiou (2008) defined an aptitude as a natural talent to acquire a language in an easy and quick way. They considered the student’s intelligence or IQ as something apparently different from language learning aptitude. The authors affirmed that an aptitude is something innate and it does not have a direct relation with motivation, personality, opportunity to learn and learning success.

On the contrary, Dörnyei (2005) acknowledged the similarity between intelligence and aptitude. He admitted its close relation with human abilities and also recognized its importance in the learning success. The author affirmed that the foreign language aptitude is a complex of some primary abilities that make the language acquisition easier.

As a guide to determine the factors that influence the English language teaching-learning process, some results gotten from five previous studies will be
described.

Abella and Salinas (2006) reported in their study, the learning styles found in low-level learners. The purpose of this study was to determine the roles that the learning styles played in the English language learning process and the opportunities that allowed low academic performance students to know about their learning styles. This study was conducted in a private school. Regarding the method used, the authors worked with five students whose learning process in the English class were slow. The instruments used to collect data were field notes, students' work and focus-group interviews. As a result, they found important the exploration and incorporation of learning styles and above all, the students' confidence when they chose the activities that conveyed their preferred ways of learning.

To conclude, the authors said that the students could discover their own learning styles when the teachers provided them with different kinds of learning environments. As a result of that, the English language learning process became easier when they incorporated the learning styles. These activities that involved the enjoyable element for learning were part of the environment for exploring learning styles.

Chacón (2005) stated that teachers' sense of efficacy is an important factor influencing teachers' actions and students' outcomes. The purpose of this study was to explore the efficacy beliefs among teachers of English as a foreign language in the selected schools in Venezuela. Data were collected through a survey of 100 teachers and it was important the use of The English Teachers Sense of Efficacy Scale (ETSES) and EFL teachers' demographic characteristics, in order to evaluate the effectiveness of management commitment and teaching strategies. Interviews were
also conducted.

The author concluded that there was a significant and positive relationship between teacher's sense of efficacy and language proficiency. The reason was because teachers set up goals, achievements and efforts for themselves and for their students. That is why it was vital to prepare teachers with a higher competence across the four skills, and to achieve this, the teacher needed to be enrolled with teachers who could contribute and provide them a self-efficacy.

Bojuwoye (1992) carried out a study in secondary schools in Nigeria. The purposes of this study were to research the characteristics or factors that affected the students' academic performance and how the teachers and students rated these characteristics in relation to the degree of their effects on pupils' academic performances. There were 809 teachers (425 males and 384 females) and 1012 fourth and fifth-grade students. They were in ten randomly selected states in Nigeria. The author elaborated a ten-item questionnaire to carry out this investigation. The design of this research was observational. The characteristics considered in this study were physical appearance and structure, location, class size, classroom space, teaching resource materials, teacher shortages, instructional strategies, workload and attitude to work.

Based on his findings, the author concluded that the use of poor teaching resource materials was the main factor that affected the students' academic performance. Consequently, teachers and students must have adequate materials such as textbooks and boards; everything with the purpose of creating a good environment in which students could develop their critical thinking, interests, as well as a more meaningful learning experience. The author also pointed out that not having the right
materials did not mean that the teacher could not teach their students with effectiveness. This would rather allow the teacher to prepare didactic resources that would help him/her to maintain their students’ interest. However, the author felt that the textbooks had an important role in the education system.

Kuruku (2011) made a study to determine if the teachers performed management principles that focused on teacher-learners’ interactions. In relation to the method, six secondary schools: junior and senior were randomly selected from the population. Twelve teachers from the six secondary schools were selected. He used a non-probability quota sampling technique. Three instruments were used to obtain data in this research: first a summary of classroom management principles, second a form to obtain demographic data from teachers that were observed, and finally a tape recorder to record each interaction in the classroom.

Based on these results, the author acknowledged that the less classroom management and ineffective teaching, the more inadequate learning process. He also recommended the importance of setting rules up in the classroom. With the purpose to enhance classroom management, teachers could not tolerate laziness or impoliteness inside or outside the classroom. For future research, he suggested more specialized investigations based on material, classroom space, teachers’ competence/skills and teacher-learners’ interactions on classroom management, for more critical evidences and analyses.

Aduwa-Ogiegbaen and Iyamu (2006) in their study determined the factors that affected the quality of the English teaching-learning process. The main goals were to know if the teachers used the appropriate methods, if the student’s environment was the right for learning English, and if the instructional resources for teaching and
learning English were the correct ones. This study involved 3000 senior secondary school students that were randomly selected in six geopolitical zones in Nigeria. They used a questionnaire and the observation method to collect data.

Based on the findings, the authors concluded that as far as the use of instructional resources is concerned, teachers made good use of textbooks, dictionaries but unfortunately there was no access to the new and modern technology. Nowadays, teachers are considered facilitators of teaching when teachers include technology in their classrooms. On the other hand, the student’s environment for teaching and learning had several aspects that must be taken in consideration because many of the schools were used as pathways or as access roads. The buildings were not in good conditions and students did not have libraries and electricity.

Therefore, these factors directly affected the English language teaching-learning process and as a result when students went to the universities, they had a disadvantage in their academic performance. For this reason, the author recommended improving instructional resources and both, teachers and students, had access to technology for a more effective English language teaching-learning process.
Description, Analysis and Interpretation of Results

The present section reports the results gathered from the application of the direct observation technique and a research instrument like a series of surveys handed out to high school teachers and male and female high school students from eighth year of Basic General Education to third of Senior high school. The participants were randomly selected among some private high schools in Quito. This enabled us to describe first and examine then, all the existing situations as well as to provide a written photograph of the scenario under study.

Qualitative data, obtained from the interviews carried out to teachers in order to determine their English proficiency or better said, their ability to speak or perform in an acquired language, supported this data analysis. All the numbers and percentages in this research, represented in statistical graphs such as pie charts, were attained from the responses to the teachers’ questionnaire, whose items considered factors concerning teachers, students, classrooms, and educational institutions.

The results of the other research tools were used to back up the interpretation of this information.
Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

Graph 1 shows us that ten from the fifteen teachers questioned, numerical datum that corresponds to a 66,66% , have Bachelor’s Degree. This result makes us think that they have a good enough educational background that allows them to perform well while teaching English. But their teaching performance did not reflect the level of education they are supposed to have according to this degree.

In addition, three teachers that correspond to a 20% have obtained high school diploma. This group of teachers did not have the academic preparation obtained in a university. Despite this fact, one of them had a high English level because her mother
tongue was English. The teaching performance of the second teacher was very poor due to the lack of professional training. In contrast, the third teacher, who did not have a university degree, used the language with some ability.

Finally, one teacher, who corresponds to a 6.67%, has obtained a Master’s Degree in English. Though he had university studies, he did not have a good language domain. The last teacher of the group, who corresponds to a 6.67%, has been conferred another type of degree such as Doctorate, one of the highest academic awards given by a university. In spite of all her years of study, she had some problems to communicate the language effectively. This was reflected not only in the pronunciation, but also in the rhythm and intonation; a common problem of non-native speakers.

The Common European Framework of Reference for Languages (CEFR) describes language ability on a scale of levels from A1 for beginners up to C2 for those who have mastered a language. The interview carried out to teachers tried to determine this language proficiency, but unfortunately in some cases, they did not reflect their domain in the different language skills according to their pedagogical training.

First of all, the three teachers with a B1 level confirmed the necessity of development in language competency. Without any doubt, their most important weakness was related to the speaking skill. Teachers could not keep a fluent conversation even though they used grammatical structures correctly. This is probably the result of the lack of an adequate professional training and English practice outside the classrooms too.

In the same way, the five teachers who achieved a B2 level need more practice
to become independent users of the language, even though one of them had a Master’s Degree. In addition, the four teachers with a C1 level and the three teachers with a C2 level denoted to be proficient users of the language, but with a little skill to transfer the knowledge. Despite the fact that some of them were native or almost native, they did not have professional training.

Mena (2012), a teacher of Universidad Andina Simón Bolívar, affirmed that English teachers have not been academically prepared. They do not have domain of the language and if they do not domain the language, how can they teach it?

*Which of the following methods was used by teachers in their classes?*

**Graph 2**

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

In graph 2 it is observed that five teachers, who represent a 33.33% of the sample, revealed the use of the Communicative Language Teaching as their method during the instruction, while a 20% represented by three teachers said that the Task-
Based Language Teaching is the method employed by them. We can also see that two teachers, who represent a 13,33%, use the Natural as well as the Whole Language Approaches.

Furthermore, both the Cooperative Language Learning and the Grammar Translation are methods used by only one teacher that represents a 6,67 %. The other 6,67%, left, represented by one teacher too, corresponds to a teacher that affirmed to use a different method such as Constructivism, that was not registered in the questionnaires.

It is a true fact that teachers work with groups of students who learn and study together in one room, despite having varying levels of abilities or different learning backgrounds. That is why there are found among learners, those who are just learning to speak English, those who are fluent but want to improve their pronunciation as well as those who have conversational English but need to work on other skills.

