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Factors that influence the English language teaching-learning

process in the Ecuadorian private high schools.

TRABAJO DE FIN DE TITULACIÓN

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in the Ecuadorian private high schools, realizado por Maldonado Castro Fabricio Alejandro ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero de 2014

f) ……………………..

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DEDICATION

To All Mighty God

> who has made me the person that I am now.

To my wife

> who gives me the inspiration and strength necessary everyday

To my mom, because if it were not for her, I would not be here.

In Memory of my dad…

ACKNOWLEDGEMENT

CONTENTS

ABSTRACT

English language learning is vital for high school students´ development; however, the level of knowledge of the language has had problems. Because of this, this study has been carried out to identify and analyze the factors that influence the teaching-learning process of private Ecuadorian high schools. Through the analysis of the factors in this study, it was found that the system has some failures; observations to teachers were useful to confirm these failures and to investigate these problems more deeply. The participants of this study were fifteen teachers from Ecuadorian private high schools located in Quito city. The analysis was carried out according to the information obtained from the teachers and students´ opinion.

Some of the most important aspects found were that teachers have to better the English language command, that institutions do not supervise teachers correctly, also that the number of students is high in relation to the size of classrooms, and finally that students´ English level is low.

Key words: learning, development, study, process, factors, teaching, investigate, participants, private, schools, English, language.

RESUMEN EJECUTIVO

El aprendizaje del idioma Inglés es vital en el desarrollo de los estudiantes de colegio; sin embargo, el nivel de conocimiento y manejo de estudiantes Ecuatorianos ha presentado problemas. Por este motivo, éste estudio fue llevado a cabo para identificar y analizar los factores que influencian el proceso de enseñanza-aprendizaje en los colegios privados de Ecuador. A través del análisis de los factores que están presentes en este estudio, se encontró que el sistema presenta algunas fallas, observaciones a los profesores fueron útiles para confirmar estas fallas e investigar más profundamente estos problemas. Los participantes de este estudio fueron quince profesores de colegios privados localizados en la ciudad de Quito. El análisis fue realizado en base a la información obtenida de los maestros y de la opinión de estudiantes.

Se encontró que los profesores deben mejorar el manejo del idioma Inglés, que las instituciones no los supervisan correctamente, también se encontró que el número de estudiantes es alto en relación al tamaño de las aulas y por último el conocimiento del idioma Inglés por parte de los estudiantes es bajo.

Palabras Claves: aprendizaje, desarrollo, estudio, proceso, enseñanza, factores, investigar, participantes, colegios, privados, idioma, Inglés.

INTRODUCTION

Ecuadorian high school students have shown different failures on English knowledge which later on provoke more problems for their future studies. These deficiencies from high school students have worried the educational system; therefore it is crucial to examine which are the problems that affect the students' performance. That is why this study analyzes the factors that influence the English language teaching-learning process in Ecuadorian private high schools.

The objectives of this study are to identify the students' English level and what they need in class as well as the classroom's conditions in which students study. This study also examines the characteristics of in-service teachers and determines institutional facilities and norms regarding quality education.

This study is important because it will permit to identify the deficiencies that affect the students' learning in order to look for solutions to current problems and avoid future ones.

Previous studies have also been reviewed about this topic. Alsayed (2003) studied the factors that contribute to success in learning English. The purpose of this study was to investigate some variables such as motivation, early exposure to English, attitude, social background and early first language acquisition. Atada (2011) also carried out a study whose objective was to confirm the next hypothesis: school-based quality factors have no joint effect on students' academic achievement; school-based quality factors have no significant relative contribution on students' academic achievement. And finally, Munoz (2001) studied the school and individual factors on the formal learning of a foreign language; the purpose of this research was to study the influence of the age on the language learning, and the exposure to the language and the amount of time of English exposure.

The present study will be useful for teachers, principals, students and all the people who are part of the English language teaching-learning process to first identify the weak points and then work on them in order to have an ordered and fruitful system to teach English. Through this study it has been possible to highlight some of these weak points so that the processes and participants of these processes work harmonically as a whole.

It is important to mention that one of the limitations that this study had was the small sample of the study since few teachers, students and institutions were part of it Another limitation for the study was the time for the observations which was one class only, this did not permit to have a wider view of the process.

METHOD

Setting and Participants

The study was done in fifteen private high schools of Quito city located in Ecuador. The participants were fifteen students and fifteen high school teachers.

Procedures

The process of the study started with the gathering of bibliographic information related to the English language teaching-learning process as well as information related to institutions for example institution supervision and institutions' facilities, classrooms and equipment.

The method that was used was Quantitative; to collect the information questionnaires were given to teachers and students. In addition to the questionnaires, an interview was applied in order to know their level of preparation which classified teachers in different levels (A1, A2, B1, B2, C1, and C2). Finally an observation sheet was filled during a class observation.

The information that was obtained through the teachers´ questionnaires was tabulated, put in graphs, interpreted and analyzed. For the analysis, statistical data and also the information obtained from the students´ questionnaires and from the observation sheet was considered.

DISCUSSION

Literature Review

In this section some theory related to the researched topic will be included in order to have some theoretical support for the study, which is related to the factors influencing the English language teaching which constitutes a very important topic since teaching English is an issue which should matter to all educators. To start the importance of teaching English will be exposed.

Importance of Teaching English as a Foreign Language in Ecuador

For decades the Ecuadorian English teaching has been neglected, there has been a lack of control over the educational system that has gone from bad to worse. High schools students have shown deficiencies in the target language. That is why the Ecuadorian government has shown interest in the English Language teaching and learning in response to the fact that Ecuadorian teachers were evaluated getting, unluckily, a low score; almost 60 percent got an elementary level of English, it is an A1 and A2 level which is not good enough for a teacher. (Senescyt, 2012)

This deficiency in the knowledge of English is also transmitted to students who would not be able to communicate appropriately in English speaking countries. All these weaknesses let us notice that English teaching is an area of education that has to be reinforced since English at present is vital in the professional development of a student. Thus, the government has created a scholarship program for the teachers to improve their knowledge on English by traveling to English-speaking countries and studying the language there.

Teaching Approaches and Methods

Grammar Translation Method was known as a classical method because it was used to teach the classical languages. The way this method worked was that students learned through translation of long texts and memorization; however, listening and speaking were not a must while reading and writing were. The students that were in these classes got bored because of the activities they had to perform, they also felt frustrated for not being able to use the language in practical situations. (House, 2011)

Another important method to refer to is Natural Approach which was created in the late 1970s and early 1980s. Its principal objective was to make students able to communicate using the target language in a stress-free atmosphere in the classroom. Learners' needs were considered in these lessons, therefore the atmosphere in the classroom showed real interaction. According to Krashen students, first, have to feel motivated to learn the language in a natural way since motivation helps learners to open up and talk; to get this natural production students have to receive instruction step by step as well as understandable input from teachers which help students to correct mistakes and principally to have a good command and make the natural production possible (House, 2011). Richards (2001) reinforces the function of this approach mentioning as the principal objective communicative abilities.

Whole language is another important method to focus on, it was created in the 1980s, its focus was on teaching reading and writing which is a very important area in the first and second language learning. The way it was done was naturalistic (reading for pleasure) because it was especially designed for children to learn first language. It was a different way to get the students engaged in the language by reading texts that were attractive to them (Richards, 2001).

About this method we have Mohr (1991) who mentioned that as the style of this approach used readings, this helped students to develop certain skills such as problem-solving abilities, so we find that this method helped students in many cognitive areas. With practice, these students developed their reading and writing skills at the same time.

Cooperative Language Learning is a method that had students work in groups most of the time on a specific task which promoted cooperative and supportive learning. It is thought that this approach helps develop interactive communication for its essence of working in groups with other people. It is because of its style that students improve their communication. Those students who have problems or who are talented take advantage of this interaction to raise their achievement because of the chance everybody has to participate. It also decreases the individual competency for a group achievement (Richards, 2001).

As another important method, we have Task-Based Language Teaching which emphasized working with tasks. It is a grammar based method that was created taking into account humanistic pedagogy as well as learning theory and even psychological aspects. The principal activities that are used are for instance: activities in which the person uses real communication through commands; imperative activities enable students to develop their communicative skills (Richards, 2001). This idea shared by House (2011) who also emphasizes the function of TBLT as an opportunity to have authentic interaction through real situations that use commands. Furthermore, tasks let us practice different level interaction such as basic vocabulary interaction as well as very complicated interaction.

He also mentions that this method works through the response from the students to orders that the teacher gives, although speech is not emphasized. It is believed that this method helps learners to reply fast to listening orders exactly because of this design.

Another contribution about this method is one of Richards (2001) who reinforces the characteristics of this method stating that it uses speech and dynamic action emphasizing on physical activities, this is how it got its own style thinking that lots of learning is gotten from imperative instruction.

Managing Learning.

Making mistakes is an inevitable step in student's learning, but the crucial part is how the teacher corrects this mistake. A mistake can be treated as something useless or as an advantage to gain some knowledge for the student. At this point, feedback plays an important role during a lesson. There are many ways to apply feedback techniques, and teachers have to be careful at the moment of applying it. Harmer (2007) says that for giving feedback, the teacher has to follow up the students moves as much as possible, without neglecting students' production. Feedback can be explicit or implicit. The explicit form is when the teacher clearly mentions what was right, wrong, or any kind of reply or correction. It can be implicit when no reply is said and the teacher remains silent and goes on with the next students.

Time planning is an important issue in our teaching experiences, it is important to set our activities within well-established periods of time, this permits us to achieve the goals that we have in mind for each lesson. It is perfect if teachers not only prepare daily lesson plans, but also weekly and monthly ones since this permits us organize our time in a better way. Santrock (2010) mentions the importance of organizing our time correctly, he says that time planning helps us in many ways, for example we can feel more productive since we can see that we are really achieving our goals and getting better results and we can also reduce stress because when we organize our activities we can feel unworried about when the next activity is coming since we already had this

plan in time. Here, we can see some of the advantages and importance of organizing our time properly.

Lesson Design

Lesson planning is important in our teachers' every day classes since it permits us to set clear objectives for each lesson as well as to have everything correctly distributed, from the introduction to the end of the class. Lesson planning is vital since the teacher can think of activities that are according to the topic that will be checked.

The lesson plan as such has main aspects that are to be taken into account the moment of organizing our lessons such as: what we want our students to learn that day What the objectives are for this, also the main part of the lesson like grammar or the principal info is a must at the moment of preparing our class. Another important aspect is the methods we use, that is what activities or material. And finally it is recommendable to test our students to make sure they caught the right message and to make sure our objective was accomplished (Butt, 2006).

In order to present our students a good lesson plan, it is important to consider very important points that can affect it. For example we have to be aware of how much time we have to do some activities that are in a class hour. We have activities like checking homework, setting the class topic, etc. Moreover, the teacher must consider events, holidays, celebrations, festivals, vacations, etc. that will for sure affect our lesson plan and design. (House, 2011). Ministerio de Educación del Ecuador (2010) presents us a good model for a lesson plan: first, we have the informative data, then we write the area to which it belongs, in this case English. After this, we have the topic of the lesson followed by the skills that are going to be put into practice. We have the level, course or grade as another point, and we continue with the number of students; then the time required for our lesson, we have after this the teacher's name and we

finish with the date. This model can surely help us to plan our classes in a better organized way.

In a lesson plan we have some parts: First, "informative data", this section contains the school's name, location, teacher's information such as name, information about the class such as grade, topic to be checked and date. This section permits us to present the basic but important information about school, lesson and teacher. Second, we find "class description and timetable fit", in this section we give a brief description of the students, for example we mention their ages, attitudes, general features of them. Third, we have "lesson aims", here we mention the objectives for the lesson. This section is very important since it lets us have in mind what we want for our students to learn that day. Next we have the section "activities, aids, procedures and timing", this section is vital since here we have all the contents that will appear in the lesson; in this section we present each activity with its timing correctly organized in order to be able to carry out the lesson in the pre-set timing. Next, we have "scientific information" in this section we present the tasks that students are supposed to do in class, and finally we have bibliography, here we cite the books or web sites in general all the sources with which we work (Torres, 2013).

Class Size

The number of students especially referring to language teaching is something the teacher definitely has to consider and take into account when planning his classes. The size of a class can undoubtedly have an effect on the results that are gotten at the end of the school period. The number of students in a class can be different from class to class depending on what kind of education the student is receiving. For some teachers a large class will contain 20 or more students while we also have classes where the maximum limit of students is twelve or so, but the cost in these institutions, that have a

few students, is high. Madhavi (2009) mentioned that because of having a large number of students, sometimes the teachers are not aware of some students who face learning problems of learning. So, we can see that the larger number of students in a class, the more difficult it is to handle difficult situations, however it is not only this, it is also hard to find ways to carry out activities that fit the number. Harmer (2007) states that due to the amount of students the teacher sometimes does not even know about the existence of one of them. Unlike having a large number of students, it can be inferred that a class that has a few students can have advantages such as the chance to supervise every student´s production or have a more personalized feedback; however, one disadvantage can be that some group activities can be limited for having such a few students.

Classroom Space and Seating Arrangement

Classroom space is definitely an issue that can influence teaching directly. If the student does not feel comfortable or pleased with the environment where he is, his attitude towards learning might change. The syllabus is not only the fundamental part of teaching, but also we have other areas that are sometimes ignored such as classroom space. Even the organization that the teacher has in his classes influence the students' performance since bothersome students usually tend to seat far from the authority in this case the teacher, so their behavior, attention, concentration and all the factors related depend on the way they are seated. Touber (2007) states that the effective use of classroom can help to control these trouble-maker students who take advantage of the bad distribution of the setting; we can say that the closer we are to our students, the better results we will get on our lessons. The worst point about this topic is that classroom space is an area which teachers most of the time cannot control. Mc Leod (2003) mentions that this happens because most of the time teachers do not have the

chance to choose the class infrastructure, but he has to accommodate the large number of students within the space that he is assigned. In our Ecuadorian classrooms the space in each one is reduced and it does not permit the teachers to develop their activities correctly. For example: if the teacher has planned to have an activity in which students move around, and the space is not appropriate, this useful activity has to be changed for another one that does not imply movement. The seating organization has to change too when the space is limited. Not very variations can be made. This is an important point because we can have different seating ways for different activities. For example if we organize our students face to face one group in front of the other and give them an interesting topic to express our ideas about, it can help us have a good debate, or if we place our students in circle, we can have a nice conversation and practice our speaking.

About seating arrangement Zerin (2009) suggests some forms in which we can organize the desks. Some ways are for example: horseshoes, this way of seating consists of the teacher being in the front of the group while the group is in 'U' form, another form is Cluster, this seating way consists of some groups of desks (four or five) facing each other. Another seating way is semi-circle, in this way the teacher in in front of students which have their desks forming a semi-circle, he has direct sigh over the students. We have also seating in pairs, students work together and the teacher usually walks by desks checking on students' work.

