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

Trabajo de fin de titulación

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

Loja, febrero de 2014

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“Yo, Palacios Gutiérrez, César Augusto declaro ser autor del presente trabajo de fin de titulación: “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” de la Titulación de Ciencias de la Educación mención Inglés, siendo la Magister Inés Torres Ochoa directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

This work is the product of several years of effort during my personal and professional life. Several times, different factors had kept me from fulfilling a yearning of obtaining my undergraduate diploma. This year, it has come to a promising and happy conclusion, completing the process to obtain my degree in Education with a minor in English Teaching.

A grateful dedication to all those who, at some point in my life, contributed to achieving the completion of this thesis, especially to two persons: my mother, Gladys who, despite the lack of financial resources and even her leaving the country to survive in Canada, managed to provide with love, patience, and a great example of strong will, hard work, endurance, patience and character.

The second person to whom this work is dedicated is my beloved wife, Iliana. She has suffered, waited, cried, motivated, set example of tenacity, love, and dedication. All these qualities have always supported me and given me strength to achieve this milestone in my life. This is a gigantic “Thank You”, “God bless you” and “I Love You” to both of them.

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ABSTRACT

The theme of this investigation is “Factors that influence the English language teaching-learning process in Ecuadorian high-schools”. The objective is to analyze the factors involved in the English language teaching-learning process.

The investigation was undertaken in 5 private high schools in Quito and the surrounding valleys: Julio Matovelle, Andino, Pensionado Universitario, Franz Schubert, and Saint Dominique.

The quantitative method was applied during this study; several observations were performed on lessons taught. Besides, a set of surveys and interviews was applied to both, teachers and students. The data gathered were tabulated to present the information through graphs and their corresponding analysis in order to produce the conclusions presented in this thesis.

Three teachers who work with students from 8th to 10th grade and 1st to 3rd course were observed. Factors such as time, student number, type of activity planned and evaluation were considered as part of the sampling.

The conclusion claims that factors of class size, planning and constant observation and feedback to teachers have determined the positive outcome of the process of teaching and learning of English in Ecuadorian private high-schools.

KEY WORDS: Education, English, Second Language, learning, teachers, private schools

RESUMEN EJECUTIVO

El tema de esta investigación es “Factores que influyen el proceso de enseñanza-aprendizaje en colegios ecuatorianos”. El objetivo es analizar los factores que se involucran en el proceso de enseñanza-aprendizaje del idioma inglés.

La investigación se llevó a cabo en 5 colegios privados de Quito y sus valles circundantes: Julio Matovelle, Andino, Pensionado Universitario, Franz Schubert, y Saint Dominique.

Se aplicó el método cuantitativo durante este estudio; se desarrollaron observaciones a clases dictadas. Además, un grupo de encuestas y entrevistas fueron aplicadas a profesores y alumnos. Los datos recogidos fueron tabulados para presentar la información a través de gráficos con sus respectivos análisis para producir las conclusiones presentadas en esta tesis.

Se observó a 3 profesores de cada colegio quienes trabajan con alumnos de octavo grado hasta 3er curso de bachillerato. Se consideró factores como tiempo, número de estudiantes, tipo de actividad planificada y evaluación como parte del muestreo.

Se concluye que factores como el tamaño de las clases en referencia a número de estudiantes y espacio físico, la planificación y constante observación y entrega de retroalimentación a los profesores han determinado el resultado positivo en el proceso de enseñanza y de aprendizaje en colegios privados ecuatorianos.

PALABRAS CLAVE: Enseñanza-aprendizaje, colegios privados, investigación, estudiantes, inglés, segundo idioma

INTRODUCTION

The purpose of this investigation is the factors that influence the English language teaching-learning process in private high schools. Determining the quality of the process of learning the English language within high-school-age students in Ecuador bore this work.

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

Over the years, education in private schools has born a different outcome in terms of quality of learning English. Such quality is a key factor to the future success of students in their future university studies and, of course, in their future careers. The level of understanding and use of English is important to the opening of better opportunities of study and work in both national and international scenarios for Ecuadorian students who wish to succeed in their professional lives.

In order to appreciate the aspects mentioned above, this investigation has been carried out to determine the factors that affect the correct process of teaching-learning English in the Ecuadorian system of education within private high-schools with the objective of analyzing such factors to bring more light into the evaluation of the factors that affect the process and take the most appropriate course of action to enhance it if it is going in the right direction or improve it should this be the case.

Several studies have been done in relation to the topic; of them is the one proposed by Zhu and Zhou (2012), which had the objective of finding out the relationship between language learning and learners' affect; another objective was learning about the affective factors junior high-school learners have when learning English.

Another study performed by Velasco (2010) had the objective of establishing how the language level of English knowledge within students of the same group; it also established how positively their attitude towards learning English after having a better attitude towards learning English once their level had been correctly established.

Another factor studied is how material and resources affect the process of teaching-learning English. A study by Zohrabi & Behroozian (2012), investigated a couple of English text books used when teaching in Iranian high-schools with the objective of finding the weaknesses and strengths of such textbooks according to 13 previously established criteria

This study will definitely benefit the Ecuadorian educational system concerning the area of teaching English to high-school students, high school students, and also English teachers in secondary level education system. The results will show which factors should be considered when preparing a new curriculum and how to prepare, carry out, asses and do a comprehensive follow-up during the process of learning-teaching English in high-schools.

No limitations were encountered during the planning, execution, data collection, interpretation or composition of conclusions and recommendations in this thesis.

It is recommended to establish a more direct way to co-ordinate the composition and delivery of real letters of request to do the observations so that school authorities realize the validity and seriousness of the observations.

METHOD

Setting and Participants.

When referring to the field investigation, 5 private high schools in Quito Metropolitan and Los Chillos valley were considered. Three different teachers in each institution were observed during teaching English to different courses, namely, 8th, 9th, 10th grades and also 1st, 2nd, and 3rd courses of Senior high school. In total, 15 teachers were observed and interviewed and 15 students of different courses were given a survey.

Procedures.

Firstly, a complete research on the importance of teaching English in Ecuador was done. Then, research was done on previous studies on different aspects or factors of the process of English learning-teaching. Besides, a compilation of summaries on several of the different teaching methods was carried out. Finally, a description of the different aspects which affect the process of teaching-learning English were summarized and presented by accessing several authors who have written about the subject.

When doing this investigation, the quantitative method was applied by means of doing observations of classes taught in every school visited. Also, an interview was performed to teachers. Finally, a survey was conducted on the students who attended the lessons aforementioned.

The results of those interviews, observations and surveys were tabulated and results were presented according to the different factors concerning teachers, students, classrooms and educational institutions.

DISCUSSION

Literature Review

This section of the investigation matches the theoretical background of the educational aspects and the factors that affect the process of learning-teaching English as a second language with the data collected and its corresponding results obtained during the field investigation process.

Over the last decade, English as a second language (ESL) in Ecuador has become an important part of education curriculum in both public and private high-schools. Special attention has been paid to its continuous development of approaches and techniques, as well as methodologies which have been taken into account to make the teaching and learning experience more successful. To achieve this objective many factors have been considered and also the approaches and techniques aforementioned. Different factors that affect the teaching-learning process of English in high-schools in Ecuador go from administering language in a classroom, all the way to class size, selection of teaching aids and the students' learning aptitudes and attitudes.

Ecuador has encountered a challenge in teaching English as a foreign language and as its Ministry of Education (2012, p.3) says, "... current education has the challenge of contributing toward the development of students' skills (a) to live together in their local communities, and (b) to take a more proactive role as world citizens." To achieve this, there is a practical reference of minimum core content such as functions, grammar and vocabulary.

The Ministry of Education (2012) claims that such specifications do not mean that the teacher is required to strictly follow an imposed pattern. Instead, they can select the topics which mostly and more productively apply to the specific needs of the students with whom he or she is working.

As a consequence, the Ministry of Education (2012) establishes that by applying these guidelines it is expected and intended that students acquire several skills in the linguistic, socio

linguistic and pragmatic areas; also that the students will develop both skills and sub skills that will match the level of expertise used by a regular native speaker within every day and normal activities of their lives.

Teaching Approaches and Methods

To achieve success within the process of learning English as a foreign language, several methods and approaches are considered, which, will describe their corresponding highlights and main characteristics.

To start with, Content-Based Instruction –referred to as C.B.I. from now on- as Richards and Rodgers (2008) explain, is organized around information and content that students will learn through the process of teaching-learning. According to Richards and Rodgers (2008), content refers mostly to the substance or subject matter that students learn to communicate as opposed to the language used to convey meaning. With C.B.I., success in learning the language is achieved when “...the information they are acquiring is perceived as interesting, useful, and leading to a desired goal.” (Richards & Rodgers 2008, p.211)

In addition to Richards and Rodgers’ contribution, C.B.I. poses several characteristics. Lightbown and Spada (2006) established linguistic, strategic and cultural characteristics where activation and development of already learned language, skills to be learned for future usage, development of certain academic skills, and understanding more about English speaking cultures are the main 4 objectives. As far as advantages is concerned, Lightbown and Spada (2006) state that the time of exposure of the students to the language is increased, there is a genuine and motivation drive to learn new language patterns, and older students are cognitively challenged with lessons designed around a non-grammar-structured point.