Consequently and based on these wide variety of students’ differences, teachers need to choose first and use then, the most appropriate teaching methods and approaches in order to effectively reach all the students; taking into consideration that there is not a method strongly recommended.

Westwood (2002, p. vi) affirmed, “The appropriateness and efficacy of a particular teaching method can be considered in relation to the type or learning it is supposed to bring about, and in relation to the characteristics of the learners. So, whichever method decided to be used must include effective strategies, which after being implemented, should aim to achieve the desired learning in the students.

Some teachers of our sample did not take this aspect into account. They did not
even realize that some of the methods and approaches they have been employing are focused on using the language to speak and to understand it, while others are focused on analyzing it with grammatical rules. Hence, they asseverated to be using a method when actually, they were using a different one or even worse, they were not using any method. If teachers do not know exactly how to use each one of the methods, success in learning will never be achieved. Therefore, each teacher should try his or her own way of implementing the right and correct method.

Following this further, it could also be evidenced that most of the teachers observed did not know or have an updated knowledge of the methods and approaches they could use in their classes. That may be the reason why some of them asked some questions about the methods registered in the questionnaires, while they were responding to the survey.

Davis (1997) suggested, “The design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.” (as cited in Westwood, 2002, p. 2).

Based on this proposal, another key point and probably the most important to be remembered when talking about Communicative Language Teaching is the promotion of communication through activities that engage students in the completion of real world tasks which lead to an authentic and meaningful language. As a result, the learners become communicatively competent. With this in mind, teachers must carry out a varied of cooperative group activities that must include interactive language games, information sharing activities, social interactions needed for spontaneous responses, and the use of authentic materials, such as the newspaper for oral discussions.
According to what we have observed and in contrast to what the Communicative Language Teaching proposes, it is important to say that the teachers who affirmed to use this method were not doing that. Even though teachers were pursuing to get the ultimate goal, they were creating instructions courses that only informed the learners about the theory of the task without concentrating on fulfilling it. So in this case, lectures were the most used tool to teach.

As a result, the type of communication promoted did not consider the four skills. Hence, it was not meaningful. Additionally, the students’ participation was individualistic and not cooperative. They became passive learners and moreover, no interactive activities were carried out. This approach seems to be one of the best because it reflects a communicative view of language and language learning.

Equally important to be mentioned is the Task-Based Language Teaching, an approach to teach a foreign language that seeks to engage learners in authentic language by having them perform a series of real world tasks. At the same time, useful vocabulary, expressions, and grammar structures must be pre-taught.

Source: http://scoutingeverywhere.wordpress.com/category/learning-by-doing/
Therefore, the principle "Learning by doing" as it is shown in the graph above, confirms that the only way to learn how to do something is by doing it. As an illustration, parents do not give lectures to toddlers when they prepare them to walk. They just let their children do this and if toddlers fail, they encourage them to try again and again. In the same way, learners should experience the English language by themselves, extracting the most significant from it before drawing conclusions.

Results obtained from the observation show that the three teachers who affirmed the use of this approach were doing the right job; this is, following its principles. In one of the classes, the vocabulary words related to Ecuadorian culture were previously pre-taught. This allowed the students, who were the center of the class, to use the language easily, more creatively and independently without asking the teacher the meaning of a word or its translation continuously. We could affirm that the principles of Task-Based Language Teaching were shown by the students of these groups when they learned by doing, when they did in learning and when they learned for doing and interacting.

It is really important to point out that the best English lessons are often the result of a teacher who has a high or even native proficiency. It helps a lot because students are forced to speak in English to communicate. This method, where teachers compel their students to only speak English, is known as the Direct or the Natural Method of teaching a foreign language. It tries to reach second language naturally. This is, in the way in which the mother tongue is acquired. Its goal is directed to provide learners with a practical useful knowledge of the language; in other words, to learn to speak and to understand the target language in everyday situations. Grammar is then taught inductively and largely illustrated.
According to this method, we can state that along the observation visits, there were two teachers who applied this method; the first one, a native instructor and the other one, a teacher who first learnt and then mastered the language. Both of them heavily emphasized their instruction on correct pronunciation of words and phrases and on conversational skills too. Students, exposed to this authentic language, learn how to speak like a native speaker and easily engage with real and regular conversations that English speakers use every day.

As a matter of fact, we could verify that students, directly exposed to the language, quickly picked up the accent and the pronunciation as they talked to the native speakers. Something important to be mentioned is that students did not look frightened of making mistakes during the learning process. Grammar was not a thorn in the students’ side anymore because it was taught inductively. The application of the Direct Method allowed us to evidence that students were able to understand what they learned, to think about it and to express their own ideas in correct English. The Direct Method needs a good teacher with a good English level.

By the same token, the Whole Language Approach argues that language should be taught as a whole. In the simplest terms, it is a method of teaching reading that recognizes the words as whole pieces of language. Supporters of this method believe that children learn to read naturally, just as they learn to talk and walk. By immersing children in good books, teachers can produce fluent and capable readers.

It is said that Whole Language Approach integrates literacy into another areas of the curriculum, specially mathematics, science and social studies. It not only emphasizes reading for meaning, but also uses language in ways that relate to the students' own lives and cultures.
From the fundamental assumptions of this method, we could affirm that there was no teacher who used it, in spite of their asseveration. None of the teachers could be seen as learning promoters through discovery rather than direct instruction. There were not reading activities carried out by the teachers neither.

Another method is the Grammar Translation which offers the possibility to learn English through a detailed study of its grammar and translation of sentences into the students’ native language. It focuses the reading and writing skills on oral work. Vocabulary is taught through a list of words that must be memorized. Most of the time, it depends on the texts used by the students. The application of this method hardly enables learners to participate in the class because skills such as listening and speaking are not given great importance.

Unfortunately, we have to say that the Grammar Translation is the method most commonly used by the majority of the surveyed teachers. It is very easy to be followed and hence it can be used by any teacher who is not good in spoken English. Most of the classes carried out were half English and half Spanish. Explanations of grammar were made in Spanish. Teachers affirmed that this is the only way to assure the learners’ total comprehension. This factor did not lead students to an effective communication. Besides, memorizing the vocabulary did not help the students to learn and what is more, to use the language. As it could be evidenced, students were bored of doing this.

Even though this method seemed to help the lower language learners, the emphasis on the rules led to an unusual use of the language by both teachers and students. As students had the opportunity to speak using their mother tongue, they did not make any effort to use English. That is why students, who had spent several
years studying a foreign language, were not able to speak that language. Most of their time was spent in learning about the language, not the language itself.

Another and not less important method considered by a few teachers is the Cooperative Language Learning. As its name suggests, this method makes students work together in small groups to accomplish a shared learning goal. For this reason, cooperative activities involving pairs and small groups of learners in the classroom are encouraged. But when forming groups, teachers must consider factors such as the activities to be carried out, the learners' age and type of knowledge among others.

Based on its principle of cooperative activities and interaction, we could confirm the usage of this method by a teacher who did asseverate to use it. Her students were working in the same material. They were given different pieces of information taken from a whole song. While listening to a song "We will rock you," learners were supposed to join the different parts that were written in small pieces of paper. The final goal was to get the lyrics of a song. In this activity, every member of the group was responsible of the part of the work they had to accomplish.

During the students' work, the teacher walked around the class trying to make sure that everyone in the group was working. Even though the additional work the teacher had when preparing the material for the students, they seemed to like the activity and what is more, they seemed to be having fun.

The students observed were part of a multi-level group. In spite of this fact, the activity not only encouraged everyone to work, but also allowed them to do a proficient work. And moreover, this activity helped lower students to improve their productivity and academic achievement as well as social development and relationships and it also provided them opportunities to communicate. The only
problem that could be observed was the number of students in each group. Due to the size of the class, at least eight students were part of each group. This did not consider the recommended group size that is two to four.

Rowe (2006) considered, “Constructivism as a theory about human learning, not specifically a method of teaching.” (as cited in Westwood, 2002, p. 3). Under this point of view, we can determine the teacher’s asseveration of Constructivism as her method to teach as incorrect.

If we take into account what Constructivism claims, that is to say the individual construction of the knowledge carried out by the learners, we could affirm that this fact could be verified in a student, who although her physical disability, tried to evaluate what was valuable and what was irrelevant by asking questions or by applying the natural curiosity to the world through the exploration of new things. As soon as she got progress, she started developing strong abilities for language acquisition. Through a permanent assessment coming from her teacher, she was able to combine all those new ideas in order to apply them in a practical way in her life.

Difficulties such as confusion and even frustration could not be detected. The student seemed to enjoy the way she was discovering learning because she was actively involved in the process. She was not a passive listener. Mental processes such as thinking and understanding, in contrast to memorization, played an important role. Group work looking for collaborative activities or ideas exchange could not be observed because she was the only student in the class.