Classroom and/or Teaching Resources

Let us start by having a clear idea of what a resource is according to Turnbull (2010) a resource is equipment or a supply of something that people use to achieve an aim.

One of the most significant areas in our jobs is how we use the wide variety of resources we have in order to perform our job well or even better. When the teachers

make use of a variety of resources, they can definitely improve their performance in class, students feel more attracted by the class, and also resources help us get to our students in different ways as well. Nevertheless, it is not only that, we also must know what the available tools are, we have for example dictionaries. Dictionaries exercises are useful; we can tell our students to look up for false friends and make them aware of the differences. Another tool is the board. Through the board we can display visual impact to the class. We also have tools such as pictures. With pictures we can practice story telling activities, and with this activity we can practice different tenses and many other activities (Woodward, 2001).

House (2011) also mentions the importance of tools as a way to be better at our job. One tool is the technology. We can use technology in many ways, for example if the students bring digital pictures, the activities that can be used are wider, we can tell the students to guess who is in the photo, what they are doing, who they are with, how they feel, and many more. One of the disadvantages mentioned are that students can be reluctant to use technology, especially people who are not into technology much.

Class Observation

Teacher monitoring is a process with which not all teachers agree, nevertheless it is a step that cannot be skipped in the teaching-learning process. The teacher monitoring not only helps the institution to control the good performance the professor shows during a lesson, but also it helps the teacher to improve his/her teaching, it helps the teacher to be conscious about the mistakes that can be made, sometimes, without being aware of them.

There are some ways to carry out the teacher supervision. It can start with class observation in which a series of features about the procedures within the class. Tests can also be given to teachers to identify possible failures, blanks or areas that have to be

worked on. And precisely because of all this monitoring, teachers can consider it like an annoyance. They think that only negative and weak points are highlighted creating unluckily discomfort in the working environment (Lastarria, 2008).

Although class observation is usually the institution's initiative to make sure the professor is maintaining good quality work and objectives are followed up to get the expected results, it can also be the teacher's idea to control him/herself to recognize possible errors or opportunities to better lesson activities. We have also class observation from trainee teachers or new teachers that want to gain knowledge of lesson planning or procedures. We have some proposes for class observation, but the main goal of class observation is to get better results from teachers and students and consequently from institutions too. Even though, the process of teacher monitoring through class observation, tests or other kind of evaluations, or although the reaction to these procedures are not always well received and not even accepted, it is vital to concede that they are needed to reach success and development in our classrooms. Class observation has points to consider though, since when the teacher is checked on by the supervisor or the person in charge of this task, the teacher does not always really show the way he/she usually works, his/her work is biased because of the situation, he/she can show a better way of working, maybe use more resources or show a different attitude with students (Wajnryb,1992).

Learning Styles

Learning Styles are the preferred ways a person has to understand and absorb information easier and better. That is, it is how a student feels more comfortable learning a determined topic. According to Lightbown (2006) some people have different forms to learn something. For example: the aural learners are the ones that learn better by listening. The kinaesthetic learners are the ones that feel more confident

learning doing physical activities, it means moving around, getting up, running, etc., and the visual learners are those that learn something better seeing it. These are some ways that reflect the diverse styles people have when acquiring new knowledge (Lightbown, & Spada, 2006).

Students' Intelligence or Aptitude to Learn English.

Aptitude is defined as the natural ability a person has for acquiring knowledge, in this case language learning. Carroll & Sapor (1959) mentioned three important points about this topic. The first one is the phonetic coding that is the skill to recall sounds. The second one is grammatical sensitivity that is the ability a person shows when he/she is able to identify grammar points such as syntax within a sentence. The third one is inductive ability that is the skill to recognize differences and similarities regarding grammar or meaning.

We have seen particular cases of people that seem to have been born to learn the language and are born with this innate ability, it is called aptitude. In the 1950s and 1960s, it was believed that it was possible to foretell the success of certain students in the language learning (Harmer, 2007).

These abilities really influence a student's language learning. Sometimes, in spite of the effort, students cannot command the language. They spend hours and hours learning and studying without getting the expected outcomes. An important factor that affects language learning as Pinleurs (1966) mentions is verbal intelligence which is the ability to reproduce sounds, be capable of reasoning verbal materials.

About intelligence, we have Woolfolk (2010) who states that intelligence is the capacity to learn new things, a total knowledge a person has gotten and the ability to adapt to new situations properly. This author believes that intelligence, in general, is an ability that affects all the cognitive abilities. Although it is also thought that we have

multiple abilities, this means that a person is not necessarily good at all, but this person can be absolutely good at something and bad at something else. We will focus in linguistics which Woolfolk (2010) refers to as "Sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language". So, it points that not all the people have all the kinds of intelligence which brings us to the question if all the people can be good at the English language learning.

Previous studies have also been done to analyze the factors that influence the English language teaching-learning process in the educational system. Next, we are going to examine these studies that are going to help us clarify the possible deficiencies on areas that affect the positive or negative results of both teachers and learners.

Ogiegbaen & Lyamu (2006) conducted a study with the purpose of confirming if secondary school teachers usually use instructional resources to teach English.

It was conducted through a questionnaire that was given to 3000 students in different zones in Nigeria, and observations were also made to get more information about the environment in which students learn the English language. Results showed that teachers do not vary their teaching activities through the use of new technologies and techniques and also that the setting where the language is taught is not the best for the students' welfare.

Alsayed (2003) investigated on some factors that influence on desirable outcomes in learning English as a foreign language. The objective of this study was to confirm if aspects such as motivation, early exposure to English, attitude, early first language acquisition and social background affect the English language learning. The participants in this study were fifty people who took IELTS test at the British Council. To develop this study, the evaluators interviewed each participant for a period of ten minutes. For the purpose of encouraging the subjects to open up and have a spontaneous

talk, the topics used were mostly about the participants themselves and experiences they had had. The results obtained from this research were that motivation was much related to the high scores gotten in reading, writing and listening. About early exposure to English, participants showed a better performance in listening and speaking, it means that years of exposure to the language either at home, at school or because of living in an English speaking country can influence on language learning. Attitude, on the contrary did not show to be a very influential factor on the learning process since low achievements showed a very good attitude without getting good results in some cases. Social background revealed to be a considerable factor. The student whose parents, at least one of them, could speak English, his/her son showed a better result on the test; however, more investigation is needed to confirm other variables that remain unclear or that need more research to get to a clearer perspective. All this leads to the conclusion that all the factors mentioned early influence the success in English learning

Zhu & Zhou (2012) studied if the influence of motivation that a student has toward English learning significantly affects him/her. The purpose was to confirm if affective factors influence on students' learning. The subjects for this study were the students that belong to class four and class eight in grade seven in City North Middle School located in Fenghua, Zhejiang Province in China. The way this study was performed was through a questionnaire that consisted in two parts. First, students had to provide information about their background. Second, students received a 15 question questionnaire aimed to get information about affective factors. The students were said that they would not have correct or incorrect answers; therefore, students provide spontaneous and honest evidence of their feelings.

The results revealed that the students present negative feelings toward the language learning such as: boredom, anxiety and hopelessness, but these feelings are a

result also from the environment in which the students develop such as the infrastructure, staff, teachers' attitudes toward the students, etc.

Atada (2011) investigated how school-based quality factors affected the performance and results of students in South-Western and North-Central Nigeria since students have been having bad results. The participants that were included in this study were principals and teachers that worked in state secondary schools from Oyo and Ogun states which are located in the South-West in Nigeria and Kwara and Kogi states which are located in the North-Central part of Nigeria making up a total number of 1684 schools from which data was collected. The way the sample was selected was through a multi-stage sample procedure having at last 507 schools. All the principals and teachers of these schools were part of this sample. The data was collected through two ways: a quality factor inventory and school-based quality factor questionnaire that were completed by the teachers selected.

The results showed that the quality of the school and teachers' performance had a real important influence on students' achievement or results, and also affected positively or negatively the level of English spoken by students. It was also found that the supervision that the school has over teachers' instruction and work is vital at the moment of having good results from the students since it encourages teachers to improve their teaching performance. Moreover, it was found that materials that are used in class are also a good way to better results since if there were more instructional materials, students would have better results, too.

Munoz (2001) studied the factor age and how it influences English learning. it was examined how the time in which a student starts his/her English learning affects the results desired to be gotten, and also was analyzed how the exposure to the target language can influence on the students' results. The participants of this study were

students of public schools in Barcelona, Spain. These students were selected from different grade hence different age, too. The participants belonged to two groups, the first group (284 students) started the English instruction at the age of 11, and the other group (286 students) started their instruction at the age of 8.

A series of tests were given to these groups paying special attention to the age. The groups were also evaluated both on the written part as well as in the oral part. The tests were given during their lesson time. Students were given 4 kinds were for example: the listening one in which students had to recognize words and phrases; students also took a grammar test which was a multiple-choice style, in dictation test and finally a fill-in-the-blank test. These tests were used since they are economical and permit to have a global measure about students' English. The students were also asked to fill a questionnaire which had information about their parents in order to analyze the socio-cultural aspect.

The results that were gotten from this study are that those students who had begun their English learning at an older age had done better than those who had started their English instruction at the age of 8 who were 10.9 at the moment of the test. This means that the ones that had started their instruction later showed better results on the four tests mentioned before. About the exposure to the target language, those who had more exposure to the English language seemed to do better on the listening part; it is important to mention that this longer exposure to English can be given due to extra curricula studies, that is students who study English in institutes and other lessons apart from school or high school. Through this study, it could also be noticed that a good methodology from the teacher can also improve the students' results. However, an implicit methodology will no benefit the younger students who do not have mature

cognitive skills as much as the older kids who seem to have more mature ones and can assimilate information better. Limitations were not mentioned in the study.

Description, analysis, and Interpretation of Results

The next section will contain the description, analysis and interpretation of the results obtained by questionnaires given to 15 teachers. This information will also be backed up by questionnaires given to students and observation sheets of teachers' performance in class. All this information will have the interpretation of results as well.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?
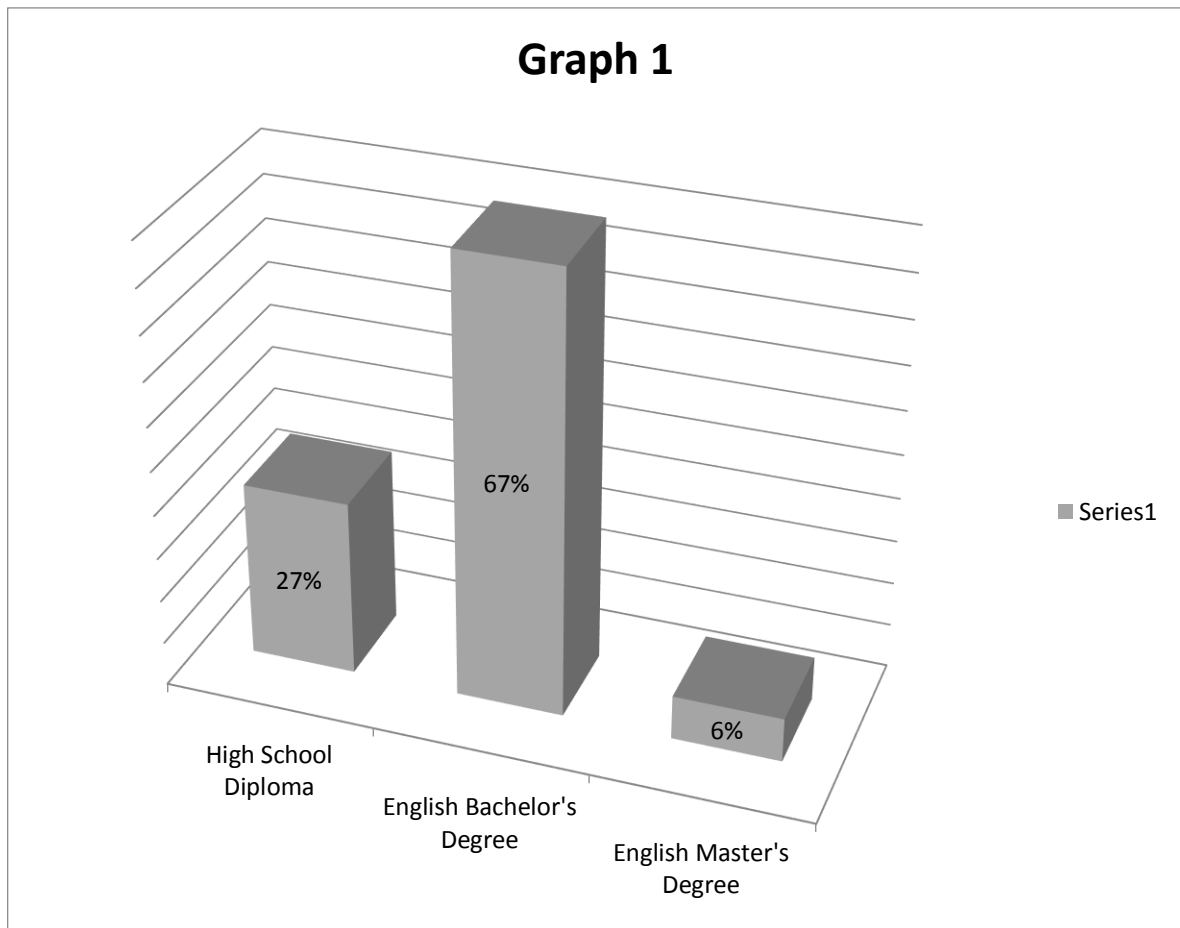
Graph 1

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

The graph shows that from 15 teachers interviewed, four teachers that represent 27 % have a high school diploma, ten teachers that represent 67% have an English

Bachelor's degree, and finally 1 teacher that represents 6% have an English Master's degree.

Only the 6% of teachers have a Master's degree which is a small amount among all the teachers, it means that only the 6% is ready to offer quality teaching. The fact that the study was done in a high school level, it does not mean that high school students do not deserve to receive good teaching; sometimes, university level teaching is only investigated by the authorities when all the educational institutions deserve to have good service and prepared teachers.