Another teaching method is the so called Grammar Translation Method. It was one of the most traditional and mostly used methods of language teaching, which was originated from the

German background. The grammar translation method was based on a detailed study of the language structure as well as an analysis of its grammar rules. The first reason to use it was to read a second language literature. Richards and Rodgers (2008) state that this method, also known in the USA as the Prussian Method, contemplates the learning of the language by studying all its components, its grammar, its rules of formation and an application of that study through exercises of translation of sentences and texts into the first or target language. Another characteristic of this method, as mentioned by Richards and Rodgers (2008) is that due to the fact of the study of rules and vocabulary is high and the morphology and syntax of the language are also part of the study, a lot of memorization is required.

As a complement, the contribution of Lightbown and Spada (2006), gives us more information saying that this method came first as a result of the teaching of classical languages such as Greek and Latin and their corresponding literary product. The process of teaching consisted of the production of vast vocabulary lists, often accompanied by translation equivalents and grammar rules, which ended up in providing the students with better mental skills since they were required to exercise their memory constantly (Lightbown & Spada 2006, p.138).

History in language teaching methods took a different path when there was the need of teaching a second language by implementing or adapting naturalistic principles to it. It was the birth of the Natural approach back in the 1970's. Richards & Rodgers (2008) claimed that teachers in the USA decided to come up with a new philosophy in teaching the target language using these principles in teaching Spanish. They also claim that the rules and guidelines to this approach were established in a book written by Krashen and Terrel in 1983.

As Richards and Rodgers (2008) report, *Natural Approach* and *Natural Method* are synonymous terms and describe the skills a learner would obtain following this approach. The students will function adequately in a given situation of the target language; they would understand

it and will be able to produce it as well although repetition or clarification would be at times necessary. As opposed to the grammar translation approach, students will no longer need the study of structures or memorization of vocabulary for translation purposes. They will, instead, be able to make meaning clear and make themselves understood. This is accomplished as long as the student is exposed to "...comprehensible input through listening and/or reading." (Richards & Rogers 2008, p.143)

As part of the pursue for new and improved approaches to teaching English as a second language, scientists like James Asher mainly presents learning through several activities both mental and physical. Likewise, Lightbown and Spada (2006), state that coordination and action play an important role in this approach. There is a link between the method and the theory of memory that claims that something is better recalled when there is more memory association involved. The main objective of the approach is to teach oral proficiency. This skill should enable the student be able to understand and thus, comprehension should lead to effective engagement in communication with native speakers who will be able to understand the language conveyed. Lightbown and Spada (2006), also explain that to achieve this, a series of instructions are given to the students who will respond as individuals or as members of a group. This imperative-based activity is always set by the teacher who creates the context and gives the orders to students to follow the commands supposedly recognized by them.

Another approach that appeared in the 60's and revolutionized the teaching fashion of the 70's was the Communicative language teaching. First, the British introduced this new trend and then American teachers also got involved with this methodology. Both, Americans and British teachers, were involved with the 2 targets of this approach that "... aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four skills that acknowledge the interdependence of language and communication..." (Richards &

Rodgers 2008, pp-64). These authors also list the characteristics of the approach where we can identify meaning, dialogs, contextualization, language as learning to communicate effectively, peripheral drilling, comprehensible pronunciation, appropriate translation, reading and writing from early stages, and variation of linguistic material.

The success of learning the target language is based, as Lightbown and Spada (2006) claim, on the fact that not only structure and vocabulary but also functions and purposes in the language are of important interest and application, and that communication of the target language is successfully conveyed within an interaction setting rather than the mere practice of isolated structures.

Managing learning.

Dealing with instructions during a class is of major importance since the correct application of this task will lead to correct use of time and success in the obtaining a particular objective in the classroom. Harmer (1998) says that in order to succeed with this issue directions need to be simple and logical. The teacher is to organize ideas in a logical and straightforward manner for students to accomplish tasks correctly and in time.

Another issue regarding learning is giving feedback; it is important that teachers address this issue seriously for the students will use this information to reflect upon their progress and will also be given corrective steps to follow and attain the objective previously set.

Similarly, Gower and Walters (2005) agree upon the correct organization of activities to achieve successful classes. They also include general course and lesson planning as important in the process of teaching. Preparation and proper planning will avoid problems such as waste of time, finding activities difficult or confusing, ending activities at different times, or even having students who had previously seen the material to be presented.

Lesson Design

A successful lesson requires proper planning, but also other qualities that will ensure a fruitful application. Harmer (1998) claims that a lesson is to have a framework, a shape that will give a form and a purpose well defined. It is to have variety, coherence, raise interest and engage the students in the target language. It should also have correct timing and a description of the steps to be followed alongside the tools to be used.

He also states that a plan of a lesson should consider several important factors to be a successful one. Although he mentions that a lesson plan is susceptible of modification, variation and change due to the various types of classes a teacher may encounter, he also says that it is of paramount importance to stick to a plan and write it down as it is done when teachers are undergoing training. Such written plan is to include a description of who the students are, their number, ages, sexes, and even type of collaboration expected from them according to their individual and group traits.

The next aspect to be included in the plan is the objective of the lesson; whether a lesson is based on a specific target language, a piece of writing, a listening activity or reading a passage etc. The next stage will be the classroom management and student interaction where the teacher will establish the interaction level among the students or with the teacher's participation; likewise, the setup of the classroom will be considered to achieve the strategy of student interaction planned.

Another aspect to be considered is the logical connection that each activity will have, leading to a natural flow from one activity to the next. The material to be used is to be established previously and, finally, the plan is to include a list of possible inconveniences the teacher might find and how to address them and overcome them.

As a complement to the issue in discussion, Woodward (2011) states that among the reasons why planning a lesson is important, there is the consideration of the level of confidence it can raise

in students as well as make teachers aware that their lessons can be a reflection of their own inspiration and style.

Woodward also establishes a lesson plan which includes several stages starting with an introduction where the teacher should look at a wide variety of content to put in a lesson being planned. Then the aspect of classes and people is to be taken into account. Here, all organization, application and even discipline issues are met in order for all to know how they will work and what is accepted or not during a lesson.

The language patterns are the next issue to consider; what is to be taught has to be defined previously. The practice of language skills is now another issue to be considered. Listening, reading, speaking, and writing are to be introduced according to the aims of the lesson.

Class Size

A classroom that holds a reasonable number of students will ensure the effectiveness of a lesson application, comfort during the process, the capacity of the teacher to provide proper feedback and help, keep a correct and orderly working atmosphere. Savage & Savage (2010), claim that not only the teacher student ratio needs to be considered, but also the student density ratio.

They also consider the cultural issue in this aspect where students may even feel threatened or that their individual space has been compromised when the number of students in a classroom is too high. They also mention the results of this high density may be anxiety and even conflict among some students.

Likewise, Woodward (2011) describes the characteristics of a large class. Here, she establishes that large classes pose a problem during a lesson because there is noise, and there are too many students restricted to a usually small space. Besides, there is always the problem of not having enough material, not having enough time to satisfy students' specific needs, no opportunity of doing

some additional or complementary activities, and, the high risk of having a group with mixed abilities.

Nevertheless, Woodward (2011) establishes practical principles to counter-attack these negative factors; they include learning students' names to help teacher organize groups faster; also keeping eye contact is important. There is also using different systems to call students attention instead of just speaking louder.

Finally, the organization of the groups in order to divide the activities within the distribution made is an effective way to control the possible threats a large class might pose. This means group work, pair work is always effective.

Classroom Space (physical space) and Seating Arrangement

The way a classroom is set up is a key aspect to the success of a lesson. Factors such as seating and furniture organization and its variation over the school year, will sure cause a positive effect on the students behavior in the classroom.

As Savage and Savage (2010) state, the beginning point to consider in a classroom is how the physical components of it will play an important role in a successful class. They claim that in order to have correct student interaction at the beginning, middle or end of a course, the seating arrangement as well as the location of the objects in it will determine success. It also helps teachers determine the level of participation of students in group activities.

Considering this aspect, Harmer (1994) establishes various ways to ensure the most successful classes. One of them is seating arrangement considering shapes ranging from the traditional orderly row, to circles, horseshoes and separate tables. All of them are to be applied depending on the teacher's plan to undergo a specific activity and also the size and attitude and necessity of the class. Considering the latter, Harmer (1994), establishes whole class, group work,

pair work and even solo work, combined with the seating distribution established during a lesson plan.

Classroom and/or Teaching Resources

Just like a soccer player needs the soccer pitch, the ball, the soccer shoes and uniform, a class cannot be successful and properly delivered if resources are not present and at hand. Both teacher and classroom resources are important in English Language Teaching (ELT). Several items such as the board, the course book, dictionaries, CD players, overhead projectors or similar gadgets, pens, chalk, magazines, pictures and posters, etc. play a major role in the success of a class.

Woodward (2011) claims that both non-electrical and electrical items are important in different settings such as the classroom, laboratory, staff room, library and even at home. He also states that the correct identification and proper planning of activities in the classroom, using the correct tool or resource at the right time can become very useful aids.

Similarly, Ur (1999) numbers the various tools a teacher should include in his class planning. Among others, the author has included a series of “packages of supplementary materials” (pp.84) such as a set of computers with accompanying educational software; another package includes a set of reference books including grammar, vocabulary, handbooks of activities and even a subscription to teachers’ journals.

Additionally, other packages include teaching hardware such as cassette recorders, headsets and pictures, posters and board and card games with a very clear educational construct.