On the other hand, students through their commentaries showed that regardless the method used by their teachers, they like the way their instructors teach English. They shared with us some of the reasons that help to support their answers. They
consider their classes didactic and interactive where practice and communication are possible; easy because they allow understanding; funny because they can play as well as learn through games; instructional because discussions, role-plays, projects are well directed, and adequate instructional and learning methods are used.

In contrast, the student who does not like the way her teacher uses to teach English as a foreign language indicated that her dislike is due to the lack of interesting and dynamic activities. She said that her teacher just talks and talks and forces her complete the exercises in the books and notebooks. This kind of actions, by sure, does not follow the principles of any of the methods used to carry out an effective learning.

Accordingly, teachers should follow Mukalel (2005, p. 102) proposal that states, “What should be done is to integrate into the various methods of teaching English, classrooms techniques based on communicative language teaching. Do teachers use whole-group activities to teach their lessons?“

**Graph 3**

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito
Graph 3 lets us know that thirteen teachers, who represent the 86.67% of the total sample size, affirmed that they use whole-group activities to teach almost all of their lessons. Most of the teachers said that they use to organize the class as a whole group participating in an activity.

They think that this collaborative work, that is always following a common goal, tries to make all the students’ ideas; questions and opinions become important elements in the learning process. At the same time, this stimulates a great involvement of every learner in the class.

In other words, teachers tend to do an organization in such a way as to make all the students take part in some kind of activity or in the same task, but always under their direction. Teachers affirmed that it seems to be more fluency and meaningful exchange in large groups where whole-class activities are promoted; while in small groups, there are more opportunities for the students to work as a unit.

Surveyed teachers also revealed that whole class activities work well when they try to explain new ideas and concepts or when they summarize what has been taught or done in the class lesson because it tends to involve all the students in the same activity. They were pretty sure that this strategy does not expose students to the anxiety and fear of speaking a foreign language.

We could verify that this strategy was applied when a teacher made the students play the game A ï Z race, but this whole class activity that was being carried out, brought about some difficulties. The excitement of playing the game caused misbehavior and noise due to all the students needed to run to the board to write a word. Competitiveness, in such a way, created an inappropriate educational environment for learning. Students only wanted to win and it did not matter how
supportive they were for each other. In any case and despite everything mentioned before, the whole class activities helped students to develop some cognitive skills and facilitate their learning as well as to improve their relationships with each other.

It could be observed that in classrooms where these kinds of activities were applied, both students and teachers were benefited. Teachers had more chances of contact with all the learners, students’ progress was easier for being monitored and overall, there was an increased students’ engagement with the activity being done.

On the contrary, two teachers that correspond to a 13.33% do not use whole-group activities because of the size of the groups. Teachers affirmed that a great obstacle for this kind of strategy is large groups. They stated that some of the interactive teaching tools such as individual class participation cannot be used because only a reduced amount of students will have the opportunity to participate. They said that if the teachers willed to make all of them participate, there would be a considerable waste of time.

In contrast, we could say that without caring the type of group teachers have, whole group activities allow students to make them feel that they belong to the class and they also give them the opportunity to take part in enriching activities such as the exchange of ideas, opinions, and skills, too. Whole-class instruction also helps to identify students’ prior knowledge and experiences that will affect new knowledge acquisition.

Therefore, the whole class teaching offers learning-centered ways to maximize entire-class instruction by creating energizing, engaging teaching that everyone will find useful.

Cooper (1993) suggested that students learn more from whole class activities
because they involve explanations and questioning techniques.

*Do teachers use individual activities to teach their lessons?*

**Graph 4**

![Pie chart showing 86.67% of teachers use individual activities, 13.33% do not.](image)

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

In graph 4, thirteen teachers that correspond to 86.67% use individual activities to teach their lessons. They ratified the importance of this strategy, especially when teachers need to deal with individual differences in order to make the students feel more comfortable, independent, and confident.

Teachers confirmed that the handling of this type of work means the possibility to make sure the students have understood everything taught and the possibility of getting to know the students’ weaknesses too. Moreover, teachers are given the opportunity to help learners to reach a successful spoken communication level. They emphasized that if teachers do not have the conviction of the efficacy of
this strategy and not enough knowledge too, they cannot do the individual work well.

By contrast, a 13.33% that corresponds to two teachers, said that they do not use individual activities. This could be observed in a class where there was only one student. Individual activities carried out there allowed the teacher to measure the understanding level of the students and to do a one to one work; a fact that gave as a result a faster and more effective learning.

The reason that explains why the other teacher did not use this strategy in the class was because of the large amount of students in her group. Even though large classes do not provide opportunities for working with students who have common needs, teachers must try to guide some kind of individual work in order to get to know their performance and behavioral differences.

Even though the effects that an individual activity would produce such as the reduction of the possibilities of the students’ relationships or the long hours it will take to a student to complete a task, teachers must not forget that individual activities release students from the stress of performing in front of the class. Through these activities, the teacher can help to build students’ confidence in order to make them self-reliant.

At certain times, students may benefit from a short intense one to one session with the teacher. In addition, short focused sessions of well managed individual teaching, can enable learners to develop skills that allow them to be included more fully into group and whole class situations later.

Despite most of the surveyed teachers and students corroborated the use of individual work, this could not be verified in the activities that most of them did during the observation.
Do teachers use group work activities to teach their lessons?

Graph 5

- **YES** 93.33% (14)
- **NO** 6.67% (1)

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

Activities in which students organized in groups talk and communicate more willingly interacting with the others are said to be carried out by fourteen teachers, which is the 93.33% shown in graph 5. This strategy, as it is known, not only allows students to learn through discussion, but also to share ideas and opinions and to work in collaboration with one other. Undoubtedly, they are used to maximize students’ learning.

When grouping students to work, teachers should consider cognitive, social and emotional factors among others. The cognitive factor, which is related to the students’ ability for the language, should be taken into account in order to foster deep learning through a creative exchange of ideas. Under those circumstances, more advanced learners can gain confidence and improve competence by helping and teaching lower level classmates, who may feel stigmatized because of their academic
underachievement.

Group activities observed to be done by some teachers, involved these ways of grouping students. Then and after having a problem set, students were stimulated to look for a solution. If they did not do their best, undoubtedly they would not be able to complete the given task proficiently.

It is true that group work activities allow students to choose their level of participation but at the same time they could promote noise, less participation opportunities of passive learners and in some cases difficulties in groups’ organization because students like to organize themselves according to their preferences and not according to what the teachers want or consider the best.

Though this type of activities seeks to ensure maximum participation from all the group members, this could be slightly evidenced due to the fact that not all the participants worked with the same interest and the same responsibility. This strategy applied in some groups, made the lower level students become dependent and with a very little initiative, probably because there was a lack of assertive teacher’s direction. Group work activities under proper conditions as control, encourage an appropriate peer learning, a close interaction and of course, an improvement of the individual students’ quality of learning and their emotional aspect too.

Furthermore, it could also be noticed that in some cases, group activities helped teachers not only to manage time effectively but also to reduce workload involved in assessing, grading, and giving feedback to students. But unfortunately, some teachers used group activities wrongly. These community work activities mean for the teachers, in this specific case, a way to rest or to do any other activity while students were working.
In spite of all the advantages that the application of this strategy brings, some disadvantages such as noise, students making mistakes, inability to control the class among others were found.

On the other hand, one teacher that represents the 6.67% of the population researched, did not use group activities because she only had one student in her class.

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

**Graph 6**

As it can be seen in graph 6, an 86.67% that corresponds to 12 teachers assured that they use English most of the time in their classes. Students revealed in the questionnaires that their teachers use this foreign language but not 100 percent.

From the results obtained, we can state that this fact is not true at all. During the observation, it was confirmed that five teachers from the analyzed staff used English 100%. In this group, it is included an English native speaking teacher, who does not speak any other language than English. On the other hand, seven teachers...
used English 75% and three, 50%. Regardless of the percentage reached, the form of communicating was not so fluent.

Furthermore, two teachers that are the 13,33% said that they did not use English most of the time in their classes because of the level of the knowledge of the students. They confirmed the necessity of using Spanish when they are explaining a topic that the students do not understand. They do that to assure a total comprehension.

To put it in another way, teachers feel that most of the time they have to use their mother language to make sure that their students understand what they teach in class. But it is not a good method or technique to follow or to use. The information acquired in this way is easily forgotten because it is learnt out of context and with no relation to real life, there is a dependence on translation and memorization but overall, it does not encourage communication.

To avoid these problems, teachers need to be very creative and use all the resources they have. They can use teaching materials or any tool to support the students' learning. Flash cards, drawings, worksheets, games or any others can be used in order to provide students with many opportunities to gain or to practice a new skill. This will enable them to get more involved with the language, which is being taught in a more real way.