 The 27 % of teachers have a high school diploma which means that they have not finished their university studies or have not ever studied at that level. That is, these teachers finished their high school studies and immediately started to teach without being completely qualified to do a teacher's job, consequently, we can tell that the teachers' pupils are receiving teaching that is not guaranteed to be the best.
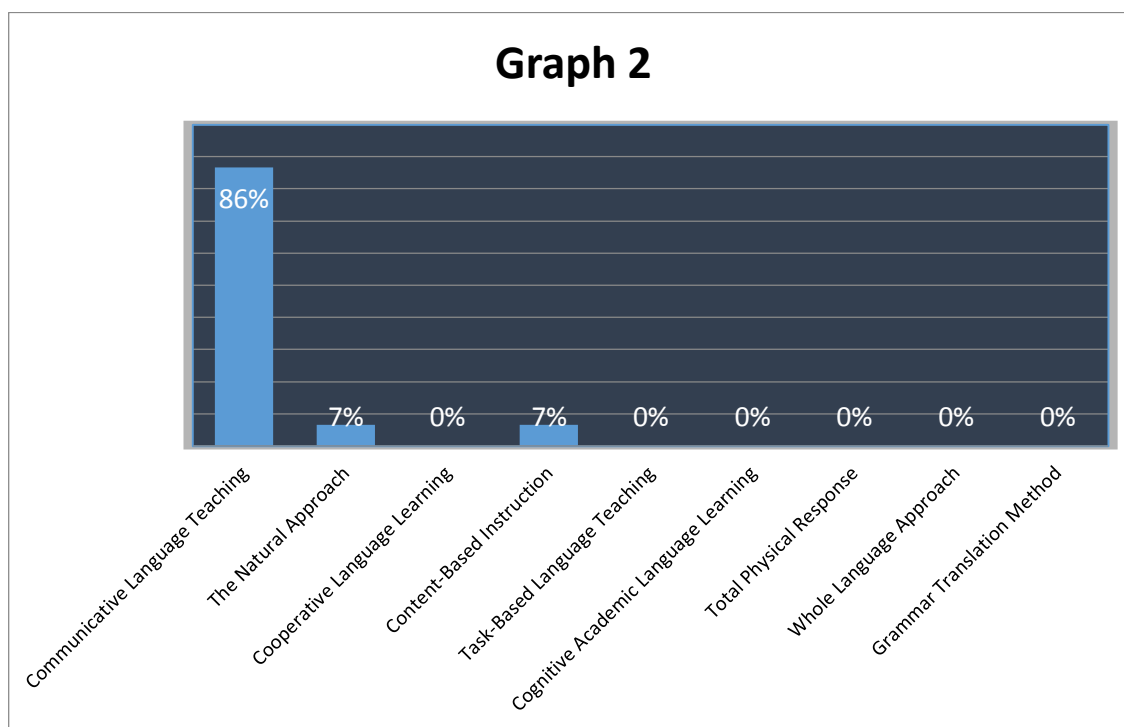
Finally, we find that 67% of teachers do have a university diploma; this is a high number of teachers but not the required one for our Ecuadorian high school students. This lack of teachers who possess university studies can be a factor for our education on English as a subject in our institutions.

These results show that a high number of teachers possess formal English studies although four teachers do not have a university diploma, however we can see that a good number of professors are, in theory, academically ready to work teaching English. This contrasts with the observations that were made in which it could be noticed that the teachers' English command was not satisfactory and was not according to the English level they are supposed to have. The interviews that were carried out with the teachers showed us that their English skills are not good enough since most of them showed the most basic command of the language.

Lucas (2011) mentions a similar problem that was happening in the U.S. about the level of preparation of the English teachers. It is mentioned that it was also seen a low level of preparation from teachers that were teaching ESL classes, however, some changes were made in order for the teachers to get more preparation to have better performance in their lessons. The author also mentions the challenges that teachers face during the lessons with different difficult cases as the ones we also have in the Ecuadorian classrooms; the author highlights the main idea about the training teachers should have to manage these situations, without good preparation and techniques it is hard to find the right ways to work in these difficult situations. The advice from the author is that it is vital that teachers are prepared to make good and appropriate decisions in such scenarios for the purpose of helping the students with their doubts without hurting them.

In conclusion, it can be said that definitely high school teachers need to gain more formal preparation to offer good service to students. Formal preparation is highlighted since most of the time English is taught without a diploma on the subject, but with only the empiric learning these people have had. Preparation makes us capable of approaching students with good techniques supported by studies on the topic, the teacher can feel confident about the work he/ she is doing having the outcomes expected as a consequence of a professional job.

Which of the following methods are used in class?

Graph 2

Communicative Language Teaching: 86%
The Natural Approach: 7%
Cooperative Language Learning: 0%
Content-Based Instruction: 7%
Task-Based Language Teaching: 0%
Cognitive Academic Language Learning: 0%
Total Physical Response: 0%
Whole Language Approach: 0%
Grammar Translation Method: 0%

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

We have found through the questionnaires that thirteen teachers that represent 86% use Communicative Language Teaching approach; one teacher that is the 7% use the Natural Approach and one teacher that represents the 7% use Content-Based Instruction. The results revealed that the other approaches and methods are not used by the teachers who participated in our study; hence, the statistic results of these methods and approaches remain in 0%.

Through these outcomes, it can be seen that most of the teachers use the Communicative Language Teaching approach which focuses on communicative skills, it means they have communication as the must in their lessons.

7% of the teachers said they use The Natural Approach as the principal and most used in their classes, this method style was to help the students learn the language in a naturalistic environment. Although the 7% of the teachers chose this approach,

this was not used in class during the observations; the stress-free environment that is necessary in this approach was not seen during the observation, in general the principal features of this approach were not present in the class observed, on the contrary the lessons mainly focused on grammar and grammar exercises; therefore, we can infer that the teachers do not use this approach often, or they never use it.

Another 7% of teachers stated that they use the Content-Based Instruction approach. This approach uses attractive content for the purpose of getting the students' attention and interest. The students expressed that their teachers used activities that involved everybody and they could learn by doing different and varied activities although in the observations the activities and characteristics of the approach were not seen. For instance, teachers did not use interesting content to teach the English lesson, on the contrary they focused on direct grammar instruction which is not a feature of this approach.

It has been found through the interviews that the communicative method is the most popular one among the teachers in high schools, it means that they usually use the activities that correspond to this method, activities that help the learners get knowledge through practice of the target language, these activities can be role-plays, conversations, pair work, games, etc. Unfortunately, it was seen through the observations to the teachers that little of this method was applied in classrooms, the only feature that teachers had of this method was learning by teaching, but apart from this activity, in the observations it was not seen that this result was reliable.

On the contrary, it would be amazing if teachers used this method so that their students learn the language by practicing all the activities that this method involves. Actually, students mentioned that they would like to have a new and different

methodology. This is what this method offers to vary activities and turn the routine into a different environment.

Indeed, the method that would fit the style of teaching in these high schools would be the Grammar-Translation one since this method emphasizes on grammar and also the first language is used so that students understand the grammar rules. It was seen, in the lessons that teachers tend to speak Spanish for their students to be able to understand what the English grammar is about, it was and is the traditional method that has been present in our system for long time.

It has been confirmed that in our English lessons grammar is the most important issue to be learned; most of the times other basic skills such as listening, speaking or reading are neglected and the only area that is emphasized is grammar. That is why, it can be said that the actual method that should be the most chosen would be the grammar-translation due to the characteristics of the teaching in high schools since through the observations it was the method that was most used in class.

Teachers are more likely to select this method because it permits them to work in a better way adapting to the needs that students have and style of system of the visited high schools.

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

Graph 3

100%

0%

Yes   No
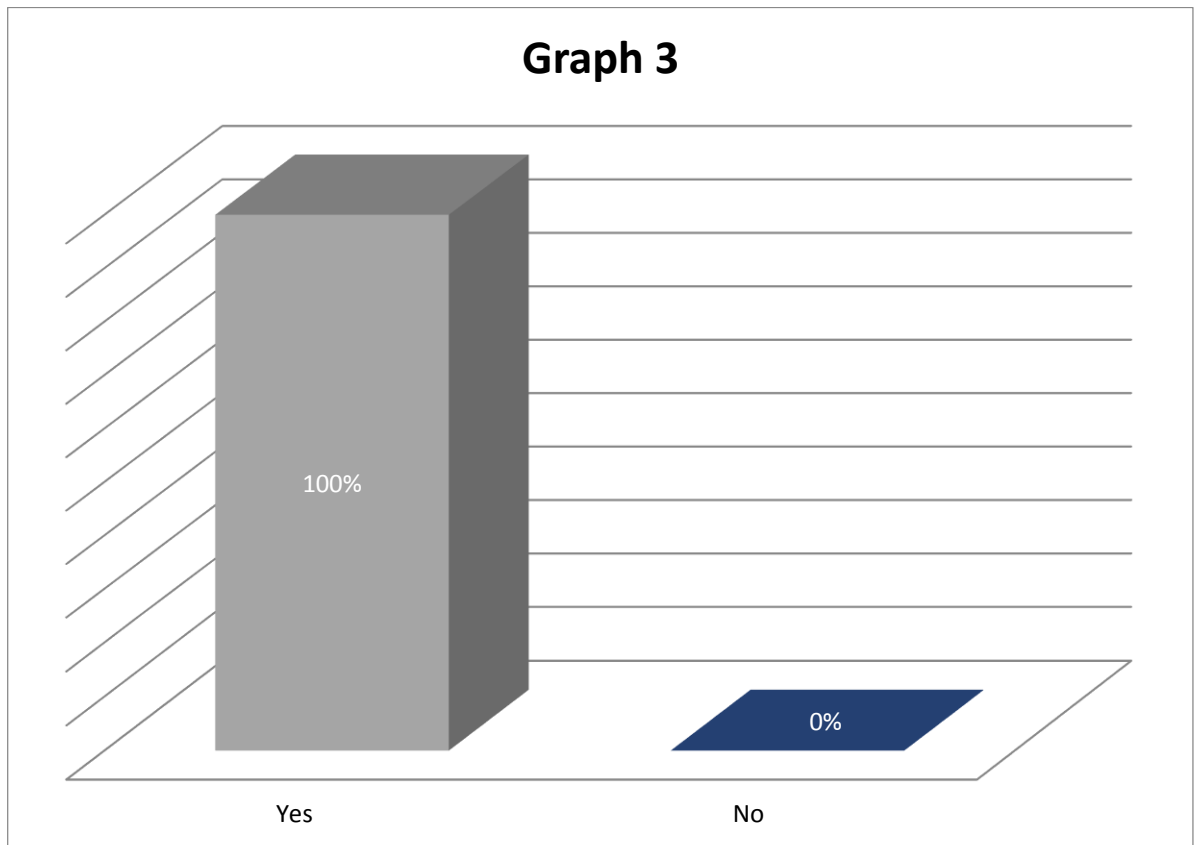
Author: Maldonado Fabricio
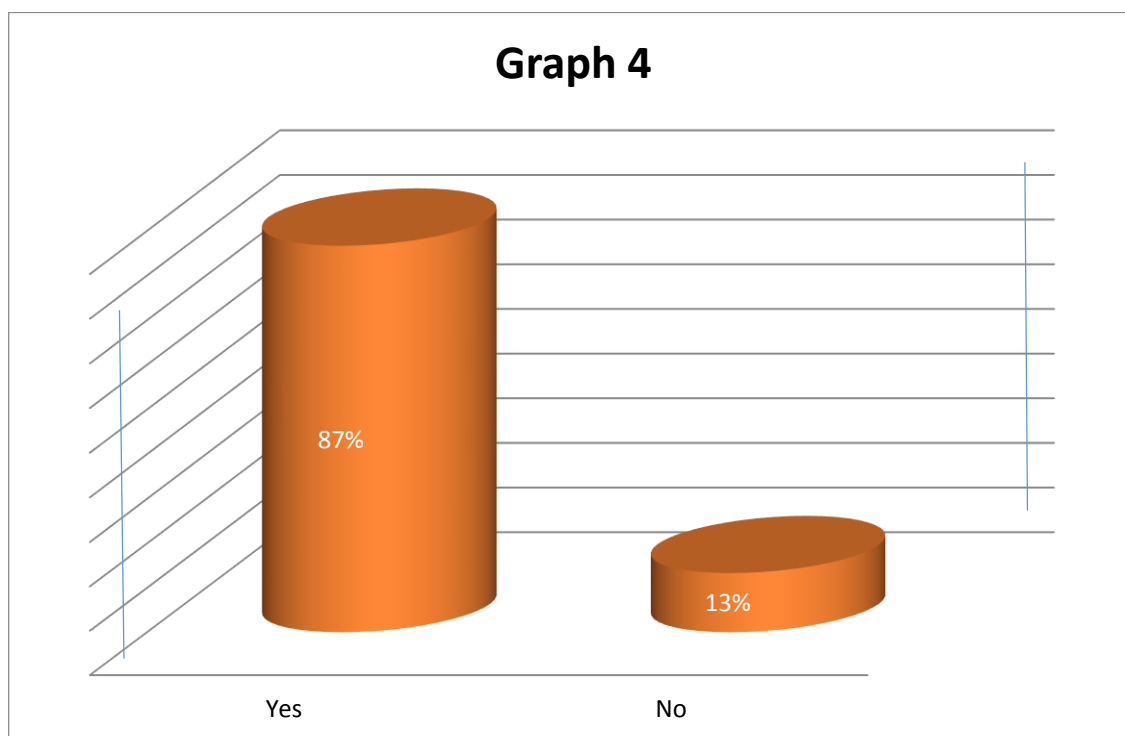
Source: 15 Private High Schools Teachers

The results we got from this question are that 100% which is 15 teachers use whole group activities which permit the teachers to work with all the students and evaluate on them as the activities go on. Whole group activities are important in class because they help students develop communicative abilities and let students interact with each other. However, during the observations these activities could not be seen; in fact, the teachers' activities were individual and the explanation was grammar centered, working with each student independently. At least, 10 teachers had this kind of methodology; it can happen because the distribution of time did not really permit to do other different activities although other teachers did use whole group activities or something similar to this, they use activities that involved all the students in class and everybody could participate equally.

However, whole-group activities, if they are really used by teachers, have disadvantages too. This is prepared for the average student in class, but we all know that not everybody has the same command of the language, this situation leaves the not so brilliant students behind, they cannot catch up with the rest of the class, therefore their practice, in activities that are involved in this method, is limited and sometimes null.

On the other hand, for those students who really have a high knowledge of the language, this way of working in groups can be harmful since they might feel that they are not learning new things, their practice in class is not challenged, they feel their production has been fossilized. Therefore, the teacher has to be careful at the moment of choosing how to work with students for the purpose of not harming anybody's learning opportunity, and at the same look for some ways of working for our students to be as productive as possible.

During the observations, it was seen that whole-group activities unfortunately are not always used in class, besides in the students´ interviews, they mentioned that teachers hardly ever have different and fun activities that can change the environment in the classroom rather than check grammar and do other classical and routine activities, it is a disappointment since group activities can help teachers get objectives they have for each lesson, and also can help students to feel more comfortable to learn.

Do Teachers use individual activities to teach their lessons?