Classroom Observation (institution monitoring)

Even the most experienced teachers need to have feedback on their class delivery in order to reinforce activities done well, praise the ones done very well and change those that need improving. Although many use this tool as a control and even threatening way to impose to teachers, it is

reassuring to know that they are also, and should always be, used as a means to better teachers' delivery.

The teacher should keep in mind that the positive side of being observed and given feedback, according to Gower, Phillips and Walters (2005) are being aware of the language you teach, and the factors that help or obstruct the learning process in class, reflect on the planning as well as delivery and control of the lessons, and also help students realize how language is being used by them in order to help them improve.

According to Harmer (2007) observation made by a director or coordinator/supervisor is many times considered as a quality control exercise. Regardless of how empathetic the observer may be or how supportive and useful the result of that observation might be, there is always the negative conception that since a teacher is being observed, the observer becomes as the owner of that teacher's professional fate.

Nevertheless, Harmer (2007) indicates that there are also teachers who welcome this type of activity with the sole objective of learning on which aspects of his teaching practice need to be improved and which others are being carried out effectively. The observer can realize on different aspects of the lesson and how students react to them, something a teacher may not be aware or realize at the moment of delivering.

Another type of observation is the one where a teacher prepares a lesson plan and delivers it to other teachers, having feedback afterwards. Of course, this type of practice is not error-free and the downside of this activity can be the fact that the delivering teacher may feel unusually comfortable when delivering since he is in the presence of a friendly co-worker and also the fact that the observer may refrain from giving all objective feedback to the peer teacher.

Learning Styles

Harmer (2001) describes a learning style as a major part of psycholinguistic research where different learner types are recognized and where teaching variations should be applied by tailoring them to specific abilities or ways of learning of the students. He also quotes the National Association of Secondary Schools Principals defining Learning Styles as "...the composite of characteristic cognitive, affective and psychological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment". A very important aspect of learning a language is the fact that students learn at different pace and in different ways. Some students will understand and perform with high ease and speed (Harmer, 1998) while others take a bit more to pick it up.

Cognitive styles have been studied for a while and this natural and habitual way of learning a language can be bound in two categories that according to Lightbown and Spada (2006) are Field Dependent or Independent. That depends on whether the student separates details from the background when learning or prefers to see them as a whole.

There is even another type, those who are the exceptional learners who according to Lightbown and Spada (2006) are a good source of study on how social interaction and personality traits are relevant to this particular group.

Student's Intelligence or Aptitude to Learn English

When talking about aptitude, we refer to the different skills a student has to learn quickly (John Carroll, 1991) and how a student can use those skills to actually attain an objective.

Lightbown and Spada (2006) claim that a hypothesis can be thrown by considering the concept mentioned above. That is that the learner's success in learning well and fast will depend on the aptitude the student has and also those who persevere will eventually attain successful outcome.

Similarly, Harmer (2004) describes language aptitude as the fact that students learn languages better than others. There were several exercises to establish this paradigm by means of tests that measured linguistic aptitude. They were carried out in the 1950's and 1960's. Although the concern of measuring how well a student can learn a language through these tests, they proved to be flawed in several aspects and became a test that measured general learning ability. Yet, the tests gave light to realizing that those who have a general, analytical way of learning in general have to struggle more to learn another language.

On the other hand, those students with a more holistic approach to learning tend to have a better attitude towards learning a language in aspects such as grammar exercises. Harmer (2004) finally reports that memory might play an important role in learning better or faster and that there is criticism against the traditional concepts by establishing that the level of aptitude responds to high or low levels of motivation rather than the capacity to learn through memory or procedures applied when learning a language.

We have seen how different factors influence the process of learning a second language. Now we will have a view on different studies proposed around the world taking into considerations some of the factors we have mentioned above. The studies range from effects of using instructional material to evaluations of course books and how effective their use can be. Studies have been selected from areas as remote as Nigeria to closer to our geographic reality such as Mexico.

In the study published by Yussuf (2011) the main objective is to see the difference in performance of students in reading classes using either the vocabulary method or instructional conversation. The questions the author asked were about the differences between in the pre-test and post-test gain scores were present in both methods. Yussuf proposed the idea that the difference in both methods is not big.

This study took place in 384 junior secondary schools in Kaduna Metropolis, Nigeria which is an urban sector. Two students from each school of different age and different backgrounds and socio-cultural settings were the object of study. Yussuf used a quasi-experimental design to carry out the study and applied the re-test method.

The study bore results and they were that there is actually a difference between the pre-tests and the post-tests. The effectiveness of instructional conversation could depend on factors such as variation in school type or classroom situation, learners' background, experiences. The factors can even be pedagogical issues, psycho social factors and physical facilities.

Yussuf concluded that teachers need to be encouraged to adopt an integration of the two methods such as combine conversation topics with the inclusion of vocabulary items as part of the lesson. Finally, the author recommends the use of instructional conversation method as an introduction to a reading comprehension exercise and the vocabulary method should be introduced in the middle of the lesson to reinforce the class.

In another study carried out by Velasco (2010), the objective was to determine the attitude changes towards learning English by dividing a large group of students into 2 groups, taking into account their individual differences in language level even to the point of obtaining different exam results.

The study was done in Colegio De Bachilleres Dos in Chetumal, Mexico. The investigator selected a group of 10 students aged between 16 and 17. Five students were in a beginner level whereas the other 5 were in the advanced level. Velasco (2010) prepared a set of questionnaires on individual differences and the other was an open-ended set of questions aimed at learning on the students' opinions and feelings towards the current way of learning the language.

The results about the first questionnaire showed that the beginner students felt more secure when participating in class and that they have learned even more during the process of the study.

Besides, they said they realized that learning English was not as difficult as they thought and that the quality and level of difficulty of the activities in class and evaluations were fair and sufficient. Finally, they said they feel more competent in activities that involve listening or reading short portions. On the other hand, advanced students said they felt not much of a difference was noticed.

Nevertheless, the activities although not so difficult, sometimes posed a challenge. They said the division of the class made it less stressful and enjoyed the activities better.

As a result of this study the author concluded that individual differences are important to be kept into account when it comes to teaching a foreign language, regardless of the students being in the same group because their individual differences and needs demand it to be so. The author also concludes that although teachers may think dividing the class into groups may become more work for them, it actually helps them deliver better, faster and more efficiently.

Finally, the author mentions some limitations encountered throughout the study being the most important the complexity level of the material chosen, the anxiety caused to advanced students when it came to repeating instructions, cheating by beginners, and first results in listening and reading/writing exercises too low.

In the following research, Zhou, B. and Zhou, Y. (2012), aimed to find out relationship between the students' way of feeling and learning about affective factors that they have in their learning. The research was undertaken in Fenghua, Zhejiang province in China. The study was directed to two groups of students of seventh grade. 26 girls and 23 boys distributed in the 2 groups where the first one comprises students who had learned English for 4 years and the second group had 2 students who had not been exposed to English at all.

In order to accomplish the objective to this research, the authors applied a set of 2 questionnaires; one, with 15 questions, about their background and the second about affective factors towards learning. Both surveys were accompanied by a version in Chinese. As a result of

this questionnaire, the authors presented results in tables indicating that the 3 affects they had were boredom, anxiety and hopelessness. Although these affects may be considered part of every group learning the target language, there were other factors involved such as inhibition, low self-confidence and esteem.

Finally, the authors concluded that some important feelings within high school students such as seventh graders is an important obstacle towards learning a foreign language and recommend that should reforms in the educational system take place, the role and importance of the students affects towards learning a foreign language should be considered as a priority to avoid boredom, low self-esteem, confidence or helplessness.

In a different study carried out by Azizifar (2010), the objectives were to determine whether improving the level of teaching and learning English as a foreign language can be achieved through having better knowledge of the materials teachers must use and their quality subject to improvement by the current educational system. He asked questions on how pronunciation patterns, content and grammar points are presented in 2 course books locally produced by the ministry of education of Iran. To achieve this, the author used Tucker's (1975) evaluating model.

The evaluation was complemented by using ideas and suggestions provided by experienced professionals in the field. Different aspects of the book were considered in the 2 course books: Pronunciation, appropriateness of presentation and grammar.

As results, the author found that in terms of pronunciation; although several exercises comprised articulation of individual sounds, some important points were missing in the practice of consonant clusters and vowels. The second book also presented flaws in the presentation of pronunciation exercises, namely stress, intonation and pitch. When we refer to Appropriateness of presentation, both books got a 1.5 score over the 5-point scale applied. As per the factor of grammar topics used in both books the topics presented in the first book were sufficient to award it a 3.5 over

5 and as far as the second book is concerned, the score went down to 3 over 5 due to the lack of differentiation between nouns as modifiers and compound nouns.

Considering the evaluation done and the results obtained, the author concluded that there were not major differences between the 2 course books in terms of grammar. But in terms of pronunciation, both books have proven to be inadequate and require revision and editing.

Furthermore, a study done by Zohrabi, Sabouri, and Behroozian (2012), had the purpose of establishing the weaknesses and strengths of a high-school, first year English textbook.