On the other hand, students also need to realize that they cannot turn to use their mother tongue to feel more secure or comfortable when they want to communicate with the others. Teachers' duty should be aimed at making the students feel more confident. This means to let the students know that they can communicate with their teachers without regard to the mistakes they can make.
Mistakes then must be considered normal elements throughout the students’ learning process. But like all failures, good things came from it.

Students do not need to go anywhere to learn English and become fluent speakers. They only need to surround them with this foreign language. If teachers allow students submerge themselves in English constantly by hearing it, they will get used to thinking in English. Moreover, they are obliged to use the language and therefore have the opportunity to practice it all the time.

Do teachers plan their lessons?

Graph 7

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

Butt (2006, p. 2) stated, “The key to good teaching, purposeful class management and the achievement of sustained educational progress lies in effective planning.”

In other words, the key aspect of an effective teaching process is the one
concerning to the design of a plan which main objective is to show all classroom activities each day.

Graph 7 shows us that the 100%, which is the total of the sample, plan their lessons. Most of the teachers consider that a lesson plan or the teachers’ guide for running a particular lesson, must include what the students are supposed to learn, how the goal will be reached and the way of measuring each goal achieved. Indeed, they relate a lesson to people lost in the jungle. In this case, the lesson plan becomes the compass that shows the route that will take and guide them to the final destination.

Therefore, lesson plans benefits teachers as well as students. It not only helps to improve the quality of teaching, but also decreases the amount of stress that could be felt in a classroom. It also allows students, as well as observers, to know if teachers are well enough trained. A lesson, without good planning, would become chaotic and could leave the students confused; with no clear idea of what they are doing and why.

According to this and to what it was observed, we can say that the collected information does not match. Considering all the elements of a lesson plan, we could assert that not all of them were taken into account. It was observed that most of them were registered on paper and only a few of them were fulfilled. In other words, only a little percentage was carried out due to lack of a serious engagement of teachers to their job as educators.

The major elements considered by the teachers in their lesson plans were the time, the lesson topic, and the introduction of the new topic, the guided or individual practice, materials and resources. In most of the cases, the other elements such as the
objectives, the warm up activities, the review, assessment, and feedback were ignored or omitted. Moreover, there were some teachers that did not know how to prepare a lesson plan and even worse, they did not know all the elements that a lesson plan must include.

Furthermore, there were teachers who though having affirmed planned their lessons, did not. This was very obvious. Their classes did not have a sequence, the activities were improvised, time was not enough or on the contrary, so long for a class development, there was not any goal to be achieved and moreover, if there was any goal planned at all, they could not attain it for lack of plan and knowledge.

Something expressed by a teacher and undoubtedly very important to be mentioned is the fact that nowadays, lesson plans do not share a common criterion. In spite of complicated and not so understandable guidelines provided by the Department of Education, teachers only plan according to what and how the schools authorities interpret them. That is why we found different structures or formats one teacher to another when planning their lessons.

Under these circumstances, as well as considering a lesson plan as a key to get success to assure the quality of the actions to be carried out, they must not be done because they are a part of the requirements of the authorities. Teachers must be conscious this resource will help to organize their teaching job.

Briggs (1991, p. 193) stated, 

Planning instructional events in the right amount, in the right sequence, and appropriate for the objectives of instruction is the critical task in a lesson design.

Teachers must not forget that discipline in planning a lesson will help them not only to produce coherent and effective lessons but also to determine the most
effective strategies that lead to achieve the objectives and make a class successful.

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

**Graph 8**

<table>
<thead>
<tr>
<th>YES</th>
<th>100% (15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>0% (0)</td>
</tr>
</tbody>
</table>

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

A 100%, that corresponds to the fifteen surveyed teachers as it is shown in graph 8, considers aspects such as discipline, timing, feedback, and instructions when they are teaching their lessons. Teachers acknowledged that a successful classroom management and learning are the result of an effective controlled classroom discipline. Even more, they assured that a class lacking discipline cannot be accomplished outstandingly.

A disciplined class is a class which offers the students the best conditions possible so they can behave in such a way that they show the most positive attitude towards learning; a class where the students' attention is focused on the teachers.
Observations done confirmed lack of assertive discipline as one of the main factors that influence the English language teaching-learning process. Most of the teachers did not perform any active lesson that could encourage students' participation in the class.

As a result, efficient learning could not be achieved. It could also be detected that threats or punishments were often used in order to get the students disciplined and not through setting proper discipline techniques. The consequences such as lack of respect between teachers and students as well as among students, a little interest in taught lessons and inappropriate behavior could obviously be observed. As a matter of fact, teachers ought to apply discipline correctly not only considering penalties, but rewards as well.

Without any doubt, the factor related to time is another aspect of serious concern. Although teachers affirmed that they consider it when planning a lesson in order to cover all the programmatic contents, it was detected that time is the least factor taken into account. Most of the teachers ran out of time and did not complete most of the many contents they had planned to cover. They did not estimate how much time each of the activities the students were doing will take, so in most cases these activities could not be completed.

This happens because they do not consider extra time for the activities that are being done and for the problems that may occur during lesson development. Consequently, teachers need to adjust to finishing what they could not finish in next class. In the same way, completing the lesson before expected time was also observed. This was due to an incorrect timing in lesson planning too. The lesson finished earlier and there was not a backup activity prepared. As a result and because
students did not have anything to do, this gave the students the opportunity for misbehavior.

Undoubtedly, giving feedback effectively as Horne and Brown (1997, p. 86) stated, ‘… is an essential part of any learning process. Giving appropriate feedback to pupils builds confidence and motivation. Feedback also encourages progress as it reinforces existing knowledge.’

Feedback is a means to improving not only the students’ cognitive, but also their attitudinal performance. Observed teachers asseverated that it is another important aspect that must be considered all the time.

Unfortunately, its use after a lesson could not be checked out. Factors such as time did not allow some teachers to supply feedback. In the case it was provided, feedback did not allow opportunities for improvement. Students could not recognize their strengths, only their mistakes. This did not help them to feel confident. Teachers need to know that feedback must offer alternatives instead of problems.

On the contrary, most of the learners ought to give feedback to teachers to let them know how much they liked what they were doing, how interested they were on the material and activities or when they were having problems with the language.

At last and probably another significant point to determine how successfully students will learn is the way instructions are formulated. In contrast to what the teachers said, observations allowed us to determine why some students were focused on tasks and why others appeared to be distracted or confused. That was because the directions or instructions were not effectively and clearly formulated. In fact, failure to hear or understand teachers’ directions undoubtedly resulted in misbehavior.

Instructions, in few cases, were so simple, clear and logical that allowed
students to easily do the tasks as it was told. When the situation was critical because learners misunderstood instructions, some teachers gave instructions by using demonstration in order to confirm their understanding and to make the students’ performance more confident. This strategy not only helped low achievers who could not do tasks, but also attentive students.

Drever (1999) reminds that students cannot read the teacher’s mind. This is why the teachers’ directions to do something must be absolutely understandable.

Factors Concerning Students

Do teachers consider students’ needs to teach English successfully?

Graph 9

Authors: Logacho Gabriela and Molina Alexandra.
Source: Private high-schools in Quito

The answers obtained from the survey conducted reveal that the whole teachers’ population of this research, which means a 100% as it is represented in graph 8,
considers every individual student’s needs in the classroom.

It is a known fact that students are all different, so are their learning styles and learning abilities too. Even though teachers affirmed that they have attempted providing learning options based on factors such as age, personality, attitude, motivation and learning styles, it was observed that individual differences were not contemplated. If teachers had focused on students’ needs, lessons’ adjustments, changes or adaptations would have been achieved. But for some teachers, accommodating the students’ needs meant lowering the academic level. It would have been better to find flexible teachers in relation to the way in which the instruction is delivered.

It is true that working under these conditions, that is to say, considering students’ needs, have become more difficult and, moreover, farther in large groups where it could be confirmed a significant heterogeneity of interests, learning styles, language proficiency and readiness to learn among other factors.

Regardless of these individual differences, students are expected to master the same communicative skills. For this reason, teachers need to find out the areas that interest students in order to supply motivation and confidence. Therefore, they will feel they are emotionally ready to learn.

Likewise, there was found a teacher who considered student’s needs. This was the case of a blind student, who according to our educational rules, must be included in the pedagogical environment just in the same way as the other students, without taking into account her physical disability. A differentiated instruction with the help of the braille code, allowed her to work without any strict assistance or support. As it had been mentioned before, helping all students succeed in their learning is an
enormous challenge that mainly requires considering students' needs.

Theobald (2005, p. 38) affirmed, "Teachers need to be aware of the changes in students' needs so those needs can be met."

Do teachers consider students' level to teach English successfully?

Graph 10

Authors: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

A teaching strategy such as considering the proficiency level of the students must be considered by the teachers in order to achieve success when teaching and learning English. As it is shown in graph 8, thirteen teachers from the sample, corresponding to 86.67%, consider this factor, while a 13.33%, that is represented by 2 teachers, do not take it into account during teaching process.