Graph 4

87%

13%

Yes   No

Author: Maldonado Fabricio

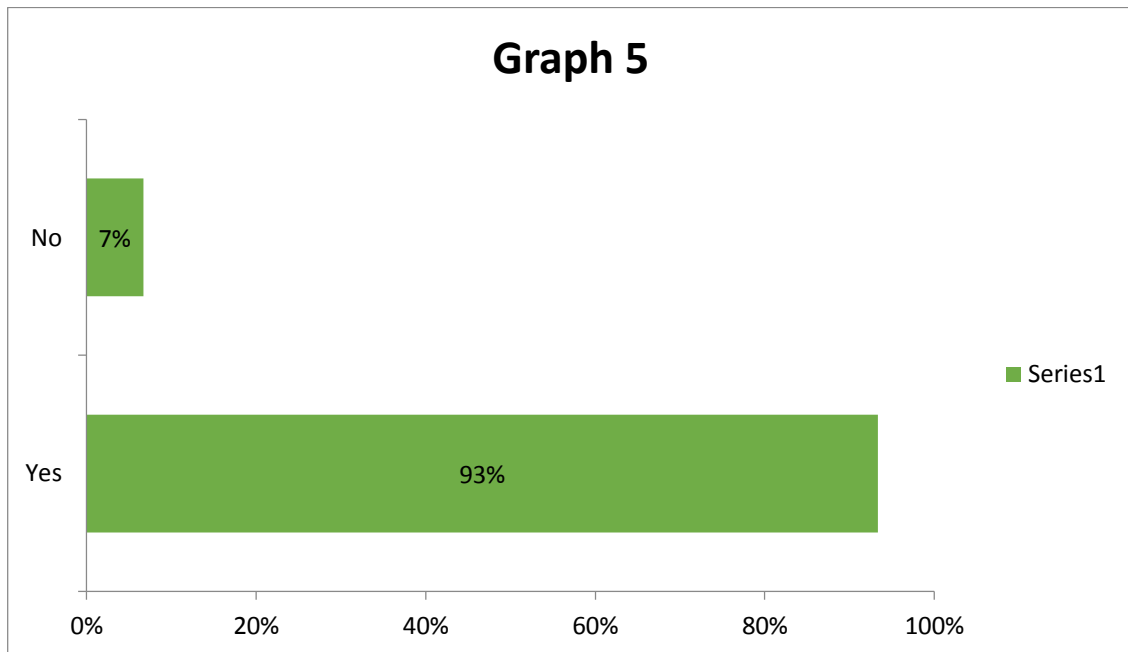Source: 15 Private High Schools Teachers

About this question the results show that thirteen teachers that represent 87% use individual activities and 2 teachers that represent 13 % do not use them. It means that most of the teachers' methodology consists on independent, individual interaction. The surveyed teachers say that through this way students are easier to be controlled and also goals are better to recognize through individual production. They also stated that individual production permits something that group activities do not permit which is to really realize how much each student knows about the language, and with this information, they can notice the problems the student has and consequently can work on them; something that group activities sometimes do not permit to do since the teacher does not have the chance to confirm if the production that the group had come from only some students or from all of them.

Another good point that individual production has is that the teacher can work with a wider set of topics when he/she applies individual work due to that fact that the teacher can appoint different topics for the students to develop which lets the class learn more and deeper information. Moreover, individual activities let the teacher grade the students in more objective and personalized way due to the fact that the teacher really knows what each student knows and lacks; hence, the scores are given in a more objective way.

During the observations, it was seen that teachers do really prefer to use individual activities; in fact, most of their lessons used this style to work in class because according to them it keeps the group controlled, there is no chance for them to hide their deficiencies and the teachers can better evaluate the students' production.

It was seen that teachers' way of working has become fossilized, that is, the same way of working is usually applied, it was seen that teachers as well as students are already accustomed to working in the same way, students sit down and do the same activities every day, they expressed that individual work is good, they like it because they learn very much by filling their books or doing individual exercises, but they would also like to vary the activities since it can turn into a boring routine that definitely does not help the teacher or the students, they would like to practice what they have learned in class with their classmates and do different activities which can help students improve their knowledge.

Do Teachers use group work activities to teach their lessons?

Graph 5

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

In this graph, the results show that fourteen teachers that represent 93% of the teachers use group activities while just one teacher that represents the 7% does not use group activities. The teachers that use group activities said that group activities can help students develop different abilities that cannot be produced in individual work. One of the advantages that group activities have is that all students can work in less time since the students are grouped, also they practice certain topic with each other optimizing the time which is usually limited for the lessons, also at the moment of presenting the work that was done, the time that students use for the presentation is shorter than the time used when presenting an individual work.

Another advantage about group work is that people can practice many topics in a single activity; this activity can be a conversation, dramatization, an exposition about a certain topic that students feel interested in, a debate, etc. It is important to emphasize that the feedback that the teacher gives to the students is one of the most

important aspects in class including group work, in fact without feedback, the group work activities can be useless, students can be working by themselves in a wrong way, actually they can have a negative input from their classmates, that is why it is important that the teacher monitors this work.

According to the observations, it could be noticed that teachers did not use group activities, all the lesson consisted of individual work and individual production by giving examples or reading examples aloud from the book.

Students also mentioned that group work was not really present in their lessons, that most of the time the only person speaking was the teacher while the students usually limited themselves to do individual, written tasks.

We can realize that teachers contradict themselves since in the last question most of them mentioned that they preferred to use individual activities whereas in this question they said that they used group activities, this is the evidence to notice that the teachers themselves did not have a clear perspective of how they usually worked in class. Unluckily, this contradiction happened with most of the teachers that were interviewed, this shows lack of planning or lack of organization within their everyday lessons, it also shows that teachers do not know clearly how they work with students individually or in groups, nevertheless the way or style that teachers had in class during the observations was individual activities.

Do Teachers use English most of the time in their classes?
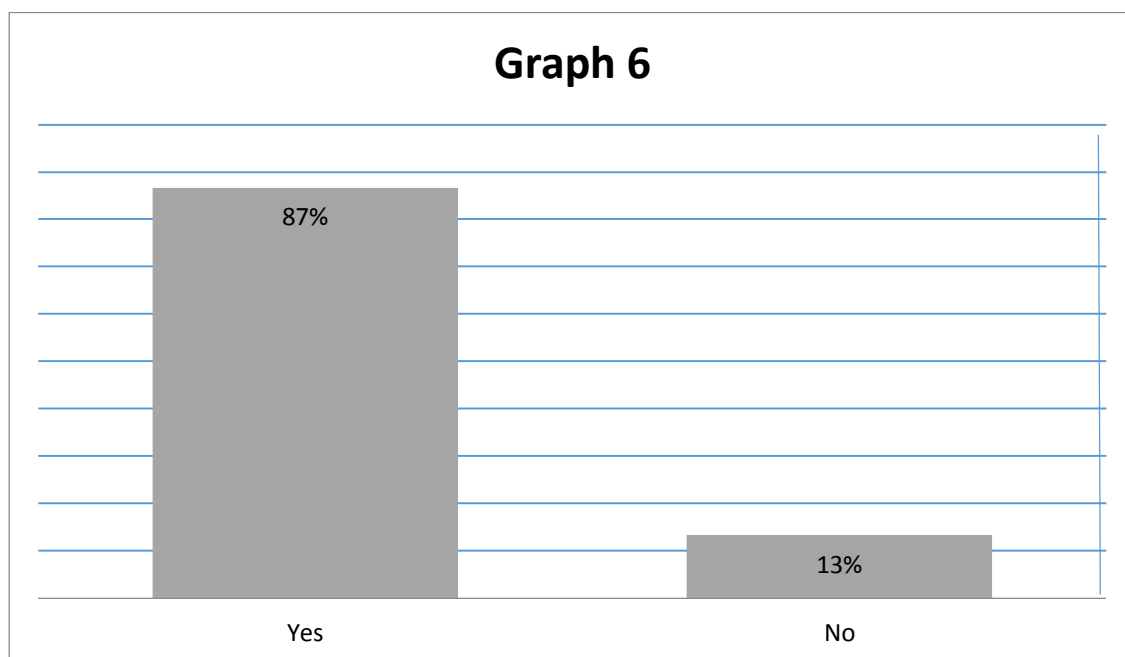
Graph 6

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

We have found thorough this graphic that thirteen teachers that represent 87% speak English most of the time during their lessons whereas just two teachers that represent 13% of them do not do it. It means that most of our students are used to receiving the lessons only in English; however, the observations that were carried out throughout the study show that it does not happen. In an average class, teachers tend to speak Spanish in order for students to understand certain topics that were not well understood. Furthermore, some grammar and pronunciation mistakes were detected while teachers spoke English.

It is important to mention that teachers work as models of the language, it means that students will learn everything the teacher says and how they say it. Thus, all the possible pronunciation and grammar mistakes received from their teachers can get fossilized in students' minds, on the other hand, if teachers do not use the target language in most of the classes, students will never get used to the target language

which can be considered a mistake in the English language teaching since if students do not listen and get accustomed to the target language, students will never get the outcomes expected. It is wrong to let students use Spanish in an English teaching class, and it is worse to have teachers who do not speak English all the time.

All the weaknesses mentioned in the last paragraph do not permit students to gain good knowledge of the topic that is checked in class, and they also affect other areas of the language for example listening, grammar and speaking. It is a must that English students get their brains used to listening to the target language, but what happens in class is that teachers speak some time in English and others in Spanish or translate what they said. If students received a 100% of English in their class, for sure they would be able to understand everything the teacher says.

Finally, we found that 13% of the teachers do not use English most of the time in their lessons. The teachers, who said that they did not use English in their classes, did not state why, so maybe they do not use it because they do not feel comfortable with it, they prefer to use their mother tongue, or according to some comments that were mentioned, because students understand the target language better when they speak Spanish since this is the language that students understand best for obvious reasons. The question that rises in these cases is how can students learn English better if the class is taught in Spanish?

It would be great to have teachers who are really good at speaking the target language so that students receive a good model of teaching, good pronunciation and good grammar command. Unluckily, what has been found during the observations is that teachers really need more practice of the language in order for them to be able to improve all the basic skills. That is why, the Ecuadorian government worried about the teachers' low level of knowledge of English has created a program for

teachers to apply and have the chance to travel to an English speaking country and study as well as practice it at the same time.

Do Teachers plan their lessons?

Graph 7
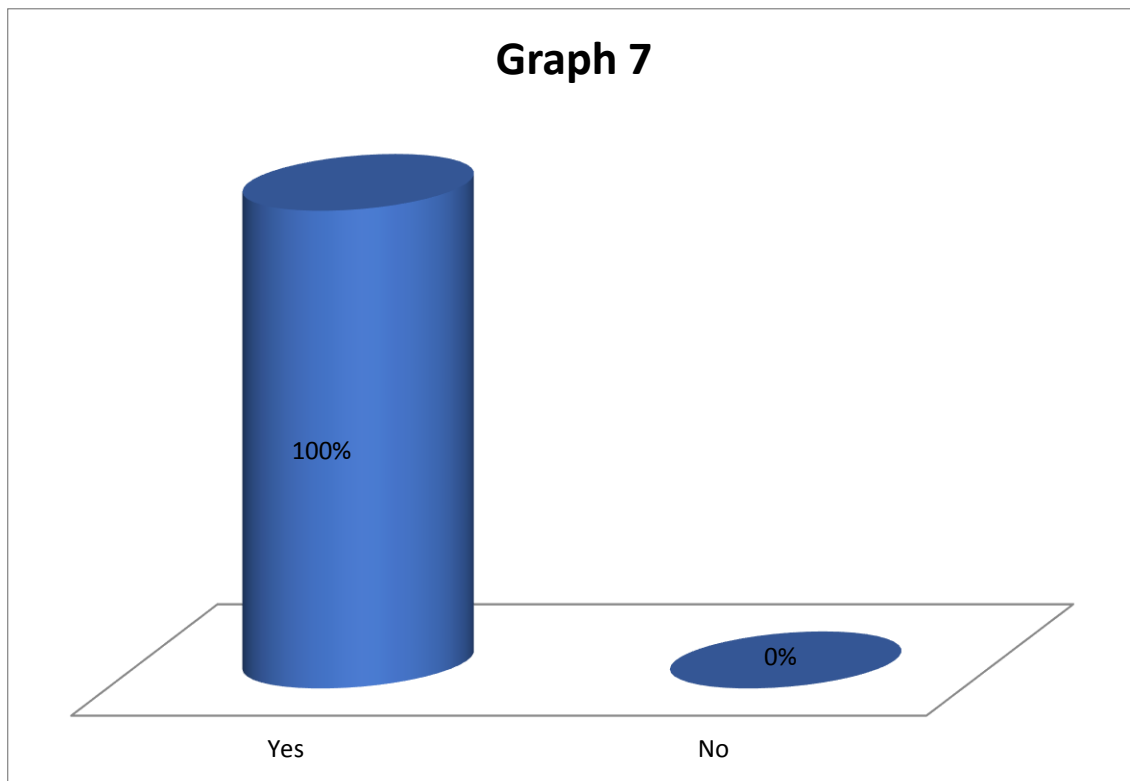
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

According to the results obtained from this question we can see that 100% of the teachers plan their lessons, in fact it was confirmed during the observations that lessons were planned.

First, it would be important to start the analysis of this question highlighting what Butt (2006) said about this topic. The author gives some reasons why planning is important for our English lessons. He says that first we should consider our students' level when planning our lessons in order for our students not to feel misplaced in class, and also to be able to satisfy their needs. All these aspects should be considered in the objectives that we set for our lesson plan. The author also encourages us to be careful with our planning since it is what our class will depend

36

on, for example it will make the environment enjoyable or lackluster. The attitude of our students for the class will be crucial to get to the goals of it. Planning the lesson also helps us to deal with the difficult students ahead of time; it helps us have good activities so that we can handle the class and avoid problems with the good behaved students.

Through the observations, it could be seen that teachers, indeed, planned their lessons, they knew what they were going to teach, and teachers brought material to the class. They were provided with power point slides, pictures, computer programs, etc. All this can make us notice that they were ready for their lessons. Students, on their part, said that they felt their teacher prepared their classes because of the different resources, activities and classwork they always worked with.

Lesson planning is essential in teaching. This is the way how we can reach the objectives we have for our class, the teacher has to plan activities, material, time, etc. The teacher has to foresee possible inconvenient that can rise during the explanation or during the activity's carry out.

It is important to consider not only grammar development aspects or formal explanation, but also the creativity of the teacher, new and interesting ideas, games, talks, etc. play a crucial role in the lesson hence they must be present in the planning.

It was also seen in the observations that experienced teachers sometimes do not plan their lessons because of their experience teaching the same subject or topic repetitively and they really know what to teach and how to do it. The problem is when this experience stops the teacher from gaining new ideas and activities, or looking for updated material or techniques.