They used a 13-criteria checklist applied to 126 students from three girl schools and 1 boy school: Ehsan, Fatemeh Zahra, Tohid, and Farzaneghan in Tabriz, Iran. The authors applied a mixture of both quantitative and qualitative dimension of data collection. They also used a multiple-data-collection method to eliminate wrong information as a product of using a single method of data collection. The quantitative data was gathered through close-ended questions while the qualitative data was obtained through a set of 34 close-ended questions in a survey.

With the results of both data collections, the authors learned that the book had a section of enhanced practice of the linguistic forms and reading skills. On the other hand, the study showed that the text book lacked sufficient listening and speaking practice, thus leading to a reduced practice of speaking skills in class. The book also does not give enough cultural diversity for the students to learn about other cultures and consequently lack use of different expressions used in such contexts. Other important findings include the lack of complementary and support material such as video or CD's which can support exercises of listening and speaking.

Finally, the fact that the ministry of education of Iran produces the textbooks and does not allow contributions by teachers, is a reason why the quality of the material in use is defective in several sections

Description, Analysis, and Interpretation of Results

All the observations, interviews and surveys done during the process of data collection have been tabulated and presented through graphics.

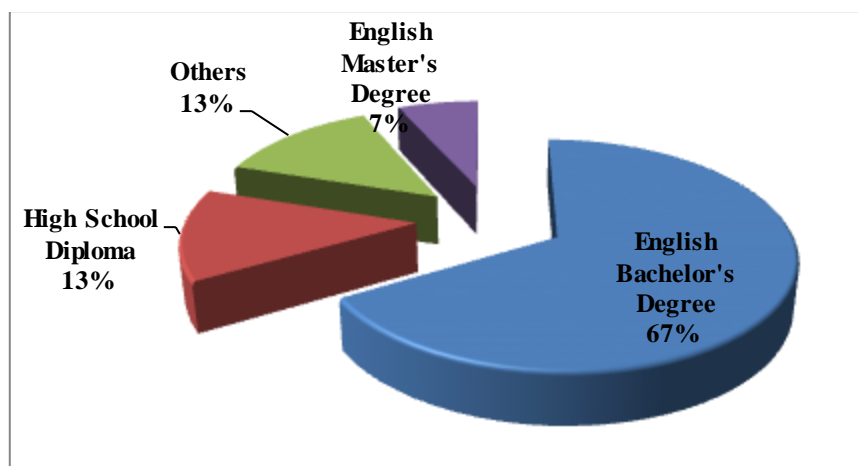
An interpretation of each factor, related to teachers, students, classrooms and institutions has also been carried out and presented below.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1



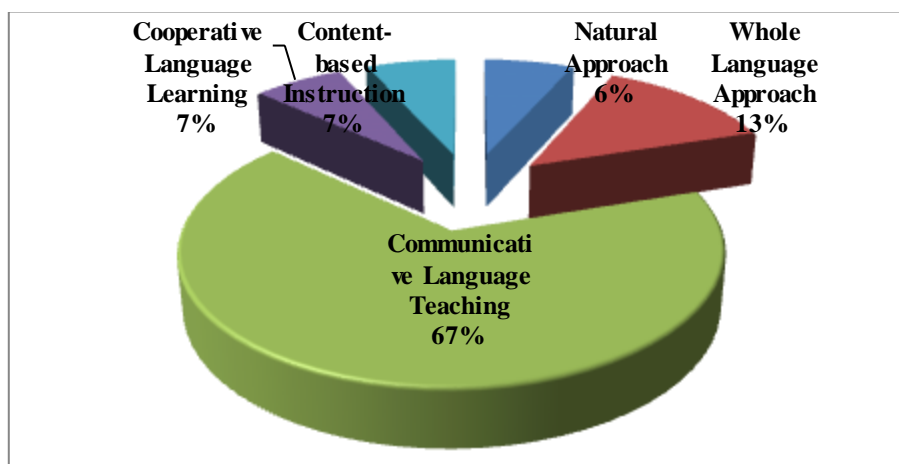
Author: César A. Palacios G.
Source: 15 private high-schools in Quito

As shown in the graph above, the teachers who were interviewed claimed to have obtained different levels of education. Two of them have only a high-school diploma; that represents the 13%. Then there is the 67% of teachers who say they have got an English Bachelor's Degree. This means, 10 out of 15 teachers have this kind of degree. One teacher said he has got a Master's Degree in English; this represents 13% of the total. Finally, there was one teacher who said he has a different type of degree – Bachelor in Psychology-. This also represents 13% of the group's total.

After the interview held with all teachers, it can be estimated that most of them hold a level of English mastery that allows them to conduct a class in the target language. Nevertheless, the teacher who claimed to have an English Master's Degree did not seem to have got the qualification, or the level of language mastery to support his information; his interview did not prove his mastery of the language to be in C2 level. Lack of physical proof of diplomas held could not help to actually prove all teachers assertions in this regard.

Which of the following methods were used in the observed class?

Graph 2



Author: César A. Palacios G.
 Source: 15 private high-schools in Quito

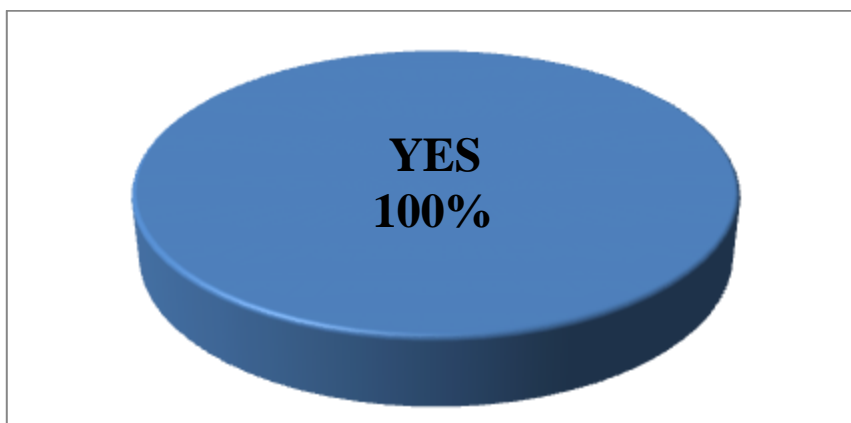
Regarding the approaches used during the class observed, 67 % of the teachers - ten- claimed to have used the Communicative Language teaching Approach during their lessons. Three teachers said to have applied Cooperative Language Learning, Content-based Instruction and the Natural Approach -1 approach each one-. Finally, 2 teachers said they used Whole Language Approach during their observed lesson.

It is very important to mention that despite the results given in the questionnaire given to teachers, it was very clear that they did not have consciousness of which methodology was applied.

Most of them just answered the question because it was present and not because they were aware of the different approaches. I understand this is so partly because they are not aware of the methodology established by the institution or the department, and also because they just used the textbook, and in a couple of occasions, the cd player was used and only one used a TV set to show a movie students just had to watch with no purpose or objective clearly stated before or during the class. Based on the observations, most teachers used the Grammar Translation Method because lots of grammar and several occasions were translation was present. A few teachers seemed to be using a combination of approaches although used empirically rather than consciously.

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

Graph 3



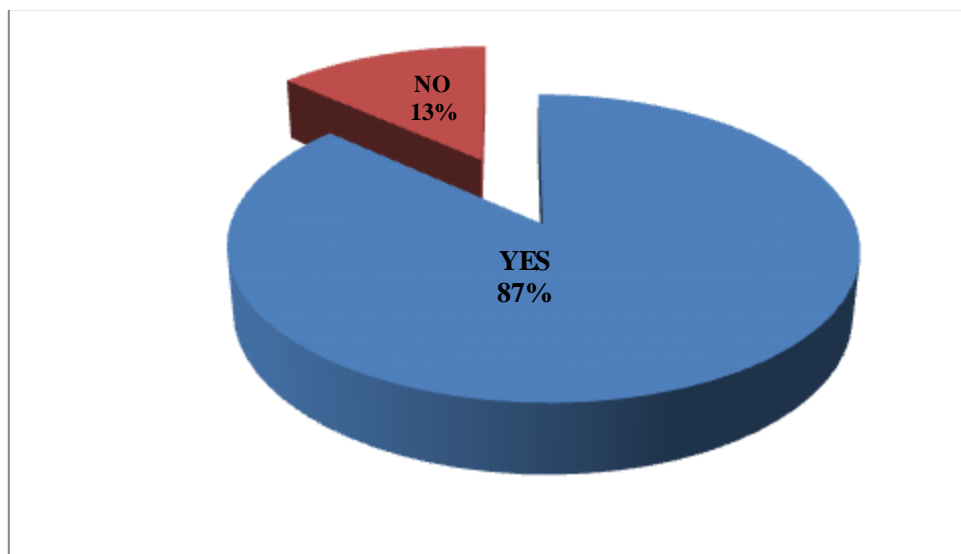
Author: César A. Palacios G.
Source: 15 private high-schools in Quito

All fifteen teachers said they use whole-group activities to teach their lessons. Nevertheless, very few were observed to have actually used this type of activity. They barely had their students work in a whole group with the facilitation of the teacher. They mostly had the students work alone or in pairs. Yet, the answers given by students in this regard showed that almost all agree that the

teachers do use this type of activity. It comes to mind that teachers use the method in question but, apparently not as often as it should be.

Do teachers use individual activities to teach their lessons?