Schools do not create separate classes for students with different levels, so the differences become much more pronounced when they are all combined together. This can limit teaching-learning English successfully.

During the observation visits, it was confirmed that in most of the students'
groups, there was a wide variety of English levels that went from the students who had a limited understanding of the foreign language to students who indeed had a competent domain of it. There were students who performed below expected level and others who performed above the level. But despite the teachers' asseverations, it could not be observed that the multi-level aspect was taken in consideration.

Working with different knowledge levels brought to notice a kind of delay in the students' progress. On the one hand, there were students who were struggling to learn. They became frustrated and developed low self-esteem because their classmates were learning faster than them, thus blaming themselves for their inability to learn more efficiently.

On the other hand, there were students whose language proficiency allowed them to acquire the language faster than their classmates. As below level students, this made them become frustrated with the teachers for not providing them with more challenging lessons. They also showed boredom and in some cases they misbehaved while they were waiting for the other students to catch up.

Furthermore, didactic materials such as textbooks confirmed that teachers did not consider or effectively handle these different learning levels. In some cases advanced level books were used by students of a basic level or conversely, basic books, by very advanced students. In one way or another, this influenced negatively on the students' academic performance. The below level students did not get motivated because the material they were using was very difficult and unattractive. Conversely, the above level ones get bored and do not work effectively with a non-appropriate material.

An effective management tool in a multi-level class is the use of grouping
strategies because students can assist each other. This helps low-learners to get more involved and participate much more in class.

*Which is the level of the students?*

**Graph 11**

![Graph showing proficiency levels](image)

Author: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

In graph 11, it could be evidenced the percentage of the students’ proficiency level. As we can observe, there are two defined levels depicted: the basic and the intermediate. According to this, there are nine students that correspond to 60%, that belong to the basic level; a stage where learners can understand a little and speak a few words too. In addition, six students that correspond to a 40%, belong to the intermediate level where learners can understand most spoken English, speak well but not fluently, read fairly well and write simple sentences but with mistakes.

In contrast, a 0% corresponds to the high intermediate level where students can understand almost all spoken and written every day English, speak confidently even
in unfamiliar situations and whose writing is quite good. Similarly, there are no students that belong to the advanced level, where learners occasionally make errors or misunderstandings and can communicate clearly and effectively in both spoken and written English.

In fact, a large majority of the students’ performance inside the classroom coincides with the teachers’ appreciation. In some other cases, teachers revealed the heterogeneity of the learners in their groups by pointing all the levels registered in the surveys. In that case, they let us know the necessity of working by levels because learning a language involves a sequence that goes from the easier to the more difficult.

Although teaching English to all level students requires hard work and effort not only by the teachers, but also by the students, teachers must be very creative to implement some actions that can make their job easier, the classes more active and consequently, the lessons more effective, enjoyable, and rewarding.

Shortage of homogeneity among students regarding their general English knowledge was discovered to be a common limiting factor. It is important to point out that having homogeneous groups means having students with a similar or the same level of general English; which allows teachers to group learners according to a same criterion. Heterogeneity could not only hinder an adequate academic progress but also deepen the lower students’ weaknesses.

Hence, the necessity of finding out what the students’ English levels are; essentially because this helps teachers to develop a proper program of instruction that will guarantee students’ successful learning.
Factors Concerning Classrooms

How many students do teachers have in their classes?

Graph 12

Author: Logacho Gabriela and Molina Alexandra.
Source: Private high-schools in Quito

The 13.33%, that corresponds to two teachers as it is shown in graph 12, have ten to fifteen students in their classes.

Cheatham and Jordan (1976) and McDonald (1980) acknowledged that to gain an efficacious achievement during the teaching-learning process, it is better to have less than twenty learners in the classes. This number allows students to have personal attention and more interaction with teachers as well as their classmates and therefore gives teachers the opportunity to provide students an individualized education when they had specific difficulties in some skills. However, few students in a class meant a kind of disadvantage because they had to participate more. As a result, stress and
anxiety caused by the constant teacher’s evaluation could be evidenced.

Contrarily, four teachers from the groups in the graph, that represent a 26.67%, have sixteen to twenty-five, twenty-six to thirty and thirty one or more students in their classes. These teachers had to face large classes. As a result, learning could not be achieved because it is thought that it only occurs in small classes.

Most of the times, teachers relate large classes to a big number of students and therefore, to more work, misbehavior and noise, inadequate monitoring of students’ opportunities, difficulty to meeting students’ needs and unfavorable circumstances for language acquisition.

Even though it seems to be a challenge to teach large classes, successful learning can be achieved if the teachers have professional vocation, positive attitude, work disposition, an accurate classroom management, and aptitude. These will allow them to get students easily engaged in the learning process.

Similarly, as in small classes, large groups reflected a disadvantage whereas the opportunities for students’ interaction and participation were reduced not only because of the number of students, but also for the fear of being mocked by their classmates when they made a mistake.

Finally, a 6.66%, that corresponds to one teacher, has less than ten students in her class. She asseverated that in case of students with disabilities such as blind learners, the number of students must not exceed this. Working this way allowed the teachers to do a one to one work that not only meant more attention received by the student, but also a specialized teaching methodology.

All the results related to these questions and represented in the graph above,
correspond to what was observed. Most of the students agreed with the idea that the number of students in their classes determines benefits in their language acquisition. Only a few of them, did not agree.

*Do teachers feel comfortable working with this number of students?*

**Graph 13**

![Pie chart showing the distribution of teachers' comfort with the number of students in their classes.](chart)

- **YES** 60,00% (9)
- **NO** 33,33% (5)
- **OTHERS** 6,67% (1)

**Author:** Logacho Gabriela and Molina Alexandra.

**Source:** Private high-schools in Quito

Graph 13 shows that nine teachers that correspond to a 60% feel comfortable working with the number of students in their classes, while five teachers that correspond to a 33,33% feel uncomfortable. Only one teacher, which is 6,67%, represents the part of the research sample that affirms that sometimes, a few number of students is better and in others, a lot of students is also good.

According to the survey’s results without considering if there were a few or a lot of students in the class, the teachers categorically stated that they like the number of students they work with. The reasons explained were diverse. They think that
working this way allows them to do an individualized work, to have a good classroom management as well as to teach a new language in an easier way.

Conversely, the teachers who do not feel comfortable with the amount of learners in their classes explained that their dissent is due to the fact that it is complicated to check the language skills individually.

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

**Graph 14**

As it is shown in graph 14, a 66.67% that corresponds to eleven teachers affirm that they have enough space to work with their group of students. On the contrary, the 26.66%, barely represented by three teachers, indicate the shortness of space in their classrooms. The 6.67% left corresponds to a teacher that acknowledges that she does have enough space in some classrooms, while in others she does not. The factor space for her depends on the number of students she has in
each group.

McLeod, Fisher & Hoover (2003, p. 3) stated, “Classroom space affects your instructional program directly.” The factor space certainly plays an important role in the teaching-learning process. Managing classroom space correctly promotes efficient learning and at the same time, minimizes behavior problems. Enough space not only benefits learners but also instructors.

On the one hand, students are allowed to have an adequate instructor's sight and hearing and an efficient access to learning materials. On the other hand, teachers are enabled to monitor students easily and to provide effective feedback.

Undoubtedly, it would be ideal if every student could have enough space to work, to move to and from their seats and to keep their material in such a way that they do not feel any discomfort. But if we contrast this with the real situation, we have to confirm that most of the classrooms visited do not denote enough space.

As it was previously stated, there were overcrowded classrooms where learners could hardly see the teachers' face; far less, material presented or written on the board. Similarly, students with any kind of impairments such as visual or hearing could not be placed where they needed to be sat. Left-handed students were so close to the right handed that their arms bang into one another. At the same time, the teachers did not have enough space to move freely along the rows and students did not either. Consequently, activities done by the learners could not be exhaustively monitored.

Though teachers tried to get advantage of every inch of the classroom, it could be evidenced that students' performance was diminished by this poor environment. Factors such as the color of walls, the light, the furniture, the buildings, well
organized and stored materials are necessary requirements to be taken into consideration when we refer to classroom space.

Some of the high schools visited provided us with a devastating image of what a classroom should be; a lot of students struggled for space in very small spaces, rooms built on a terrace without enough air inlets, light coming from fluorescents that hindered a correct visual performance, furniture in disgraceful conditions, color peeling off the walls or what is worst, walls full of graffiti drawn by the students. In other words, classes in classrooms without proper conditions and with students who were used to work in these limited spaces have to be developed. To these students, the above mentioned conditions had become normal.

However, this view was not repeated in other high schools where the teachers had enough space to work with their students. For instance, the lighting came through wide windows from natural sources; the walls were decorated with bright colors; there were comfortable and functional desks, the lockers and shelves were placed inside the classroom and they helped to organize the students’ and the teachers’ materials.