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

Graph 8

100%

0%

Yes   No
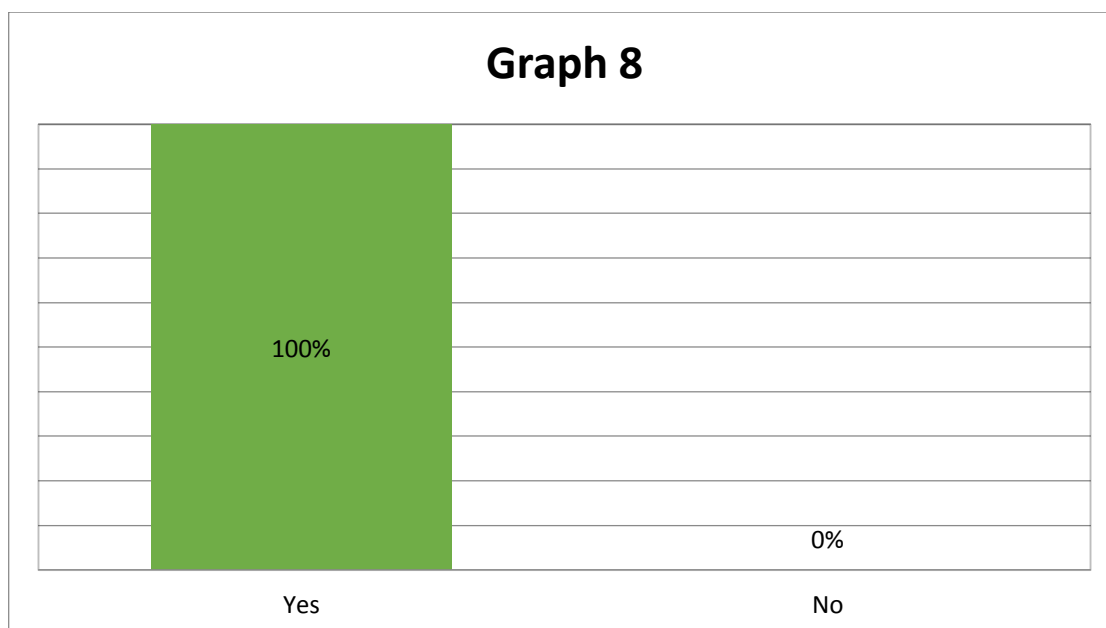
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

On this graph we find that 15 teachers which represent 100% consider aspects such as discipline, timing and feedback when teaching their lessons. It was seen that teachers had a hard time controlling the discipline aspect since sometimes students show little or no interest in the subject and this leads them to create indiscipline in class.

Unfortunately, some teachers were not accurate with timing because lessons themselves did not cover the time they were supposed to. Some lessons were supposed to last 50 minutes but teachers took 55 or 60, in some lessons the teachers had to take 40 minutes but they took 50. Although teachers took longer for their lessons, they could not reach the expected activities. All this happened due to some aspects such as students moving from one class to another to watch a movie or to practice on the computer, or because some teachers take longer to get to their classes, many aspects influence on the lack of time to complete the lesson making

time short to be able to get good outcomes. What usually happened in classes was that teachers needed more time to complete with all the plans they had had for the class. No teacher had time left, but every teacher needed more.

Timing can be thought of as an unimportant aspect in class, but what was seen in the observations was that not setting time for activities really affected the goals of the lessons directly; some teachers were surprised when they found themselves with no time and still had some students that had not finished their tasks.

Regarding feedback, it was hard to have good feedback especially because sometimes there are so many students in a class that is difficult to get all the production expected from students in order for the teacher to correct them. Moreover, during the observation some activities that teachers had little or no space for feedback. That is, the grammar topic is explained, some examples are given and that is it, time is over, because of the lack of time, all the activities such as feedback are not paid attention to, thus it is neglected.

Factors Concerning Students

Do Teachers consider Students' needs to teach English successfully?
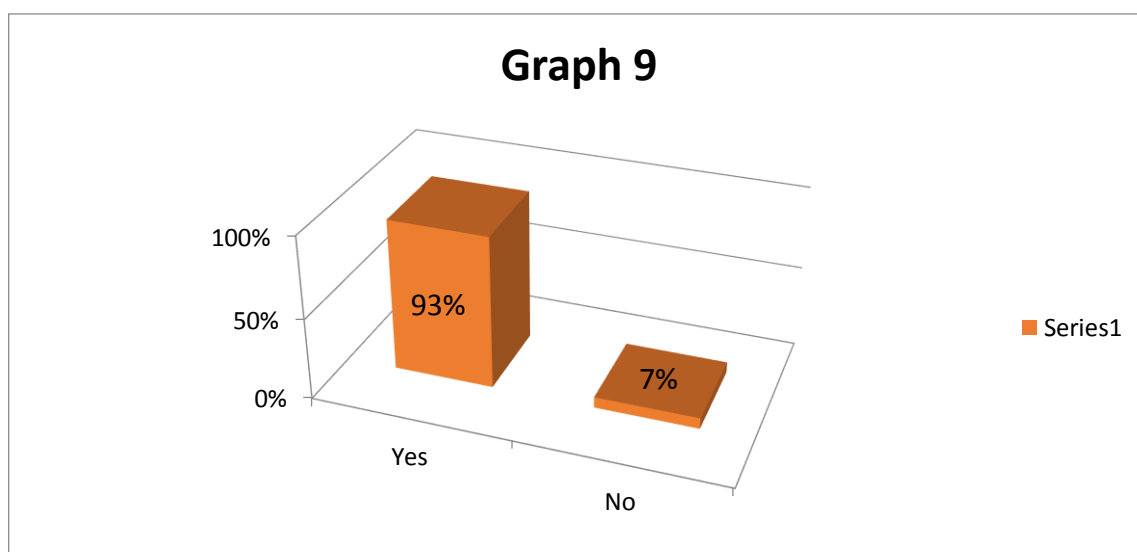
Graph 9

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

The results for this question show that fourteen teachers that represent 93% take into account what students' need while one teacher who represents 7% of them stated he/she did not consider these needs. This teacher expressed that he/she did not consider students' needs because he/she had to teach according to the syllabus, that is, he/she do not have the chance to choose what students need or want to study. It is sad to get aware of this situation although this is the reality of our English classes. Teachers cannot decide what to or not to teach since they have to follow a certain syllabus or program.

Nonetheless, the other 93 % said that they have to go according to the teaching program. It was also important to keep in mind the environment where our students develop so that we can satisfy their needs and expectations. It is hard to be bound to accomplish the school syllabus and at the same time watch over students' interests. One of the important aspects why we should keep our students' needs in mind is that when the teacher checks something that interests our students, they feel encouraged and engaged in the activity, consequently, they have better outcomes and their level of understanding and learning is higher, results, grades and their performance are better. On the other hand, if the teacher does not do her/his best to get students' attention and interest, the class can turn into a boring and unattractive place. If students do not find the English class useful or if they study just because they are forced to do it, then is when problems come and we can see so many problems in the English education and outcomes that are gotten from our students.

During the observations it was seen that teachers really try to make themselves understood and struggle to cover everything they have to, but that is enough work to do, so teachers do not have time to worry about the needs that students can have. It means that it is seen that teachers cannot handle teaching successfully due to many

aspects that influence this work, for instance time, space, number of students, etc. These negative issues do not permit the teacher to consider their needs individually or in group.

The interest that the teacher has on the students is what really matters; seeing the student as a person, as a human being that also has feelings and obviously needs makes our goals for the lessons come true, but not paying attention to what students need, why they are studying and how they are going to use it in the future will determine if the English teacher did his/her job well or if the teacher failed.

Do Teachers consider Students' level to teach English successfully?

Graph 10

80%

20%

Yes

No
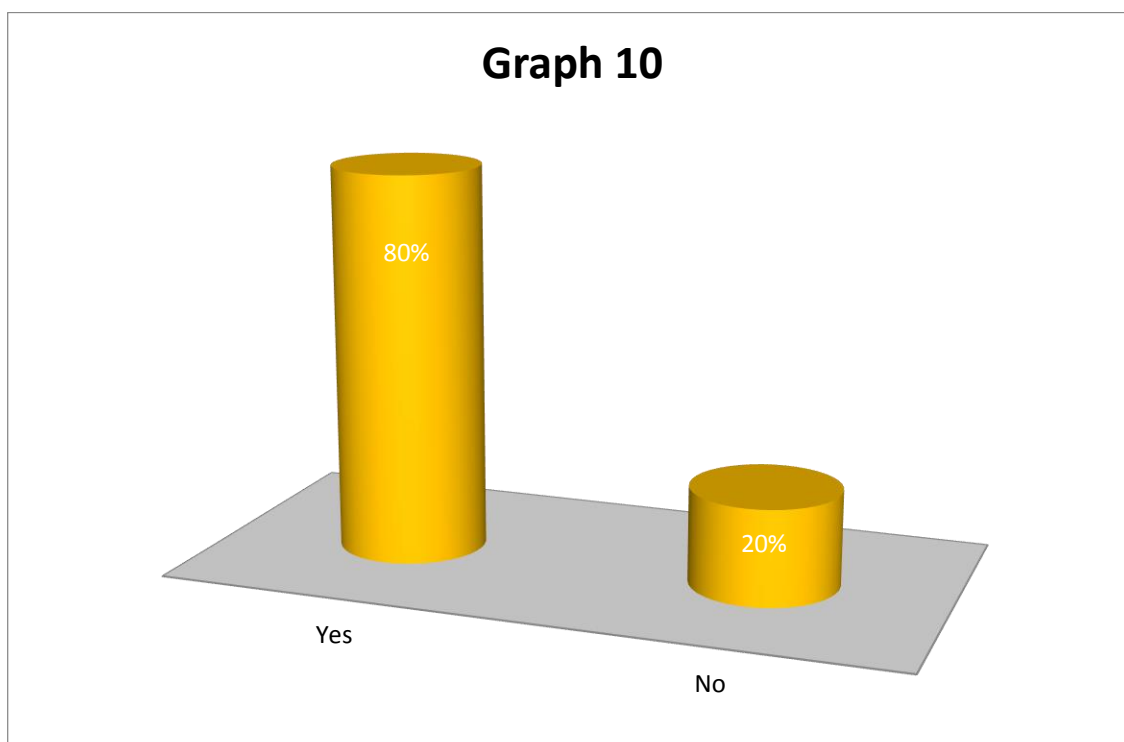
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

Regarding students' level, we can see that 12 teachers that represent 80% consider the level of knowledge of English when they teach their lessons, and three teachers that is the 20% do not pay attention to this area. The 80% of teachers who take into account this aspect said that they have to do it since if they do not do it,

students would be lost and will not understand what they have been taught. These teachers also said that it is necessary to keep in mind what students know; that is, their vocabulary level, grammar command, etc. because the teacher can be speaking for hours not necessarily making himself understood, this would be a waste of time, students can feel unmotivated and confused so the lesson's objective cannot be fulfilled. The teachers mentioned that it is a negligence not to pay attention to what students understand or not, it is like having a monologue.

Notwithstanding, 20% of teachers said that they cannot consider students´ level due to their obligation to stick to the syllabus whether students are ready for the level the topics demand or not. This issue clearly affects students' understanding, they feel teachers do not care about what students are ready for and do not care about students´ well being.

However, we have to also try to understand teachers, take into account all the tasks that have to be carried out in class as well as the responsibility they have on their students to transmit all the knowledge and make students catch everything the teacher explains, it is undoubtedly a hard task since the group in a class is heterogeneous or most of the students do not have good basis of English, so it becomes a chain that affects all the levels. The students have blanks so the next teacher cannot do what he is supposed to; instead he tries to cover these blanks, and the next teacher tries to do the same, hence this chain of failures goes on, students continue to have problems with the language and with the subject. That is why, it is crucial to pay attention to the level of knowledge of our students so that we can reach our goals.

The question is who is the responsible to accommodate to whom? Teachers should modify their lessons to students' level? , or students should try to understand

the teacher whether the students has or does not have enough knowledge to do it? Independently of the lesson and the student's level, the teacher is the one who has to do anything to make him/herself understood and get to the students to achieve the objectives for the group and the lesson.

Which is the level of students?
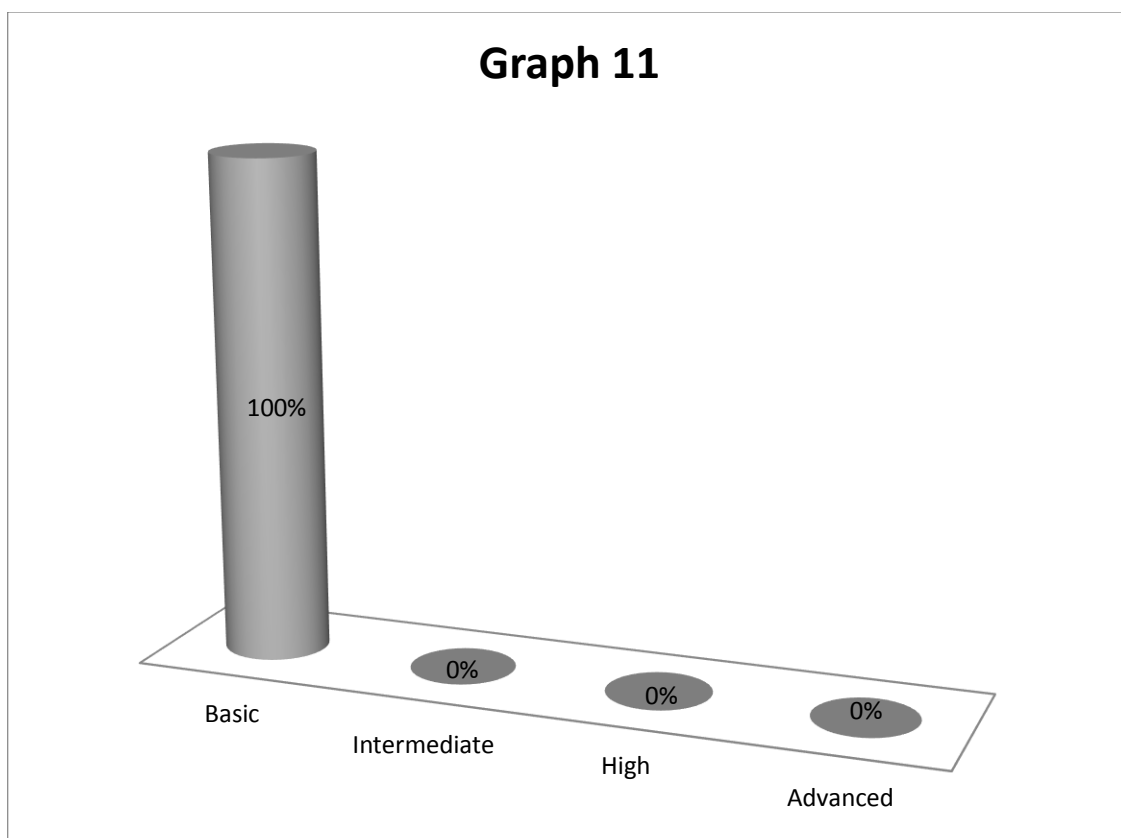
Graph 11

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

About this question we have found that 100% of teachers said that their students do not have a good level of English, on the contrary their English level is very basic.

Having very much to do with the last question, this one shows the level of English knowledge students have, unluckily here we can realize that high school students do not have a good command of English. It limits teachers' activities in class and really affects the goals that teachers have for the lesson. It becomes an endless cycle, teachers say that they cannot get the expected outcomes from students

due to the low level of English students have, which at the same time affects the knowledge students may acquire.