Graph 4

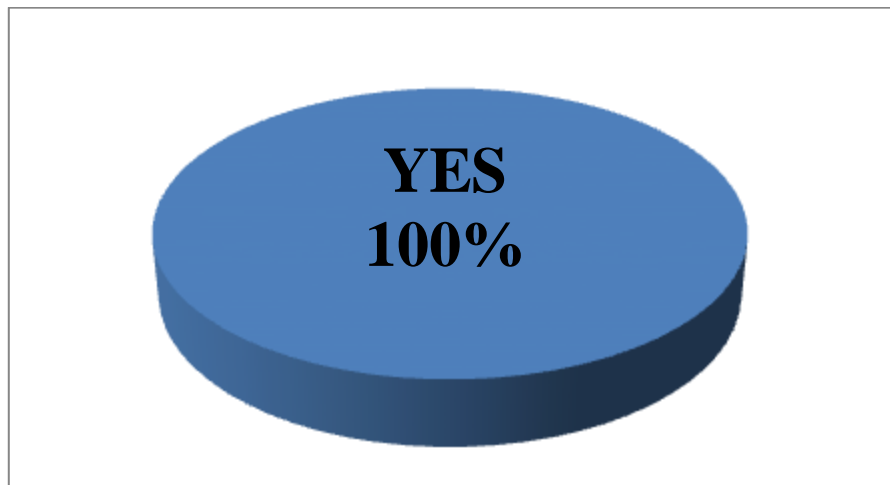


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

Thirteen out of 15 teachers observed 87 %- say that they use individual activities in their lessons while two of them -13%-, claimed not to use this type of work with students. This particular trait was clearly observed during the visits carried out. Students were basically asked to work alone with a pre designated choir established by the teacher. They then had to work individually, come up with answers to an exercise or complete a writing portion of work which was then shared with the class by means of questions given by the teacher. It is clear this type of activity is the most popular.

Do teachers use group activities to teach their lessons?

Graph 5

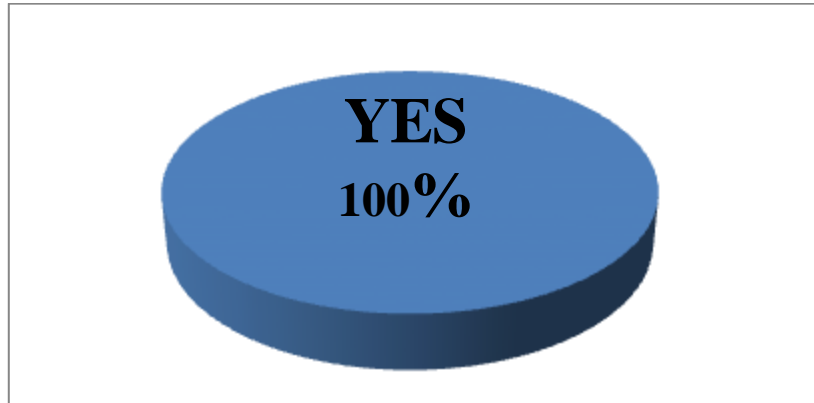


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

From the study, all 15 teachers -100%- said they also use group activities because they claim it is important to have students mingle, co-operate and build teamwork. Students also claimed this is true. The observations made showed this to be partially true since very few had students work in groups. The activities included mainly do a group report on a previously assigned investigation or another where students had to complete an exercise from the textbook. We can assume that most teachers apply this type of activity because students agreed they do use them. Since not much of this was witnessed during the observation, we can conclude that the sort of activity is scarcely applied.

Do teachers use English to teach their classes most of the time?

Graph 6

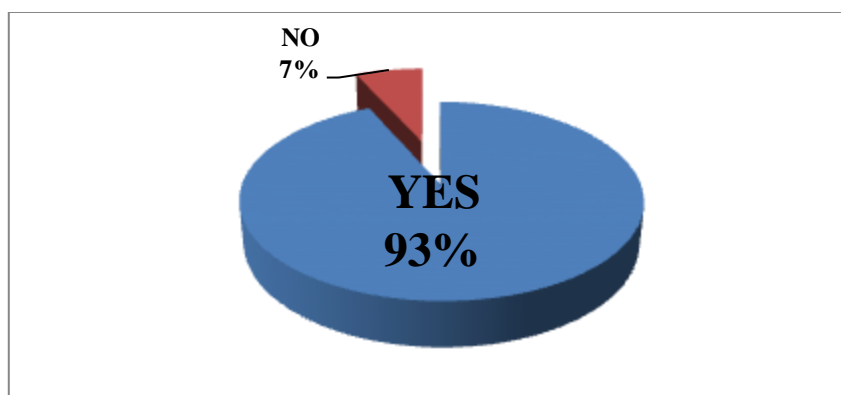


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

From the study, all fifteen teachers said they use English to a 100% in their lessons. Students do confirm this claim although several of the observed teachers did use L1 at some point in their class. Such usage of Language 1 during a lesson corresponded mostly to translations of sentences or words during individual work, and only in 2 cases teachers used language 1 to communicate with longer explanations or conversations.

Do teachers plan their lessons?

Graph 7

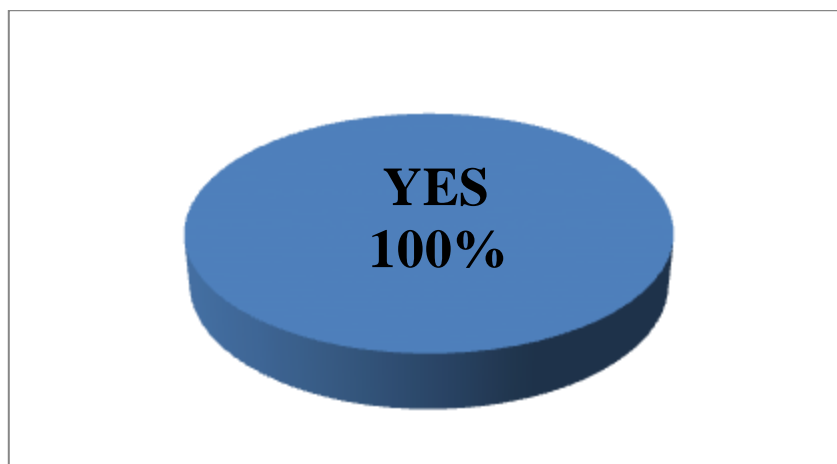


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

From the fifteen teachers observed, 14 teachers claimed to prepare their lessons. This number represents 93% of the total. There was 1 teacher who said he did not plan his or her lessons. The number represents 7% of the group. Gower and Walters (2005) mention the correct organization of activities to achieve a successful class, including also the importance of lesson planning as an important part of the teaching process. During the observations, teachers did not show a logical pattern of activities which could demonstrate what was above presented. Most teachers paid attention to the following aspects of the lesson: time, topic, guided or individual practice, and materials or resources. They were aware they had to finish (rather than start) the class on time because of schedule restrictions. They also had the students work in pairs basically, which had to be done during the lesson time rather than showing any kind of lesson preparation. The observation carried out demonstrated mostly that almost all teachers' preparation involves following whatever guidelines are given in the teacher's guide to the textbook they use.

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

Graph 8



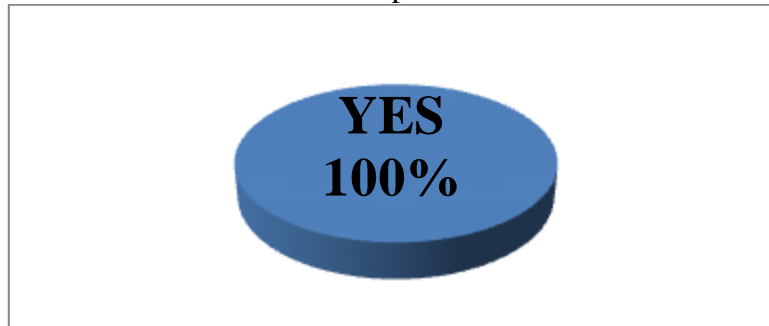
Author: César A. Palacios G.
Source: 15 private high-schools in Quito

All 15 teachers said that several aspects mentioned in this question are observed by them. This represents 100% of the group. Although the 100% of teachers responded this way, it is important to mention that only 2 aspects were mostly –not completely- observed in reality: discipline and time management. The second most observed aspect was activities management and feedback was never applied during the observed lessons. Students claim that they are not told which mistakes they have made during the class, except when in tests when they get their marked papers back. When discipline is not controlled, there is no aspect whatsoever put into practice by the teacher in those specific lessons.

Factors Concerning Students

Do teachers consider the students' needs to teach English successfully?

Graph 1



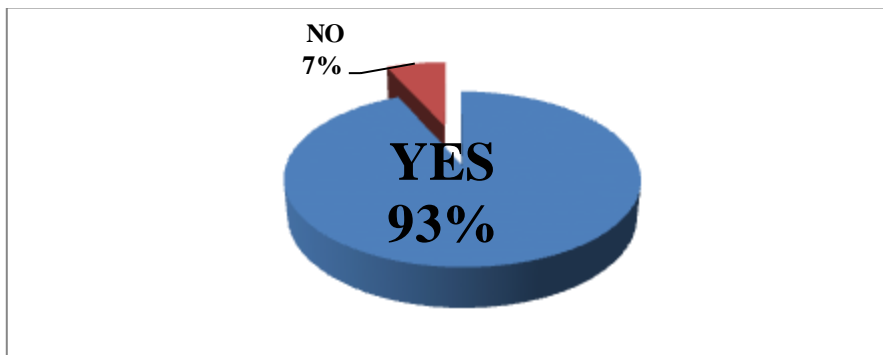
Author: César A. Palacios G.