In those classrooms, it could be observed that an effective classroom organization led students to feel motivated before, during and after the learning process and it also provided them with a positive, effective and pleasant environment. Without any doubt, if teachers adjust the students’ ambiance, their students will perform better academically and the behavior problems will be minimized too.

Regardless of the classroom space available, we could evidence in a few cases that very creative teachers have become skilled at arranging their classroom space in
a particular way that allowed their students not only to feel comfortable, but also to get a significant learning.

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

### Graph 15

![Graph showing 80% yes and 20% no for seating arrangements.](image)

**Author:** Logacho Gabriela and Molina Alexandra.

**Source:** Private high-schools in Quito

In graph 15, it can be observed that twelve teachers that correspond to an 80% arrange students’ seats in relation to the activities planned for their classes. In contrast, three teachers that represent the 20% of the sample do not apply this strategy.

Thompson confirmed that another important element to be considered when teaching and learning English is the arrangement of the students’ desks. She (2010, p. 74) asseverated, "The configuration of student desks will play a large part in the success or failure of the discipline climate that you establish in your classroom."

Based on the preceding statement, seating arrangement has a very important
role when managing a class and must be done considering not only the dimensions of the classroom, but also the type of activity, its objective and the students’ characteristics.

Even though it is a complicated task for the teacher, a job well done encourages the learners to focus their attention and get involved in the class, interact with the classmates and teacher and in fact, to improve behavior. Teachers admitted that most of the times, students want to select their own seats but this can bring about a negative consequence on classroom discipline and the effectiveness of instruction.

A typical arrangement found in many classes visited was the rows. That is to say, all the students facing to the front of the class and to the teacher as it is shown in the picture below. So, all the information comes from the instructor and the interaction between or among students is less valued.

![Classroom Arrangement](http://www.alabamapepe.com/profdevmodule/classmgt/classmgt_b.htm)

As a matter of fact, we could evidence what was previously stated. This kind of arrangement did limit students’ interaction. The teacher dominated the class and most of the learners, who were at the back of the class and did not have enough visibility to the front, became passive listeners. As a result, their work had to be done
independently. Group work such as projects or lesson discussion with each other could not be carried out. This made students lose their enthusiasm and interest in learning as could be observed.

This seating design could not only be observed in large classes of thirty or more students, but also in small classes. In overcrowded classes, teachers were not given the opportunity to do any other arrangement. Despite these limitations, some teachers affirmed that working with this type of arrangement helped them to keep control of the classroom and to make the students feel more confident. In any case, this design seems to be optimal if there is not enough space between the rows and it becomes a really difficult duty to move along in order to check the learners work and behavior.

However, teachers must try to arrange the seats in such a way that walkways will be left in order to facilitate students to stand up, to sit down and to go to the board without any problem of space. But if teachers have at least a little more space, they should be able to move constantly in order to determine whether the students are attentive or distracted.

On the other hand, there were activities done by other teachers that encouraged group discussion too. For this reason, a "U" shaped arrangement, where desks are placed side to side in a large "U" pattern in the class allowing the students to see each other and to see the instructor when he or she steps into the "U" ought to be considered and often used by the teachers.

As it is seen in the picture below, this type of seating arrangement can be perfectly used in small groups, in which the space is considerable. This design could be viewed in a group of 10 students who were doing an oral activity related to part-
time jobs. This speaking exercise could be easily carried out because each student could see everyone else so nobody could hide at the back of the class and avoid participation. Teachers could move freely through the space and easily monitor the class activity. Unruly actions were kept off. This arrangement would not have been possible, if there had been too many students in a small space.

Source:  http://www.alabamapepe.com/profdevmodule/classmgt/classmgt_b.htm

The pictures below show the way the teachers can enable students to do a cooperative work. Grouped according to similar needs, students face each other promoting interaction and consequently a marked interest in each other’s learning as well as their own.

Regardless this type of seating seems to have meaningful effects on the student’s learning outcomes; learners are more likely to get distracted by the others in the group because the seats disposition does not allow them to see the board clearly. During our visits, it could be observed that this seating design was used in both, small and large classes. But the results in each one were very contrasting. Considering that the main objective of this type of arrangement is a cooperative learning, we could asseverate that in some cases the goal was not reached. There
were groups of students sitting at the same table, doing their own work and talking each other as they were working, but not cooperatively. Even though they were grouped to work, the learning was individualistic.

In the same way, in a group of students who were assigned to do a report, only one student cared. She did all the work and the others went along for a free ride. In both cases, the arrangement was probably done to change desks organization and students' disposition but not pursuing the goal.

Source: http://www.alabamapepe.com/profdevmodule/classmgt/classmgt_b.htm

In some other cases, the seats were fixed in a place because teachers were not allowed to change seats disposition as well as to decorate the classrooms. So the best way the teachers found to get students into groups was to make them turn around to work with a pair sitting behind. Learners were obliged to share a desk or a table and this caused discomfort because of lack of space. Despite this fact, students liked the idea of moving around. This led to an effective learning somehow or other.

As a final point, teachers must be conscious of the importance of the use of seating arrangement. This will always benefit students in general if they have a
multi-level class. Seating must be designed according to the activity planned to be carried out. If space does not help, teachers must devise a plan to sit students in such a way that they can monitor their performance and behavior. Placing strong learners next to improving learners could lead all to a win-win situation.

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

*Graph 16*

Author: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

Graph 16 shows that eleven teachers, representing the 73.33% of the sample, think that the appropriate number of students to teach English is ten to fifteen; meanwhile four teachers, who represent 26.67%, think that the right number to teach a foreign language is sixteen to twenty-five. None of the teachers considers twenty-six to thirty or thirty-one or more, as an appropriate number to teach English.

In fact, one of the most important factors teachers must consider to ensure a successful achievement is class size. But there is a misunderstood idea when teachers...
refer to this topic. Class size does not refer to how big or how small a classroom is. It does refer to the number of students in it. It is thought that the lower number, the better learning. Teachers’ opinions registered in the surveys agree with this and they also believe that the ideal number for them when teaching English is ten to fifteen students.

Reasons given by the teachers varied and most of them were influenced by their feelings. Teachers did not feel comfortable with the amount of students assigned to them, because they did not have enough space in their classroom, there was too much noise, time was wasted on grading students’ homework or classwork and there was no individualized attention to those students who were struggling with the language acquisition. Only few teachers thought that sixteen to twenty-five, and students are an appropriate number to teach English and they did not have problems teaching this amount of students.

According to the reasons of the teachers who thought that ten to fifteen students is the perfect classroom population size to teach, we believe that teachers agree with the National Education Association that considers that an ideal number in a class must be fifteen. This association is completely sure that this number allows teachers to know their students better and to deal with the needy ones, and also allows learners to get a meaningful achievement.

With regards to the observations, it was revealed that though most of the classrooms were big, they were not adequate because the amount of students exceeded the space. One of the classrooms visited was a virtual classroom. For that reason students had no free movement and the teachers could not develop dynamic activities and consequently, the seating arrangement was not appropriate for some
activities during the language-teaching process.

On the other hand, there were few classrooms which had enough space with few students. These classrooms' characteristics allowed teachers and students to move, to do different kind of activities with the purpose of enhancing knowledge successfully. Teachers felt comfortable with this amount of students.

Finally, there was a big classroom and it had enough space due to it was assigned to only one teacher and one student. This classroom was like this because both, teacher and student were blind.

Yet, motivated students will do well regardless of class size.

*Do teachers use teaching resources?*

**Graph 17**

A 93,33% that corresponds to 14 teachers, as it shown in graph 17, uses teaching resources in their classes. In contrast, one teacher that corresponds to a 6,67% does not use them.

Pachler and Field (2001, p. 226) stated "The effective use of resources and..."
material is an essential component of effective teaching and learning. Teachers must consider the students' learning outcomes when they select the teaching resources to be used in the classroom. Any kind of resource that helps to engage and captive students is ideal.

It is important to note what Spratt, Pulverness, & Williams (2005) stated when they referred to teaching materials. It does not matter the kind of resource teachers use. Above all, any teaching resource must not only attempt the four skills' development, but also create a good environment where students can learn and have fun at the same time.

Nowadays, there is a wide range of materials and teaching resources at teachers' disposal. However, it could be evidenced that these resources were not used at 100%. Some resources were regularly used while others were employed time to time in order to enhance and enrich learning experiences; and what is worst, some of them were never used.

Teaching tools use must be planned according to the students' learning styles and their individual differences. That is why they can go from a simple board to a modern computer. Whiteboards, smart boards, computers, overhead projectors, and supplementary materials such as books, newspapers, magazines, videos, charts, and posters are some examples of visual teaching aids. This kind of tools is really important for visual learners who learn best by visualizing information.

Something that could be observed and really important to be mentioned is not only the use of these teaching aids, but also the way they were employed. Whiteboards were the most common teaching resource used. But some teachers forgot that if these are considered a means of communication, writing must be bold
and legible enough. In addition, boards must attract students’ attention. On the contrary, small and illegible writing, disorganization and even worse, a board full of information that was supposed to be copied by the students were some of the weaknesses observed.