During the interviews teachers mentioned that the syllabus in some cases does not follow a logical order, it means that the topics students study do not have sequence, it makes students get confused since they do not check grammar or vocabulary orderly. If students do not have a good level, it is impossible to teach complex grammar to students that do not have previous basis for a certain topic. This disordered process does not let students improve their knowledge; it stops students from working up leaving them in a low level.

Finally, we can infer that the low level of students is an impediment for teachers to get the outcomes desired, but at the same time the teacher might be blamed for this low level that students have. It was said by the teachers that students keep passing school years without having enough knowledge to advance. Teachers also said that English as a subject which is seen as not important, that is why students pass to next school year and then the chain keeps growing with students that still have blanks about English in their minds, the only thing they can do, teachers said, was to try to teach as much as and as well as they can for the purpose of improving these students' English level.

How many students do Teachers have in class?

Graph 12

■ Series1

10 to 15	16 to 25	26 to 30	31 or more
7%	27%	20%	47%
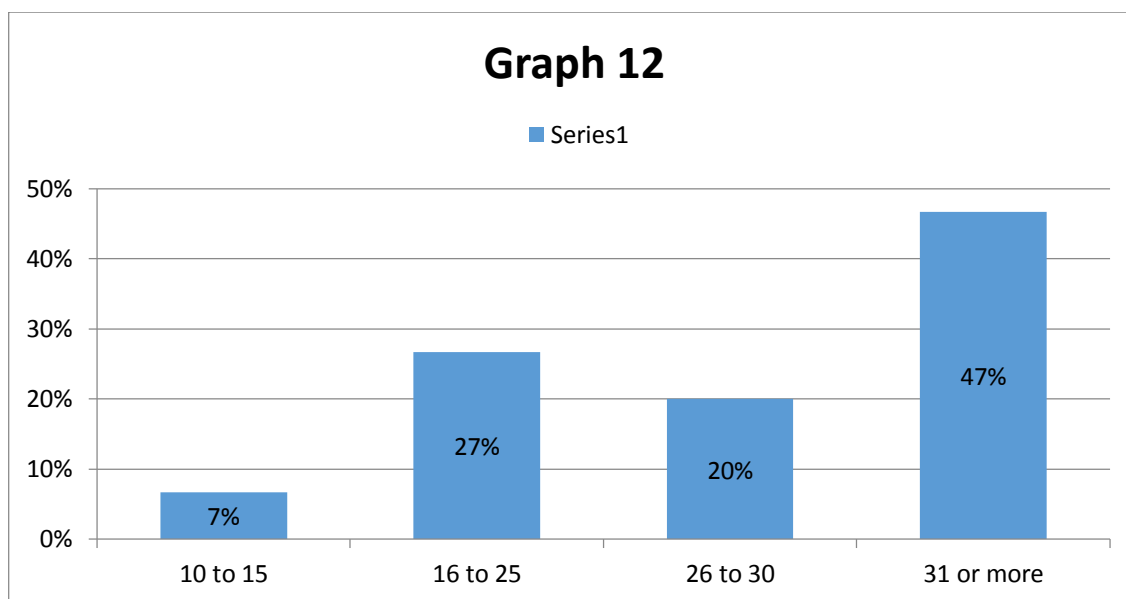
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

Through this graph, we can see that seven teachers that represent 47% have 31 or more students, four teachers, 27% have from 16 to 25 students, three teachers which represent 20% have from 26 to 30 and finally one teacher that represents the 6% has from 10 to 15 students. These statistics demonstrate that there are too many students in a class. Only the 6% of classes show us a reasonable number of people in a room. These figures surely influence on the outcomes teachers get in a lesson.

We can see that private institutions show these high figures although students in private high schools pay for education, some people prefer to pay as long as their children receive good knowledge; however, we see that nowadays private institutions also have a lot of students per class.

It was confirmed during the visits to classes that in general there are too many students per class, sometimes they do not fit in a class because of the number, for example there was a group of students that had an activity in the audio-visual room,

but there were so many students in this group that the activity had to be cancelled because they did not fit in the room; this and other problems rise because of the big number of students, we can see that having so many students in a class can really influence on the normal process of the lesson.

Do Teachers feel comfortable working with this number of students?

Graph 13
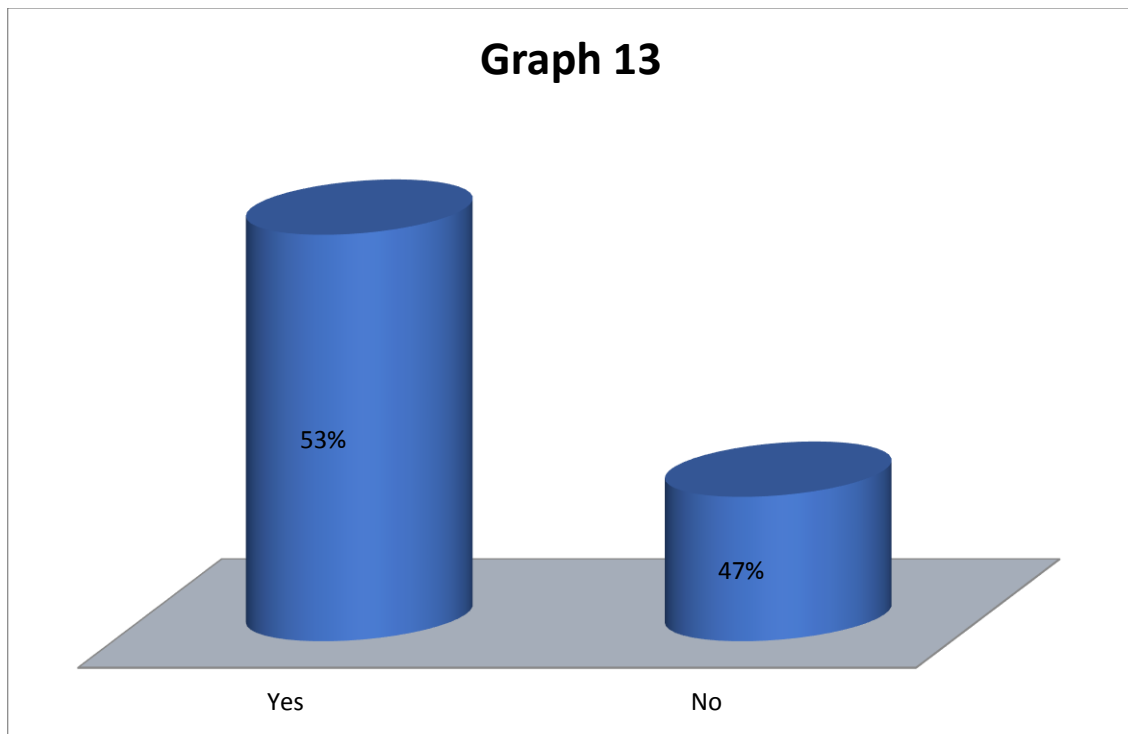
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

We can see through this question that eight teachers that represent 53% feel good working with this number of students and seven teachers that represent 47% do not think it is an appropriate number to work with. During observations made in each class we could confirm that teachers as well as students do not feel fine studying with such a number. Almost half of teachers stated that everything in class gets hard working with so many students; consequently, teachers and students' performance is affected by this problem.

It is hard to control the number of students per class since there are a lot of people who need a place to study, so what institutions do is just open their doors to the customers. The problem comes when classes start and we find that there can be up to 60 students per class. In a class, in an institution, it was seen that there were 50 students, there the environment was rough, there was not even enough air flow, besides everybody had questions and doubts and the teacher felt he could not manage to control the class; and more important, the teacher feels that the help and assessment or feedback every students should receive are not the most appropriate due to the circumstance and conditions, so it can be seen that the uncomforting situation is not only for the teacher, but also for the students; it affects not only the comfort, but also the goals for the lesson.

Students also manifested that they do not feel totally good in these classrooms, their performance is not the best since it is a limitation for the teachers and students to work. Unfortunately, private institutions depend on their own money to build more classrooms. It was confirmed that high schools´ authorities as well as students would like to have more space to distribute so many students, however the economic resources do not exist to solve this issue. Nevertheless, it was seen in high schools that have more economic resources there are fewer students, therefore they have more space to work.

Do Teachers have enough space to work with students?

Graph 14

Yes 40%   No 60%
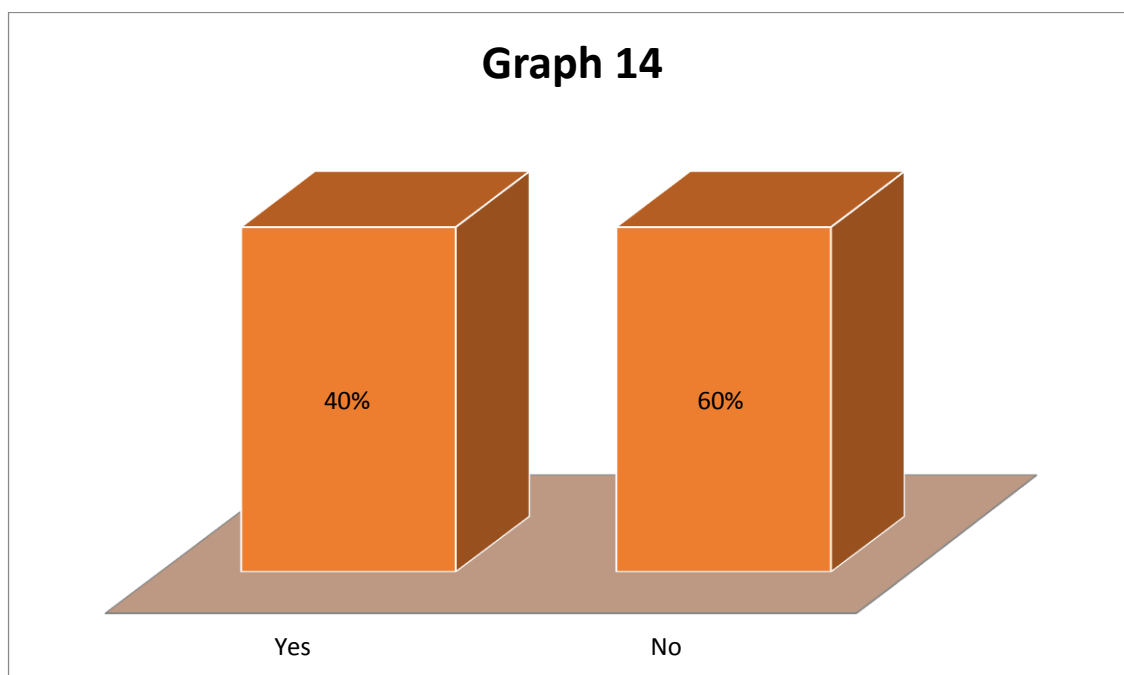
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

In this graph, we can see that nine teachers that represent 60% consider that the space they have in the class is not big enough while six teachers which is 40% believe that they do have enough space for their students. We can realize through this information that most of the teachers think the rooms are not big enough in order to work with so many students; everything in some occasions has to be modified just because of the space. During the visits to the teachers, it was seen that there are sometimes very small rooms that work as a classroom; it is noticeable that they were only adapted and that their original function of these spaces were for another purpose. Teachers commented that students sometimes have to share tables since there is not room to have other ones for other students, this makes the class a mess, messy, uncomfortable, etc; in general, the lack of space alters everything that was planned.

Activities also sometimes need to be changed precisely for the limitations teachers face regarding classroom space. It is important to take into account that the ones that mentioned that have enough space in class were the teachers that did not have many students in their rooms. The problem comes when the number increases and the school does not offer the teachers big enough rooms to work properly; therefore, students do not feel comfortable working in these rooms either.

Tauber (2007) states that teachers can take the maximum advantage of the classroom space by organizing activities that let the teacher deepen the knowledge on students. He invites us to be imaginative in our lessons and be original and atypical with our classroom space.

In our society and our real situation, teachers have to struggle to fit so many students in a class, and later, they have to find ways to teach in such small space. How can the teacher be imaginative and original in these conditions? Although the answer is the difficult, this is the moment and situations in which we have to apply our knowledge and techniques that have been taught to be able to make students reach the goals planned for each lesson. We can organize chairs, look for activities to take the most advantage of the space in classrooms, or look for any way for not affecting the development of students.

Do Teachers arrange students' seats in relation to the activities planned for their classes?
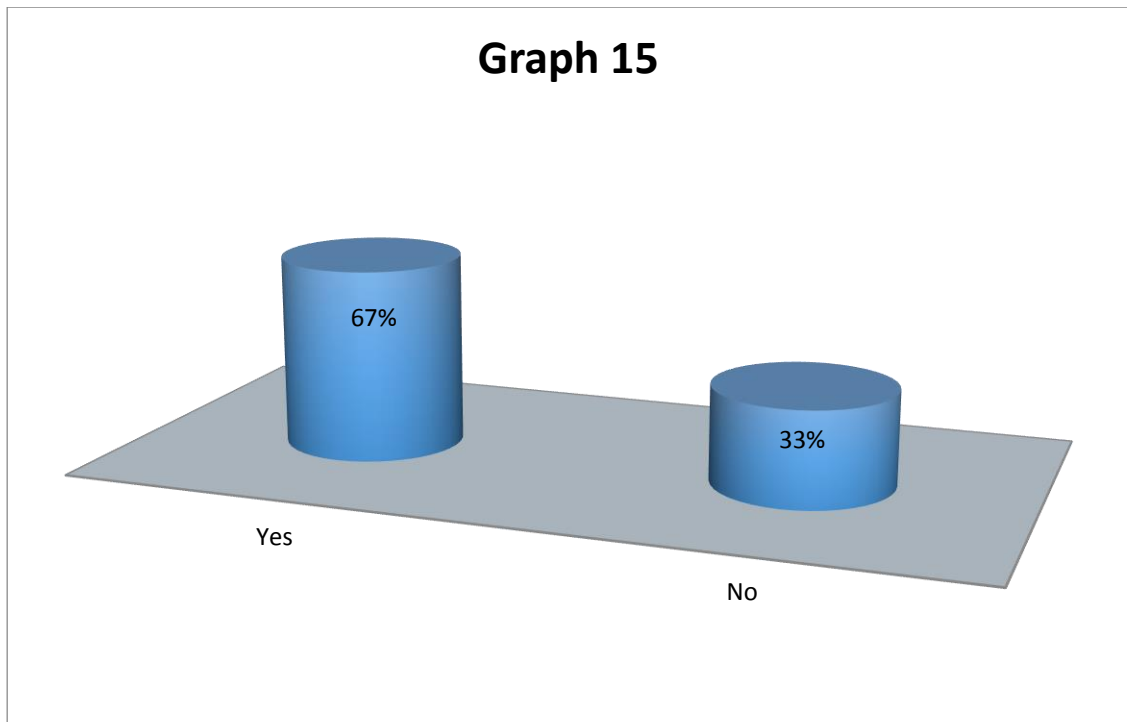
Graph 15

67%

33%

Yes

No

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

About this question, we find here that ten teachers that represent 63% organize the chairs according to the activity they have planned, but a considerable number five teachers which is the 33% said that they do not do it because of some reasons that are going to be analyzed next.