Source: 15 private high-schools in Quito

All 15 teachers responded yes, which means 100% of the teachers consider students' needs. On the other hand, more than half of them did not take this factor into consideration when teaching during the observations performed. Even when all students responded yes to questions about this topic in the survey, reality showed otherwise during observations. All those students' aptitudes and attitudes as well as individual characteristics were not considered beyond the sole fact that the groups were organized according to a course which is part of the school's organization.

Do teachers consider students' level –basic, intermediate, high intermediate, advanced- to teach English successfully?

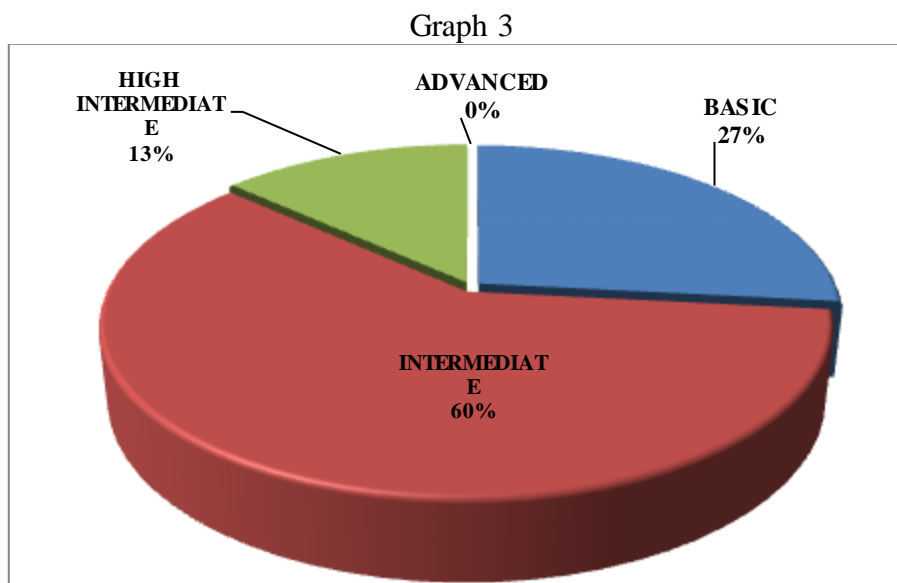
Graph 2



Author: César A. Palacios G.
Source: 15 private high-schools in Quito

From the data obtained, 14 teachers said yes, which represents 93% of the group. One teacher responded no, and that represents 7% of the total. Basically, the level is considered because every class has been assigned a particular level of knowledge and that is by assigning a textbook according to their age. One teacher explained that he didn't consider this factor because he believes in students' improvement. Although improvement is important to success in teaching/learning, it is also true that levels in students are needed to be recognized in order to plan a fluent pattern of teaching.

Which level are students in?

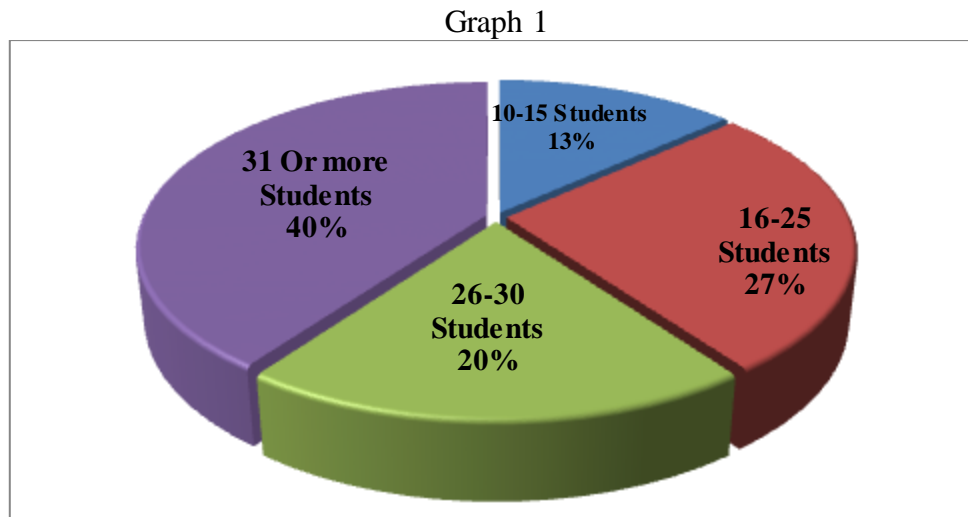


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

From the study, 4 teachers said the students belonged to a Basic level; that represents 27 % of the group. Then, 9 teachers said their students are in the Intermediate level; this represents 60% of the group observed. After that, 2 teachers said their students are in the Higher Intermediate level; this results into the 13 % of the group. No teacher said their students were in the advanced level. The observation performed demonstrated that almost all students corresponded to the level claimed by their teachers and the rest were in a lower level than the observed. The fact that all groups have been assigned a course and a textbook which is graded according to levels of competence demonstrates that institutions do previous assessment of their student body to assign them to the most appropriate level of knowledge. This course of action is very important to the correct application of plans and programs during the teaching labor.

Factors Concerning Classrooms

How many students were there in the observed classrooms?



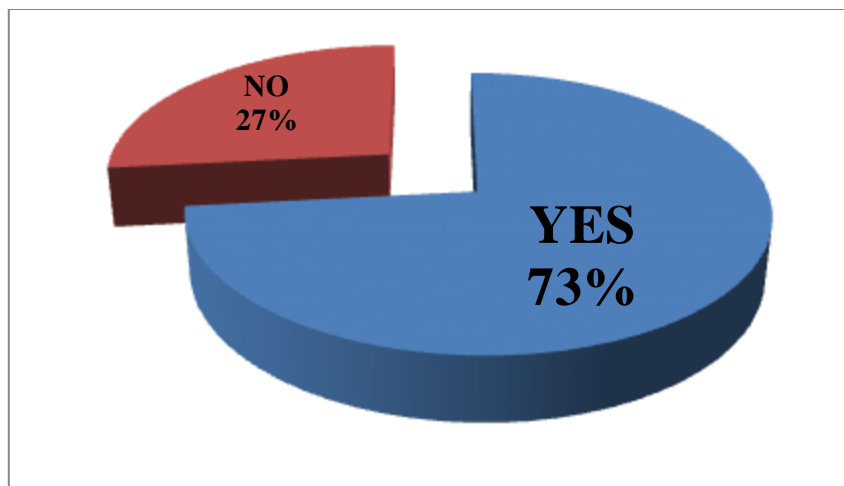
Author: César A. Palacios G.

Source: 15 private high-schools in Quito

According to the interviews performed during the study, 2 classrooms held between 10 to 15 students; this means the 13% of all classrooms visited. Four classrooms had from 16 to 25 students in them; this represents 27% of the group. There were 3 classrooms containing from 26 to 30 students, representing 20 % of the group. Six classrooms, 40%, had more than 30 students in them. The number of students in a classroom is undeniably a factor that influences directly in the process of teaching and learning English. There were several observed lessons where the classroom contained more than 40 students in them. The teacher had a very hard time trying to reach all his/her students and, in some cases, discipline was not controlled because of this factor. All those classrooms with these characteristics were inadequate, to say the least, to perform appropriately and successfully, and showed a high level of uninterested, undisciplined students. Students who participated in the survey agreed that the more students in a classroom, the less they learn. It is an axiomatic principle that complies in most of the scenarios observed.

Do teachers feel comfortable teaching the number of students they have in the classrooms?

Graph 2



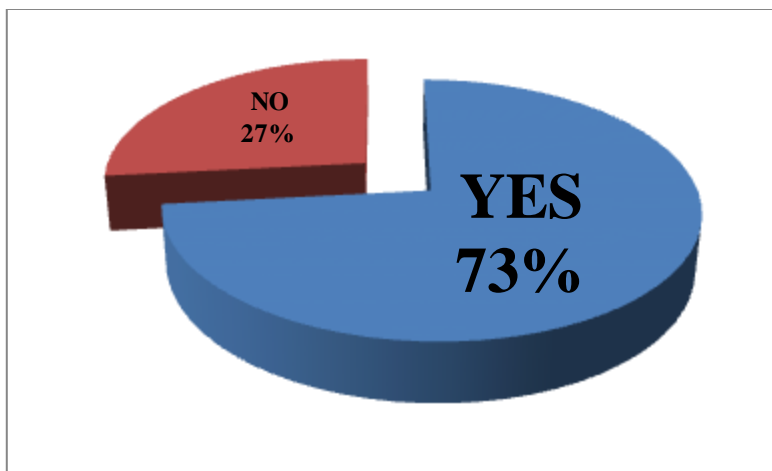
Author: César A. Palacios G.

Source: 15 private high-schools in Quito

From the study, 11 teachers, which represent 73% of the group, said they do not feel comfortable with the number of students in their classrooms. The rest of teachers representing 27 % of the group of 15 teachers claimed they were comfortable with the number of students they had to work with. This last group has a reason why they said it; those teachers had groups with less than 20 students. There is a direct relationship between the number of students in a classroom and the rate of success a teacher will have in having students learn according to the number of students in a classroom. The reduced number of students gives ample options of activities, as well as a more personalized focus on students' needs and individual traits to help the teacher teach better. Savage and Savage (2010) claim the teacher-student ratio needs to be considered as well as the student density ratio for a successful class.