Besides, electronic equipment such as computers, overhead projects, Cd and DVD players were tools that could hardly be found and if there were some, they were not in good conditions. Another problem that was also detected was the teachers’ fear of using this equipment. This was because their lack of knowledge of how to make them function or because their use demands more work and teachers try to avoid it.

Not all the high schools visited were equipped with teaching resources such as the smart board. But in the case of one school, the sixth course learners had this kind of resource available and as it could be viewed, they were allowed to work with the equipment without any problem.

Similarly, aural aids such as Cd players were other tools that teachers affirmed to use. We were surprised to see some teachers carrying Cd players from class to class but not using them; Cd players that were not working well at all or something worst, teachers trying to make them function but with no luck. These poor conditions described were reflected in the students’ attitude and performance. They looked completely demotivated because their learning rhythm was always expecting more.

Moreover, we could also observe students sitting in front of video screens simply because the school had technology. In this case, what should be an aid to learning became a high technology way of losing time. There was not any objective for that activity and specially, any type of assessment that could have been
placed after viewing the video.

With regards to supplementary materials or better known as the books and other materials teachers can use in addition to the course book in order to complement the lesson, it could be evidenced a nearly lack of them. All the teachers of our sample considered the students' book as the only supplementary material that had to be used in the classroom. As it is necessary to make the language be used in the class in a more real and lively way, supplementary materials such as language laboratories, could not be evidenced. There was no class carried out in a language laboratory.

Our classroom observations also let us know that some teachers did not concentrate their attention in some important extra materials included in the books such as CDs, DVDs, companion websites that provide additional information or links to other related web pages or study guides. The lack of use of all the materials previously mentioned did not allow students to find the way to the topics of study and even worse, to achieve learning success.

In the case of the teacher that did not use any supplementary material or teaching resources, we could say that this was true. She works with blind learners in an integrated high-school. She explained that visual aids in that case are not possible to be used. But aural aids that could be employed in order to improve students' listening and speaking skills were not used either.

However, half of the students surveyed let us know that their teachers used teaching resources. The rest of the group recognized a lack of use of them. For this reason, teachers must remember that many students cannot perform to their fullest potential without the use of teaching aids, which are meant to enrich students'
Do teachers consider appropriate the resources they have in class?

Graph 18

Graph 18 shows that 40% of the sample that corresponds to six teachers considers the resources they have in class appropriate. Contrarily, nine teachers that correspond to a 60% are not satisfied with the resources they have.

Aduwa-Ogiegbaen and Iyamu (2006) recommended the improvement of instructional resources for a more effective English language teaching-learning process. Considering that the most important resource in a classroom is the teacher and his or her experience, we could not leave aside the fact that if the schools managers do not provide the teachers with appropriate teaching resources, they could not be passive and stay without doing anything to change this.

Most of the teachers did not consider appropriate the resources they had in
class because they think that to learn English, it is important to have all kind of resources such as technological, visual and audio-visuals. Some others affirmed that teaching resources help them to make the class more interesting and more attractive. A teacher from the group revealed that when a teacher does not have the right resources, he or she cannot do the job in a right way.

It is true that all the schools, even those without the best conditions for teaching and learning, have some kind of resources that can help the teachers to manage the class. But the problem is that the teachers do not try to know what resources the school has at its disposal or even worse, they get satisfied with the poor material they receive and they do not want to improve this by creating their own.

This dissatisfaction was also shown by some of the students who think that they deserve to improve their learning by having the high technology and the best teaching resources and supplementary materials.

Although schools provide the teachers with resources such as language laboratories, smart boards, overhead projectors, televisions among others, it could be noticed that these resources were not used on the day of the observation. We could affirm that they are not frequently used because students did not register their use in the surveys.

It is important to mention that some of the supplementary materials used by some teachers were not the appropriate. Teachers admitted this fact as true. The course books were not taken into account because their contents were very advanced and they did not correspond to the students' level.

Admittedly, teaching resources come in many shapes and sizes, but they all have in common the ability to support student learning.
Factors Concerning Educational Institutions

Do the institutions review the teachers’ lesson plans?

Graph 19

<table>
<thead>
<tr>
<th>YES</th>
<th>93,33% (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>6,67% (1)</td>
</tr>
</tbody>
</table>

In graph 19 we can see that lesson plans of fourteen teachers that represent the 93,33% are reviewed by the institutions, while the lesson plans of one teacher that represents the 6,67% are not reviewed.

Gosling (2003, p. 3) stated, “The importance of proper planning, monitoring, and evaluation as an essential ingredient for good programme management practice is now much more widely accepted by development practitioners.”

Based on the preceding statement, monitoring can be described as a defined, systematic and continuous process in which someone supervises activities in progress in order to make sure that the actions planned are on-course and on-
schedule and if they are directed to an objective. It is useful for identifying the strengths and weaknesses of a programme and for providing the teachers with enough information to make the right decisions and the right time to improve the education quality.

On the one hand, almost all the teachers that took part in this research project affirmed that the institutions use to review their lesson plans. This revision is done at least once a week in some cases or once a month in some others. Despite this permanent review, there was evidence that every element of a lesson plan was not carried out in the way it was stated.

On the other hand, the permanent lesson plan revision made one teacher feel overwhelmed. He did not want to be under pressure, thus, a teacher cannot work excellently.

In contrast, there is one teacher whose answer was that her lesson plans were not reviewed. This affirmation does not relate with the ones provided by her workmates, who did affirm, that they usually had the lesson plans revised.

If a lesson plan acts as a reminder during the lesson, it must be continuously reviewed by the head teachers of the institutions. Only this way, teachers can know if they are accomplishing the goals and if they are doing well or not.

Therefore, lessons plans should be checked not only to ensure that training and learning methods have been chosen to in relation to the learner’s needs, but also to know if resources and materials used are adequate and suitable for the intended purpose.

Teachers must not forget what Gosling (2003, p. 4) affirmed, “Monitoring ensures that the work stays on course by checking that activities are implemented,”
measuring progress toward objectives, identifying problems as they come up, identifying strengths that can be built on, and adapting to changing circumstances.

*Do institutions monitor the teachers’ teaching?*

**Graph 20**

Author: Logacho Gabriela and Molina Alexandra.

Source: Private high-schools in Quito

Graph 20 demonstrates that twelve teachers, who represent the 73,33% of the sample, are being monitored by their institutions; meanwhile three teachers, who represent the 26,67%, asseverate that their institutions did not supervise their teaching process.

It is important to emphasize that all the educational institutions must monitor and measure the effectiveness of the staff, who is teaching the students. That is why the institutions have the duty of giving an education with a high quality, which permits to get an effective improvement of the students in terms of education and knowledge.
Moreover, monitoring the teaching processes contributes in many aspects, but it mainly guides the institutions to identify the strengths of their staff, as well as their weaknesses. Hence, when the institutions monitor the teachers, this helps them not only to make choices in order to improve their plans’ development, but also their evaluations, the progress of the students’ identification, the improvement of teaching strategies, and besides these, the institutions ensure the teaching so the quality becomes up-to-standards and up-to-date.

In fact, teachers should not feel bad when they are being monitored by their institutions. Evaluation should be considered as something positive that allows teachers to know if they are working well or if they need to make changes or improve their way of teaching. Like Chan (2010) said, a competent instructor not only imparts but also acquires skill, knowledge and comprehension.

In the same way, institutions and teachers must consider that materials or teaching resources change over time. For this reason, both teachers and materials should be checked constantly, especially when after the monitoring, institutions consider that the material used needs to be changed with the purpose to suit the students’ requirements.

According to the teachers’ answers, we could affirm that the institutions monitor their staff in a variety of ways. Most of the teachers acknowledged that their institutions use to do this evaluation once a month or once a year. Few teachers indicated that their institutions monitor their classes once a term. There was only one teacher who replied that his institution monitor his classes once a week but he felt overwhelmed.

Something very important to be registered is the fact that despite belonging to
the same institutions, some teachers affirmed that they are not monitored when their workmates affirmed the opposite. The frequency of the monitoring also does not coincide. There are very few institutions that do not monitor their teachers.

If institutions do not monitor their teachers constantly, they would not have real knowledge about the strengths or weaknesses of their teachers. As we noted above, through monitoring, institutions can demonstrate that their teachers and their teaching are of the highest quality which allows meeting the students’ needs.

Monitoring teachers’ teaching let institutions know if their teachers are placed appropriately or if they need to have more academic training. Only this way, they could reach the set out goals.
Conclusions

On the basis of the results of this research, it can be concluded that:

- Learners spent twelve years studying English and when they graduate, they still do not speak the language. This is caused by the teachers' low level of spoken English and the incorrect application of appropriate teaching methods and techniques.