The teachers who organize the chairs said that it was a good way to change the environment of class and it was necessary to do it for certain activities. Teachers also mentioned that it is very useful to tell students "we are having something new" or something like that since it creates in the student curiosity hence students pay more attention to the activity. It is important to vary and have pupils interested in what they are doing. It is helpful to change the environment, they said that moving students around the class or taking them to another place like the yard of the school,

to another room, or simply moving the chairs helps create a singular environment and students feel more motivated to work. However, what teachers said also is that these activities are not so common. Teachers have to focus on grammar and have the students manage grammar first.

During the observations, indeed, it was not seen such seat arranging in order to fulfill a different activity, it was seen as a common factor that classes look like each other, the emphasis was on accomplishing the syllabus structure and that was what mattered. Filling the book, checking homework and doing some exercises were the most common pattern in the lessons. We are speaking about teachers that mentioned that do organize the seat according to the activity, but unluckily this organization was not seen due to the lack of different routines within the class.

On the other hand 33% of teachers stated they do not arrange the seats due to some factors. They said first that they cannot do it because of the rooms, the infrastructure in the institutions is not appropriate to do different activities, they said classrooms were too small and space does not let them arrange seats as they would like to do it.

It is important to mention that this is not the only reason why teachers do not organize the seats according to the activity, most of the teachers follow certain patterns that are unlikely to change. During the observations, showed that their style does not vary, activities usually focus on grammar, check homework from the book, etc. this does not permit the teachers to evolve into something more innovative.

Tauber (2007) mentions the importance of arranging the class to do certain activities no matter what size the room is, it is always important to keep in mind the students' welfare; he says that when the classic organization of the room does not

permit the students have a clear sight of the teacher, the teacher must reorganize the seat so that the activities can be performed.

Sometimes, teachers completely and only concentrate on the program, the syllabus, the topics that should be taught and neglect factors that are also important, for example the students comfort. This is another important point why seat arranging is crucial in a class, there are activities in which it is essential to move the seats since it can help us have better results with pupils. It is the responsibility of the teachers to think of how they will fulfill the syllabus, but it is also important to keep in mind the students welfare, and the benefit that can bring us by having a good seat organization.

This classic organization of the seat was seen in all the classrooms with the 15 teachers, teachers should have in mind that different seat arranging can help us change the environment of the class, it can also help us apply different activities such as role plays, conversations, games, etc. that will for sure enrich our performance in class, it can also help us get the goals desired for the lesson and also students can feel that they have various spaces to practice what they have learned through the lesson.

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

Graph 16
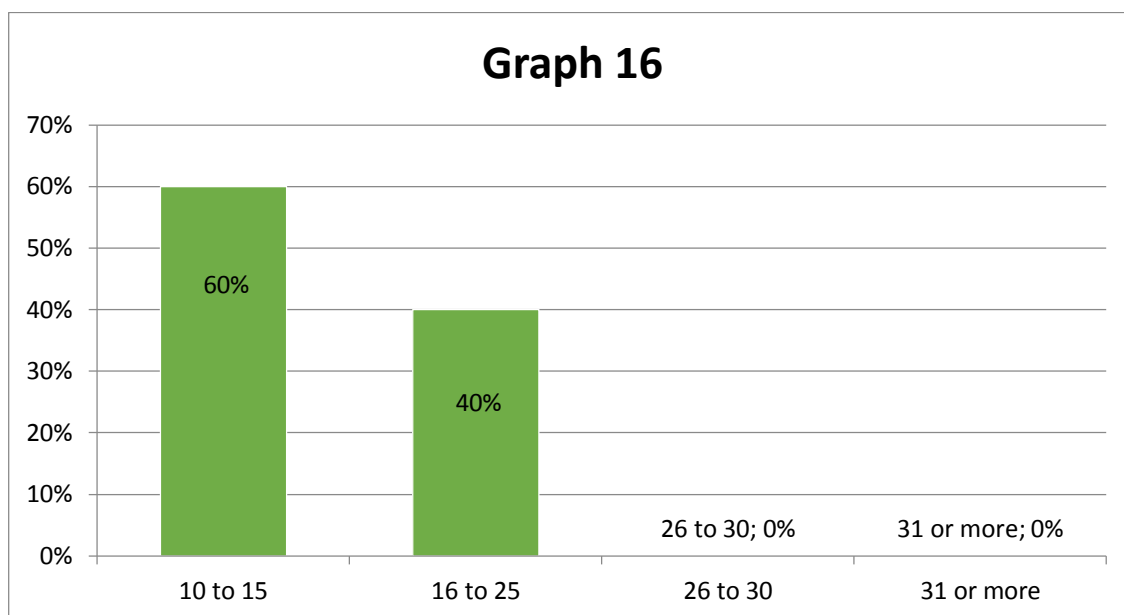
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

On this graph we can see that nine teachers that represent 60% think the appropriate number of students is from 10 to 15 students per class, while six teachers which is the 40% think the appropriate number of students is from 16 to 25 per class, and finally we find that no teacher said that 26 to 30 or more than 30 students is the appropriate number to have in a class.

Through these results, we can infer that most teachers prefer to have a small number of students per class. They argued that having a small number of students makes the class more manageable, that is, teachers have better control on the students, their discipline, behavior or participation. Furthermore, working with few students lets them participate more which, at the same time gets the students to learn more.

It was also mentioned that teachers prefer a small number of students since the classrooms are small, so there is not enough space for all of them. "Having a lot of students in a small class affects the learning" teachers said. Through observations it

was seen that the common factor of the size of the classroom was to have small classrooms with many students sitting uncomfortably and in the case in which the classrooms were big there were too many students. Such number of students produces a lot of discomfort, students cannot move to carry out certain activities, the teacher sometimes cannot even walk around to keep an eye on students' production because of the big number of students.

Another problem with having so many students in one class is that teachers cannot control what students are doing properly, due to the lack of time as well as the lack of space. It was seen in one class that the teacher had the students do an individual work, after some time students were finished with the class work and the teacher started checking on their work in order to give them feedback but there were so many students that the teacher was not able to finish checking everybody's work, therefore not all the students could confirm if what they had done in class was right or wrong. This is another reason why teachers prefer to have a few students in a class, because the teacher can properly check on everybody's production and do mistake correction.

However, it is sometimes unavoidable to have this amount of students per class, actually the teacher cannot decide if to work with so many students or not. He has to, instead, find the ways to work with this number of students and get all the goals desired for that lesson. For this reason, it is important to cite the next author who has an opinion about the importance to look for the strategies to be able to fulfill the goals.

Harmer (2007) states that classes vary very much in size; we can find different kind of classes probably 20 or 40 or more students; but the author says that what is important is to plan our lessons according to the number of students we have due to

the fact that the activities timing will also vary, that is, one activity that can take some minutes with a few students, with more students can take us hours.

Consequently, it would be perfect to look for activities that do not take us long lime to be finished exactly because of the big number of students since having so many students totally affects our lesson timing, everything takes longer, and if the teacher does not take this issue into account in advance, the lesson will not be completely finished which later on will affect the next lesson, too.

Moreover, the attitude of students can change, too. For example, if students have to present an exposition, it would be different for students to present it in front of 5 students than present it in front of 80. The level of anxiety, nervousness and other emotional implications can affect the student's performance negatively; therefore the number of students in a class can seriously affect their learning.

It was seen in the observations to the high school classes that not only public institutions, but also the private ones have too many people per class. For instance in one class, there were 48 students, the teacher seem not to be able to handle the situation since they were doing an activity in which they needed help so all the students required the teacher to help. It is hard to put all the theory into practice the moment that teachers face such situations, all the techniques and methods, all the knowledge that was learned, everything has to be correctly done in order to manage situations like this.

Do Teachers use teaching resources (TV, tape/Cd recorder, Computer (s), Projector (s), Smartboard and supplementary materials)?

Graph 17
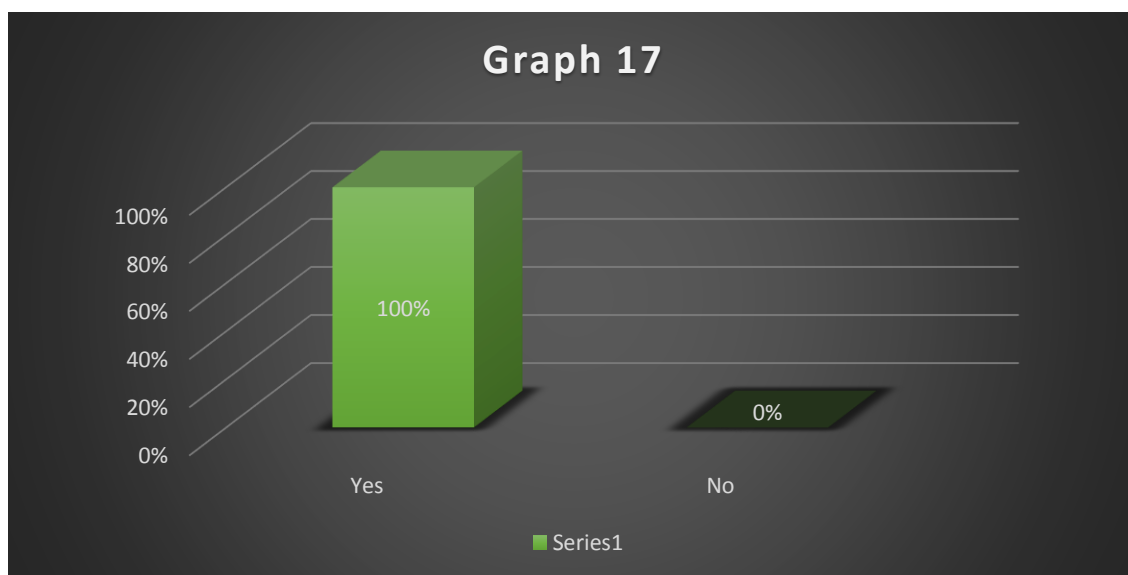
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

About this question, the results show that fifteen teachers use resources in class such as cd players, smart boards, computers and other materials that can help them develop their lesson.

It was seen during the observations that just a few institutions used these resources; however, all of them said that they used materials to complement teaching. It is important to clarify that the resources that are used by the teachers are sometimes in bad conditions or broken. Therefore, the teachers themselves sometimes have to get material for their lessons since some institutions do not provide appropriate material to use in class. About this point, it can be said that the relation money-quality is still in some places present since the institutions whose tuitions were considerable, they provide better resources, in better condition and more updated while the institutions that charge less money had resources that were

damaged or some institutions did not even have or did not have enough for all the teachers to use.

Pupils said that they would like to have a wider variety of resources so that they can use them more often because they feel more comfortable doing something new; they said that they also understand better and faster when the teacher uses this kind of material.

On the other hand, it was also observed that some institutions did have well equipped labs for their students to practice the subject in an interesting way. Teachers said that using diverse resources in class helps students understand the topic better as well as change the everyday routine. Using more material in class, they said, makes our students more active, crafty and participative.

Cohen (2008) speaks about how important it is for the teacher to get updated with the new resources that are available in the area. She says that one of the principal tools that teachers can use is technology. It is a challenge for the teachers to use such tools since teachers are not trained to be the best at technology, but they are trained to teach and transmit knowledge, and here it is the challenge to try to find the way to get our students encouraged to learn the language. She also mentions that it is hard to keep using material and new technological resources while at the same time we are supposed to do other tasks like raise students' grades and performance, be stuck to the syllabus, etc., however, keeping in mind that the use of new resources will for sure help our students learn better and more, it will also make the class environment more lively and active, consequently the production from our students will be better, too, moreover the interest of our students for the subject will be positively influenced as well.

Sometimes the use of new resources in class is limited or sometimes null, teachers face diverse situations that stop them from using resources in class; nevertheless, some teachers, during the observations, showed that they really endeavor to give their students new ways to learn the language, their methodology is enriched and their students also feel the change. It is vital that teachers nowadays use new technology in their lessons, indeed in some occasions students manage this area better that the teachers, therefore it is important that teachers not only know about the subject they are teaching, but also the use of new techniques on technology. It can widen our opportunities to offer students a better service and of course better methodology.

House (2011) talks about the importance of using technology in the lessons, he mentions activities that can be done in classrooms in spite of limitations that can present. For example, the author mentions alternatives such as photos to make students find new ways to express their ideas, with pictures for instance students experience new challenges, get new vocabulary questions, and one of the advantages of them is that teenagers are usually in touch with this resource, they feel identified with activities in class that involve actions they have in their everyday routine.

When students feel comfortable in their lessons, their production in class, their performance and attitude are better, thus the results are more easily reached. For these and other reasons, the use of updated material in class is a must; nevertheless, it is important that teachers do not work by themselves, but they work coordinately with the institution since the institution is the one responsible to offer their staff with good resources.

Luckily, the institutions where teachers work provide these resources, or else it would be very difficult for them to get such technology and resources by themselves; on the other hand, we have institutions that because of some reasons cannot get the best and last technology, their resources are limited and the teachers take the biggest advantage of what they have in class, although it is sometimes not enough for our pupils who experience the last technological device, thus the importance for the teachers to be updated and always be looking for new ideas and strategies to do their job in an improved way.

Do Teachers consider appropriate the resources they have in class?

Graph 18
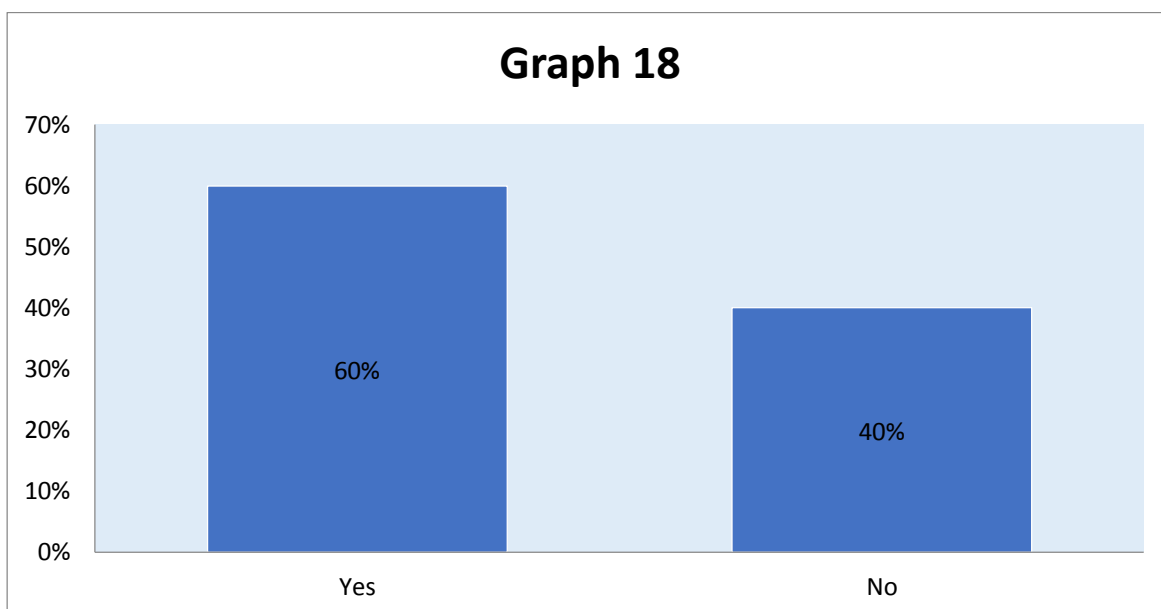
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

About the resources that teachers have in class, nine teachers that represent the 60% said that the resources are appropriate whereas six teachers that represent the 40% expressed that were not satisfied with this material.