Do teachers have enough room to work with the group of students?

Graph 3

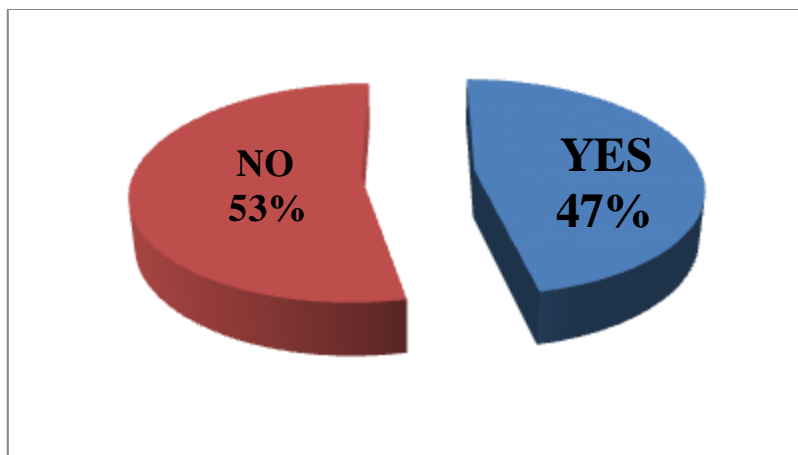


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

Eleven teachers said the room was enough for them to have a successful class. This represents 73% of the total. Then 4 teachers claimed the room was not enough for them to deliver properly during class. Despite this information, the observation showed that although some teachers seemed positive about their particular situation regarding this factor, several of them had to work with a large number of students crowded up in a small or inconvenient classroom. Besides the factors of individual needs and discipline not attended, there is also the factor of not being able to give other options for teacher and students to work in. On the other hand it is necessary to mention that in the case of teachers whose classrooms were big enough to change the layout to improve and give a different and more positive area of work for students, those classrooms were not altered in any way but the traditional row layout.

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

Graph 4



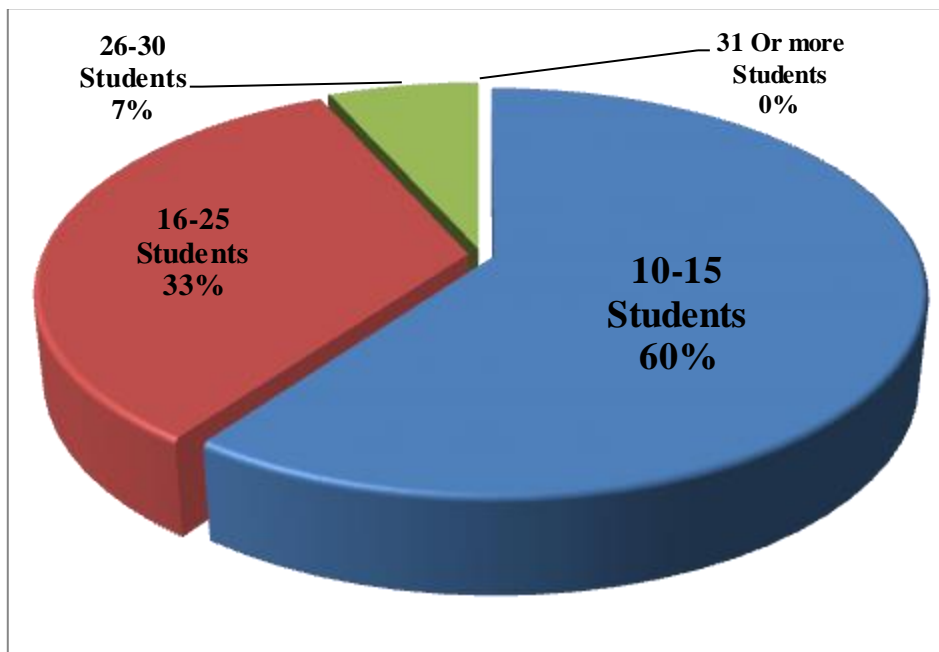
Author: César A. Palacios G.

Source: 15 private high-schools in Quito

From the data collected from the questionnaire, 8 teachers -53%- said they did not pay attention to arranging the classroom's seats according to the planned activities. On the other hand, 7 teachers representing the 47% of the total claimed they did arrange the classroom depending on the planned activity for that lesson. According to the observations done and the surveys to students, there was only 1 class which was modified in terms of the activity in place; that was when a class was about a movie to be watched and thus the students were taken to a video room. All the other classrooms remained in the classical seat arrangement of rows with an individual in each seat for individual work during class. Savage and Savage (2010) considered how the physical components of a classroom and the seating arrangement as well as location of the objects in it will play an important role in a successful class

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

Graph 5



Author: César A. Palacios G.

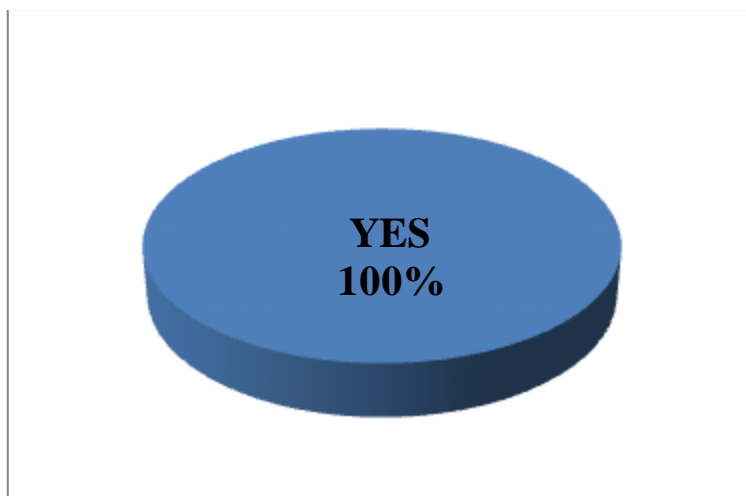
Source: 15 private high-schools in Quito

From the study, 9 teachers agreed that a class with 10 to 15 students is appropriate for effective English teaching. This number represents 60 % of the total. Then, 5 teachers said a classroom with 16 to 25 students is appropriate; this figure accounts for the 33 % of the total. After that, 1 teacher said that the appropriate number of students is from 26 to 30 representing 7 % of the total. There was no teacher claiming more than 31 students is acceptable to have a successful English lesson. Woodward (2011), establishes that large classrooms pose several problems like the noise, and too many students restricted to a small area as well as not having enough time to provide them with correct feedback assessment or any individual attention. These are good reasons to consider why most observed teachers agreed on having fewer than 16 students in a classroom. Nevertheless, there is a reasonably large group of the observed teachers who claim a larger number is appropriate instead. The reason is because although the number is high, there are ways to counter-

attack the problem of a classroom with many students; Woodward (2011) also claims that techniques of group formation, acknowledging, remembering and calling students can effectively help coping with the large number of students.

Do teachers use teaching resources such as TV, tape/CD player, computer(s), projector(s), smart board, and supplementary materials?

Graph 6

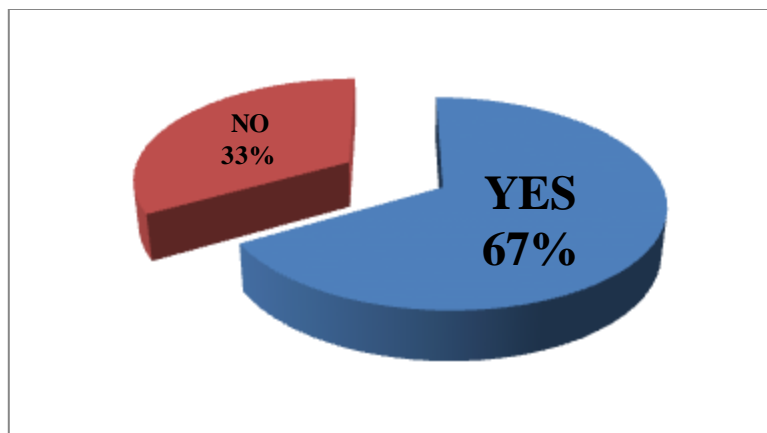


Author: César A. Palacios G.
Source: 15 private high-schools in Quito

All 15 teachers, representing the 100% of the group studies, claim they have access and use supplementary and complementary material and resources for an effective lesson. Despite this statement, the observation proved most classes only used the textbook as a resource. The few remaining lessons were taught using a cd player and only 1 used a TV set. Regarding this factor, Ur (1999) suggests the effective use of various tools such as computers, software, reference books, handbooks of activities and even subscriptions for teachers from where many complementary activities can be planned and delivered for a successful English lesson.

Do teachers consider appropriate the resources they have in class?