- Regarding written and oral English production, it was observed that students cannot speak and write in English when they are not able to even speak and write in Spanish correctly. Similarly, students do have problems when reading because they lack specific skills necessary for proficient reading. Reading is done in such a mechanical way that students do not care about coding and decoding information properly.

- Large class size is a factor that influences the language teaching-learning process. The larger classes, the less attention students receive from teachers and of course, the less interaction opportunities. If there is not interaction, there cannot be communication.

- We are surrounded by technology every instant of our lives. Nowadays, computers and Internet are playing an increasingly important role in education. Undoubtedly, these technological means make learning more interesting. But if teachers do not re-educate themselves in order to integrate this new technology coming out, they will lose the opportunity to be competitive and efficient and they will not be able to prepare their students for today's society adequately.

- Teachers should spend more time preparing an effective class. Planning is
one of the useful tools to help teachers to obtain this effectiveness. Good planning ensures the organization of instruction. Regardless of the format, all teachers need to make wise decisions about the strategies and methods they will employ to help students move systematically toward learner goals. The more organized a teacher is, the more effective the teaching, and thus the learning, is.

- Although learning English is no more a synonym of teaching grammar, in some cases students are so overwhelmed with grammatical rules and structures. This only makes the learners feel bored and confused. It is not necessary a perfect domain of the grammar to develop the communicative competence. It is better and more necessary to know the idioms, slangs, connections, and similarities of our mother tongue with the foreign language so that this can be applied when communicating.

- Students appreciate the teachers’ job if they show genuine interest in teaching. Teachers who work just for money, non-enthusiastic teachers, teachers who do not have a devoted vocation or teachers who are just jaded would do best moving on to another profession.
Recommendations

After a thorough analysis of data, the following recommendations are hereby made:

➢ Teachers should make students use the information they have learned and demonstrate their mastery of the content in planned tasks that allow them to become long life learners. In other words, they should encourage learners to move beyond their role of passiveness to learn through real world experiences.

➢ Teachers should promote an effective learning by providing effective instruction through the use of a variety of instructional methods as well as technology; which provides rich and varied experiences to students. Therefore, technology should be integrated into daily instruction in such a way to bring about highly productive learners, inventive thinkers, and effective communicators but overall, high tech masters.

➢ Teachers should try to draw on a variety of instructional and learning methods to discover the needs of all the students in the classroom. Therefore, teachers should try to challenge existing structures, practices, and if it is required, they ought to invent and test new and creative approaches in order to promote an effective teaching and consequently to get an effective learning.

➢ Teachers should prepare themselves academically or update the knowledge previously acquired in order to know the subjects they teach deeply and to have the necessary pedagogical knowledge to provide an adequate instruction.
REFERENCES


Routledge.


Francisco: John Wiley & Sons.


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 online) 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?

<table>
<thead>
<tr>
<th>Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative Language Teaching</td>
<td>( )</td>
</tr>
<tr>
<td>The Natural Approach</td>
<td>( )</td>
</tr>
<tr>
<td>Cooperative Language Learning</td>
<td>( )</td>
</tr>
<tr>
<td>Content-Based Instruction</td>
<td>( )</td>
</tr>
<tr>
<td>Task-Based Language Teaching</td>
<td>( )</td>
</tr>
<tr>
<td>Cognitive Academic Language Learning</td>
<td>( )</td>
</tr>
<tr>
<td>Total Physical Response</td>
<td>( )</td>
</tr>
<tr>
<td>Whole Language Approach</td>
<td>( )</td>
</tr>
<tr>
<td>Grammar Translation Method</td>
<td>( )</td>
</tr>
<tr>
<td>Others</td>
<td>( )</td>
</tr>
</tbody>
</table>

4. Which of the following activities are used?

<table>
<thead>
<tr>
<th>Activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole-group activities</td>
<td>( )</td>
</tr>
<tr>
<td>Individual activities</td>
<td>( )</td>
</tr>
</tbody>
</table>
5. Which of the following aspects of the lesson plan were applied in the class?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td></td>
</tr>
<tr>
<td>Lesson topic</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>Warm-up activities</td>
<td></td>
</tr>
<tr>
<td>Introduction of the new topic</td>
<td></td>
</tr>
<tr>
<td>Guided or individual practice</td>
<td></td>
</tr>
<tr>
<td>Review/Assessment/Feedback</td>
<td></td>
</tr>
<tr>
<td>Materials and resources</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Aspect</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discipline</td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>Activities management</td>
<td></td>
</tr>
<tr>
<td>Time management</td>
<td></td>
</tr>
</tbody>
</table>

7. How many students are there in the classroom?

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 15</td>
<td></td>
</tr>
<tr>
<td>16 - 25</td>
<td></td>
</tr>
<tr>
<td>26 - 30</td>
<td></td>
</tr>
<tr>
<td>31 - more</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Response</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

NOTES: __________________________________________________________________________

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

<table>
<thead>
<tr>
<th>Resource</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV</td>
<td></td>
</tr>
<tr>
<td>Tape/Cd recorder</td>
<td></td>
</tr>
<tr>
<td>Computer(s)</td>
<td></td>
</tr>
<tr>
<td>Projector(s)</td>
<td></td>
</tr>
<tr>
<td>Smartboard</td>
<td></td>
</tr>
<tr>
<td>Supplementary materials</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>

NOTES: __________________________________________________________________________
### TEACHER'S INTERVIEW

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

### TEACHER'S LANGUAGE PROFICIENCY:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>25%</td>
</tr>
<tr>
<td>C1</td>
<td>50%</td>
</tr>
<tr>
<td>B2</td>
<td>75%</td>
</tr>
<tr>
<td>B1</td>
<td>100%</td>
</tr>
</tbody>
</table>
EDUCATIONAL INSTITUTION: 
DATE: 
YEAR: 

1. **Which level of education do you have?**

<table>
<thead>
<tr>
<th>High school diploma ( )</th>
<th>English Bachelor’s Degree ( )</th>
<th>English Master’s degree ( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Others: ____________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Do you consider Students’ needs to teach English successfully?**

<table>
<thead>
<tr>
<th>Students’ Needs (age, personality, attitude, aptitude, motivation, and learning styles)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ( )</td>
</tr>
<tr>
<td>Why?</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
<tr>
<td>________________________________</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Students’ Level (Basic, Intermediate, High Intermediate, and Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES ( )</td>
</tr>
<tr>
<td>Why? ________________________________</td>
</tr>
</tbody>
</table>

4. **Which is the level of your students?**

<table>
<thead>
<tr>
<th>*Students’ Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic ( )</td>
</tr>
<tr>
<td>Intermediate ( )</td>
</tr>
<tr>
<td>High Intermediate ( )</td>
</tr>
<tr>
<td>Advanced ( )</td>
</tr>
</tbody>
</table>

5. **Which of the following methods was used in this class? (check only 1)**

<table>
<thead>
<tr>
<th>Communicative Language Teaching</th>
<th>( )</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Natural Approach</td>
<td>( )</td>
</tr>
<tr>
<td>Cooperative Language Learning</td>
<td>( )</td>
</tr>
<tr>
<td>Content-Based Instruction</td>
<td>( )</td>
</tr>
<tr>
<td>Task-Based Language Teaching</td>
<td>( )</td>
</tr>
<tr>
<td>Cognitive Academic Language Learning</td>
<td>( )</td>
</tr>
<tr>
<td>Total Physical Response</td>
<td>( )</td>
</tr>
<tr>
<td>Whole Language Approach</td>
<td>( )</td>
</tr>
<tr>
<td>Grammar Translation Method</td>
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</tbody>
</table>
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** ( )
    Why?______________________________________________________

11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
    **YES** ( )        **NO** ( )
    Why?______________________________________________________

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** ( )
    Why?______________________________________________________

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 ( )
Why? __________________________________________

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 ( )
Why? -
_________________________________________________

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 ________________
1. ¿Te gusta aprender Inglés?

   SI ( )          NO ( )

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

   SI ( )          NO ( )

   ¿Por qué?

   __________________________________________________________________________________________

3. Consideras que las actividades realizadas en clase son:

   Muy fáciles ( )   Fáciles ( )   Difíciles ( )   Muy difíciles ( )

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

   SI ( )          NO ( )

   ¿Por qué?

   __________________________________________________________________________________________

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

   SI ( )          NO ( )

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

   SI ( )          NO ( )
7. ¿Tu profesor controla la disciplina en la clase?

| SI ( ) | NO ( ) |

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

| SI ( ) | NO ( ) |

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

| SI ( ) | NO ( ) |

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

| SI ( ) | NO ( ) |

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

| SI ( ) | NO ( ) |

¿Por qué?

____________________________________________________________________________________________________

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

| SI ( ) | NO ( ) |

¿Por qué?

____________________________________________________________________________________________________

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

| SI ( ) | NO ( ) |

¿Por qué?

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

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<thead>
<tr>
<th>SI</th>
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<tbody>
<tr>
<td>NO</td>
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