Nine of teachers are an important number among all the teachers on this study, they had in their classrooms material such as in focus, cd players, a computer lab, plasmas televisions and smart boards. All these resources are used by the English

students although they do not use them all the time; instead, what it was observed was that teachers assigned specific days for their students, they said that they usually use them on Fridays while the rest of the days they were more concentrated on grammar, exercises and evaluations, but Fridays were the days when pupils can practice what they have learned through games, stories, movies and etc.

Through some observations that were carried out on days in which students used these resources, it was seen that students really enjoy using this material; they said they like it because it is another way to put into practice the lessons previously taught. Nonetheless, some negative points were also seen, for example some students take advantage of these activities to avoid participating or simply do nothing.

It is good to say that the high schools that had these excellent resources were the ones in which students had to pay more money, the tuition was higher, but their technology on their material was outstanding, rooms were well adequate, lighting was good and spaces were well distributed, too.

Teachers said that they usually used these resources because they catch students' attention easily, besides it is a way to learn much more, for example they can learn new vocabulary due to the fact that students face new challenging and different situations which make pupils struggle to reach the teacher's instructions.

 On the other hand, we have the 40% of teachers which is a considerable number of teachers who think that the resources are not good. This makes teachers not use the material the institutions provide which means that students are not using different resources rather than the typical and classic one. There is obviously an impact for the lack of use of material, it turns the class into a dull environment due to the absence of new activities. Students do not feel motivated to learn the language

since everyday they have the same routine and there is not any change in methodology from the teachers, consequently students quit shoeing interest in learning thus results are affected too.

Factors concerning Educational Institutions

Does the institution review Teachers' lesson plans?
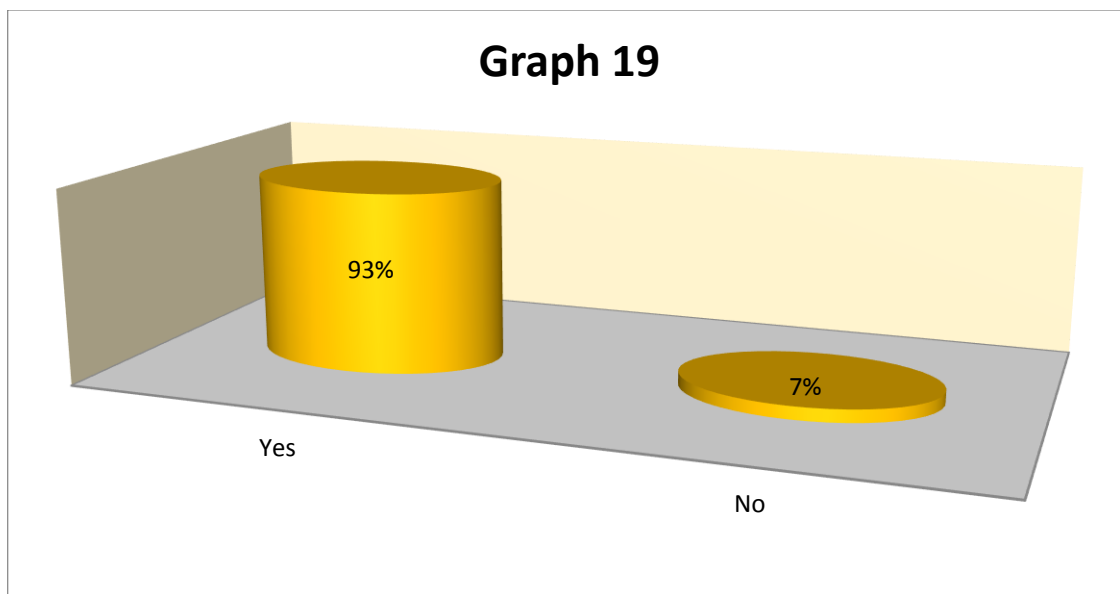
Graph 19

93%

7%

Yes

No

Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

The results for this question show that fourteen institutions that is the 93% do check the lesson plans that teachers have, however one institution that represents the 7% does not check on their lesson plans, it means that teachers can teach anything they consider appropriate without being supervised by the institution. As we can see most of the teachers in the institutions receive supervision from the authorities in charge of this.

This supervision permits teachers to keep up with the good things they are doing and get rid of the mistakes they can have. Besides, through supervision, the authorities can make sure the program is being followed therefore the objectives are reached. This supervision takes place, in the majority of the cases, once a month.

It is crucial that the institutions not only check these plans, but also give the corresponding feedback to the teacher in order for the plan to be related and goes according to the syllabus, and according to the goals that the institutions have. This is important since the lesson plans contain everything that goes in the lesson, and through these plans the institutions can verify if the classes area accomplishing the curricula expected for that level. During the observations, it could be seen that topics in many cases repeat again and again, it means that the students study for example simple present in second course and in third course this topic is repeated again, this produces that students get fossilized with the knowledge, they do not advance since what they are learning is repeated and repeated. They manifested that sometimes they get bored because they study the same and the same even though they are in a different level. That is why, the government has put more emphasis on controlling the material and the lesson plans of teachers, and this way it can control what teachers are teaching, how, when, etc. this control pushes the teachers to work responsibly with students and take into consideration the topics and activities that can really benefit students.

In conclusion, it can be inferred that one of the most important aspect in the process of English teaching is the control that institutions and other authorities have over the teachers' work not to misspend time teaching topics that were already taught the last period. It is also important that the lesson plans are checked so that institutions are aware of the work of teachers for example what activities are being used, how often students are doing something new and innovative and what is more important if students are really learning.

Does the institution monitor Teachers' teaching?

Graph 20

■ Series1

- 80%
- 60%
- 40%
- 20%
- 0%

73%

27%

Yes

No
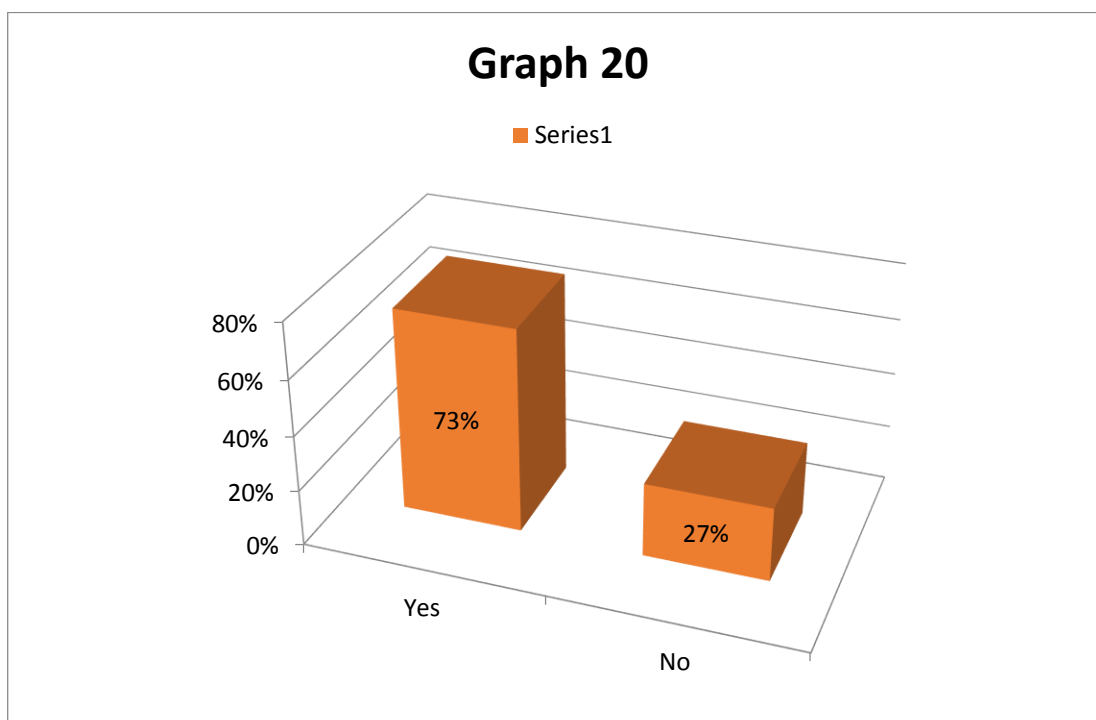
Author: Maldonado Fabricio

Source: 15 Private High Schools Teachers

Finally about this question we find that eleven institutions which represent the 73% control or monitor the teachers' work, while four which represent the 27% do not monitor teachers' teaching. We can see that a good number, 4 teachers remain unsupervised, and most of them really are controlled by the institutions.

Wajnryb (2005) speaks about the observation that teaches need to have in their classes. This observation comes from the institutions and it is vital since this observation makes teachers aware of the problems they can have. Actually, "Observation aims effort to make observation of the classroom a learning experience". That is, the teachers have to take advantage of the observation and learn from it; be conscious of their mistakes and errors, correct them and produce new ways to get to their students for the purpose of bettering their methodology.

In other words, the institution monitoring should not be a pain for the teacher, but an opportunity to be a better teacher. The ones that observe the teacher that can be the supervisor or director, etc. has to use the opportunity of the observation not to make the professor feel uncomfortable or to make him/her feel he is not good at what he is doing, but to highlight the areas in which the teacher has to work on.

This area is crucial for teachers since the supervision that teachers receive is not only to make teachers feel pressed or stressed, but to help teachers correct possible flaws they can have in their work, methodology, processes, pronunciation, etc.

Lastarria (2008) shows the prejudice that exist about supervision, teachers sometimes think that supervision is only paperwork, they think that the only purpose of it is to take into account how many mistakes there are in teachers' lessons and how it will affect them, but this happens because of the misunderstanding of the concept of supervision from teachers, the author says that the objective of supervision is not to criticize teachers, but to help them identify situations in which they are failing with the purpose of correcting them.

Supervision is important since through this the institution can confirm if the program is being followed, that the teacher is teaching according to the institutions' design and order, and finally the teachers' monitoring helps the institution confirm students and teachers are fulfilling the goals or objectives planned for each scholar period.

During the observations, it was observed that teachers are really careful with the program, they try to follow it and are conscious about the importance of it. The activities that are developed in class go according to the topic for the lesson. Furthermore, it was seen that the activities were useful for the students to practice

the topic of the lesson for that day. This can only happen when the teacher has a lesson plan and does not improvise.

We can also see in the results that 27% of teachers do not receive this supervision, this should worry us since nobody is evaluating these teachers, the education students are receiving is not being controlled, the lesson is not supervised. The 27 % is an important number since it represents 4 teachers out of 15. Teachers can be working right or wrong but nobody is controlling this.

That is why the Ecuadorian government started an evaluation for teachers of all areas for the purpose of keeping track of the work that is done in private as well as public institutions. This happened (according to Senescyt) for an evaluation in which most of the English teachers got a low level in the language which is not enough considering that the ones that took this test were teachers that are already working and teaching, but what and how are they teaching if they got such low scores? It was the question that got the Ecuadorian government worried and made it apply such evaluation to correct these deficiencies. Now we can see that no teacher can be left out of the monitoring and supervision which will for sure help us correct some mistakes.

Finally, we can see different teachers' perspectives about this topic, we can also see that although some institutions are neglecting this area, the government is doing something about this topic, hopefully, it can correct some mistakes and can improve the low scores that were gotten by teachers of English, we can also find that some teachers feel that their privacy and pride is violated when they receive this monitoring while some of them feel grateful for being supervised. In conclusion, it can be said that although supervision cannot be widely accepted by some group of teachers, it is important for teachers because it permits them to do a better job,

correct some mistakes and what is more important, it lets students learn better and reach the goals marked for each lesson.

Conclusions

- Some teachers do not have specialized studies that are focused on English; only some of them have finished their university studies

- The teachers try to vary activities, and use them individually and in groups.

- Not all the teachers use English in class most of the time which affects the students' proficiency and learning.

- Teachers consider students' level as well as their needs at the moment of teaching students.

- The students that were part of the study do not have good knowledge of English, the interviewed teachers mentioned that their students' level is low.

- There are too many students per class according to what most teachers stated.

- 40% of teachers mentioned that the educational institutions do not provide teachers with enough material such as: cd players, computers, etc. for teaching their classes.

- Most of the educational institutions check the teachers' lesson plans and also supervise the teachers' work and performance at least once a month.

Recommendations

- Institutions should take into account the environment where the teachers and students work every day; that is, institutions should consider having bigger rooms, better infrastructure and better material that can be used in classes.

- Institutions should also keep track of teachers' work more frequently in order for the students not to present failures because of the teacher's negligence.

- Teachers should be more careful when planning their lessons, and should use a lesson plan in each class.

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UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

OBSERVATION SHEET

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

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

Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)	
YES ( )	NO ( )

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

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

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

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

3. Which of the following methods are used?

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

YES	( )	NO	( )

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

YES	( )	NO	( )
NOTES: _____			

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

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

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

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

TEACHER'S INTERVIEW

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

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

UNIVERSIDAD TÉCNICA PARTICULAR　　　　　　　　**DE LOJA**
La Universidad Católica de Loja

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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

High school diploma ( )	English Bachelor's Degree ( )	English Master's degree ( )
Others: _____		

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES ( )　　　　　NO ( )
Why?
_____
_____
_____

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
YES ( )　　　　　NO ( )
Why?_____

4. Which is the level of your students?

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

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

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

6. Do you use whole- group activities to teach your lessons?

YES ( )	NO ( )	
Why? _____		

7. Do you use individual activities to teach your lessons?

YES ( )	NO ( )	
Why? _____		

8. Do you use group work activities to teach your lessons?

YES ( )	NO ( )	
Why? _____		

9. Do you use English most of the time in your classes?

YES ( )	NO ( )

10. Do you plan your lessons?

YES ( )	NO ( )
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_____

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

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 aprende 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.?

SI	( )	NO	( )