Graph 7



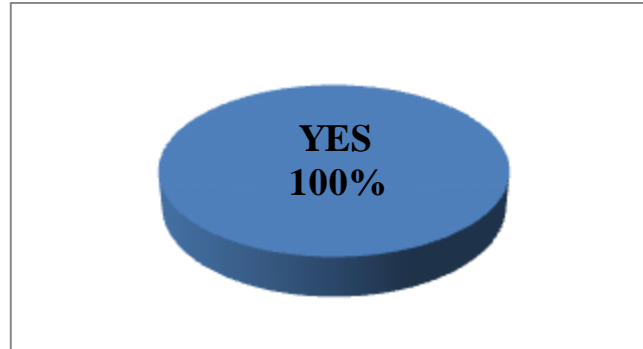
Author: César A. Palacios G.
Source: 15 private high-schools in Quito

From the study, 10 teachers said resources available in their classrooms are sufficient for a successful lesson. This figure represents 67% of the total. Then 5 teachers considered their available resources as insufficient. This figure is the 33 % of the total. The observations performed showed that despite the fact that teachers claim their resources were sufficient, they were underused or not used at all. There were some classes where although the only resource available was there, it was not used at all. Just like Woodward (2011) said, non-electrical and electrical items are also important in different settings such as the classroom, laboratory, staff room, and library and even at home, using the correct tool or resource at the right time can become very useful aids. These statements show that not only a cd player and the textbook are enough for teachers to deliver successfully.

Factors Concerning Educational Institutions

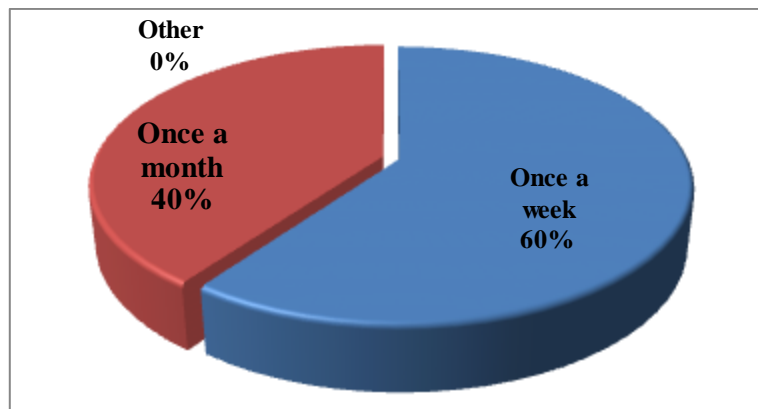
Do institutions review the teachers' lesson plans?

Graph 1



How often?

Graph 1.1



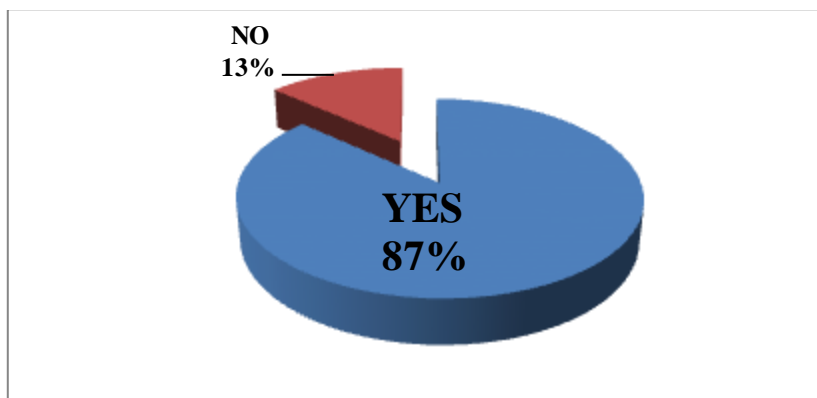
Author: César A. Palacios G.
Source: 15 private high-schools in Quito

Fifteen teachers, representing the 100% of the observed group, claimed that their corresponding institutions review their lesson plans. From the whole, nine of them said those plans are reviewed by the corresponding authority once a week while the other 6 claim their plans are reviewed once a month. The importance of having a supervisor or superior in the area check

teachers' plans is higher than any possible risk or fear teacher may have. The revision of plans offer more positive outcome like Gower, Phillips and Walters (2005) said; such advantages include teachers being aware of the language taught, any factors that may obstruct the correct delivery and also a correct control and follow up and delivery of lessons. This way, teachers can also help students realize how language is being used by them in order to help them improve.

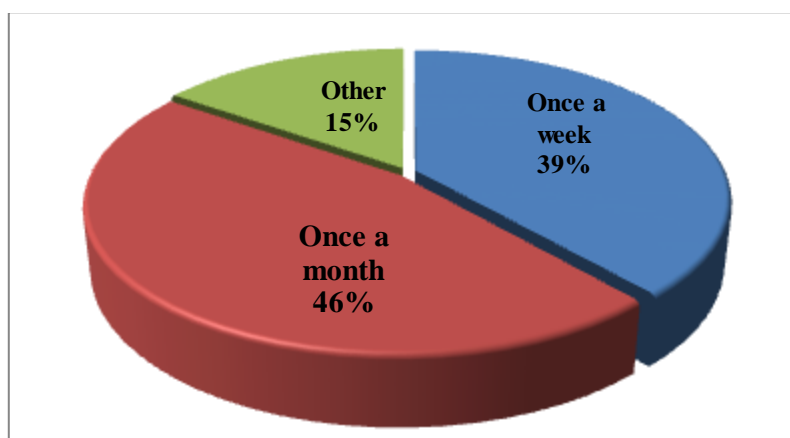
Do institutions monitor teachers' lesson delivery?

Graph 2



How frequently?

Graph 2.1



Author: César A. Palacios G.
Source: 15 private high-schools in Quito

Thirteen teachers said that they are being monitored by their superiors to ensure proper delivery. This represents 87% of the population observed. Then, two teachers claimed not being observed or monitored by their superiors. This number is the 13% of the whole group observed. From the 100% of those teachers monitored, five -39%- claim those observations are done once a week; six teachers -46%- said they are monitored once a month; finally, two teachers, representing 15%, state they are being monitored at different times other than the ones aforementioned.

Another factor that affects correct delivery and obtaining good results in the process of teaching/learning English is the feedback; suggestions and corrections teachers should have throughout the course. Teachers agree on this issue and consider important the correct and regular application of this tool to improve their work with students. Harmer (2007) establishes the observations as a quality control process as well as an opportunity for teachers to realize on which aspects of their teaching practice they should improve. They can also realize on aspects of lesson planning and delivery to reflect upon.

Conclusions

- Students' level is considered when teaching English. Nevertheless, such pre-established level is not consistent because the level within a class is heterogeneous.
- Students' collective as well as individual needs are not properly considered when it comes to teaching English. They are grouped according to pre-established arrangements considering only age and assumed level of knowledge.
- Most classrooms in private high-schools in Quito hold more than 25 students. There is a high concentration of students in a classroom to teach English. Fewer high-schools pay attention to the need of having a small number of students in a classroom to successfully teach English.
- Resources and materials are available yet underused. Most classes are taught using a textbook and a cd player to use material that accompanies the textbook.
- Teachers do not receive proper and/or regular observation, feedback follow-up, and assessment to better their teaching skills and improve results within their students. Although observed, such activity is not comprehensive and does not conduce it to prepare and implement correct and potentially successful lesson plans.

Recommendations

Based on the results and conclusions of this study, and the objectives previously established at the beginning of this work, there are three main areas where recommendations are likely to be presented.

- Regarding students, the institutions should establish a comprehensive method to do a correct preparation of all aspects regarding the students' needs. Basically, students need to be better assessed to determine their level of English. They, then, can be placed in smaller classrooms where they can interact more successfully according to their corresponding age group and level of proficiency.
- Regarding teachers, high schools ought to determine their teachers' correct formal preparation in English teaching. They should make sure their delivery is consistent, pedagogical and effective, regardless of the academic qualifications they might have. Their performance needs to justify the academic diploma they hold. Finally, teachers with no academic qualifications should not be allowed to teach English in a high-school to avoid the incorrect application of lessons to benefit the students. Academically prepared teachers can come up with excellent lesson plans, do proper follow up, provide with correct feedback and obtain the best results from the students assigned to them.
- Regarding classroom and resources management, teachers should be more interested in organizing their classrooms to create a more relaxing, attractive and friendly work environment for students to deliver better. Besides, they should consider that resources available within the classroom, the institution and even outside the school are a very important tool to better the English language learning-teaching process. Institutions and their staff should start a permanent campaign to look for the best resources available to add variety, interest and effectiveness to English teaching.

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ANNEXES

Annex 1



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

Annex 2

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	()

Annex 3



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

Students' Needs (<i>age, personality, attitude, aptitude, motivation, and learning styles</i>)	
YES ()	NO ()
Why? _____ _____	

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

Students' Level (<i>Basic, Intermediate, High Intermediate, and Advanced</i>)	
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), Smart board, 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 _____

Thank you for your cooperation!!!!!!

Annex 4



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:	

21. ¿Te gusta aprender inglés?

SI ()	NO ()
--------	--------

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

SI ()	NO ()
¿Por qué? _____	

23. Consideras que las actividades realizadas en clase son:

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

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
--------	--------

GRACIAS!!!!

Annex 5

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
Factors that influence the English language teaching-learning process in Ecuadorian private high schools

Trabajo de fin de titulación

Mención: Inglés

Autor: Palacios Gutiérrez, César Augusto

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Aproximadamente 400 alumnos participaron en el proceso de visita y observación de las clases en los 5 colegios objeto de esta investigación.

Atentamente,

César A Palacios G.

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Annex 6

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA
TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

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

Trabajo de fin de titulación

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