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Factors that affect the English language teaching-learning  
process in ESL/EFL

TRABAJO DE FIN DE TITULACIÓN

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*Septiembre, 2018*

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magister

Camacho Minuche, Gina karina

DOCENTE DE LA TITULACIÓN

De mi consideración

El presente trabajo de fin de titulación: “Factor that influence the English language teaching-learning process in ESL/EFL” realizado por Moncayo utreras Claudia Nefferty, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, septiembre de 2014

f).....

## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Claudia nefferty Moncayo Utreras declaro ser autor (a) del presente trabajo de fin de Titulación Factors that influence the English Language Teaching-Learning process in ESL/EFL, de la Titulación de Ciencias de la Educación mención Inglés, siendo Camacho Minuche, Gina Karina director (a) 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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f. ....

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## DEDICATION

This work is dedicated to God for blessing me so much and made my dream become true.

I want to thank my mother Esthelita for believing in me, and serve as a model to follow.

To my lovely daughter Gael, who with her beautiful smile enlightens my life, she is my principal inspiration and my reason to live.

Thanks to my husband for all his love, who was always encouraging me to accomplish this goal.

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## ABSTRACT

This study aimed at examining the factors that influence the English language teaching-learning process in ESL/EFL, the present research contains data gathered most of them in Maryland, others in Virginia, and few in Washington, D. C. The population used for this study covered ten students between 13 and 15 years old, five adult students and the collaboration of 15 teachers.

The selection of this sample population was by random. The measuring instrument used for the generation of data was a questionnaire, the same helped to reveal an important range of personal and social processes that influence learning as second language. The data obtained was used to analyze which are the most relevant factors for the acquisition of a second language in the United States. Motivation is the most important factor and also others such as age, the method of teaching, availability of materials, the state where students live, gender, among others.

This study allows us to reach a positive learning that will help teachers and people who are interested in this topic to provide a quality education to obtain a second language.

### KEY WORDS:

ESL education, foreign students English Instruction, teaching-learning process.



## RESUMEN EJECUTIVO

Este estudio, pretende examinar los factores que influyen en el proceso de enseñanza y aprendizaje del inglés como segunda lengua (ESL/EFL), en los estados de Maryland, Virginia, y otros en Washington, D. C. La población utilizada para este estudio abarcó diez estudiantes entre 13 y 15 años de edad; cinco estudiantes adultos, y la colaboración de 15 profesores.

La selección de esta muestra de la población fue aleatoria. El instrumento de medición utilizado para la generación de datos fue un cuestionario estructurado, el mismo que ha contribuido a poner al descubierto una importante gama de procesos personales y sociales que influyen en el proceso de aprendizaje de un segundo idioma. Con los datos obtenidos se pudo analizar cuáles son los factores más relevantes para la adquisición de una segunda lengua en los Estados Unidos. Puntuándose como el más importante la motivación, así también otros que vale la pena mencionar, como la edad, el método de enseñanza, la disponibilidad de materiales, el estado donde viven los alumnos, el género, entre otros.

Este estudio nos permite llegar a un positivo aprendizaje que ayude a los profesores y las personas que están interesadas en este tema, a proporcionar una educación de calidad para obtener una segunda lengua.

### PALABRAS CLAVES:

Educación ESL, Inglés- Enseñanza estudiantes extranjeros, proceso de enseñanza-aprendizaje.

## INTRODUCTION

According to the Center for Economic Policy Research (1992), English will soon become the primary language spoken in the world. Some students learn a new language more quickly and easily than others. This simple fact is known by all who have themselves learned a second language or taught a second language in school. Clearly, some language learners are successful by virtue of their sheer determination, hard work and persistence. However, there are other crucial factors influencing success that are largely beyond the control of the learner.

Given the importance of this aspect, this research has posed the factors that influence the English learning-teaching process in ESL/EFL, which will be analyzed considering the following specific objectives.

Identify students' English level and their needs in the classroom, determine the classroom conditions in which English lessons take place, identify the characteristics of in-service English teachers and determine institutional facilities and norms regarding quality education.

According to some studies, the authors agreed with the existence of internal and external factors which influence the acquisition of a second language. It is defined as internal factors the age, personality, motivation, experiences, cognition, native language and external factors could be curriculum, instruction, culture, status, and motivation.

Suárez-Orozco (2001), in his study showed that acquiring academic English language proficiency takes a significant period of time. In this comparative sample of first-generation immigrant youth who had been in school in the United States for nearly 7

years on average, only 7% had developed academic English skills comparable to their English-speaking peers of the same age.

Furthermore, Khamkhien (2010), followed the taxonomy of Oxford's language learning strategies, the analysis revealed that, motivation is the most significant factor affecting the choice of the strategies, followed by experience in studying English, and gender, respectively.

According to Narayanan, Rajasekaran, & Iyyappan (2008), factors such as motivation, attitude, language anxiety and gender have a great impact in affecting students' English learning. In short, if the learner wants to foster linguistic skills effectively he/she needs to be highly motivated, positive attitude towards the language, low language anxiety is supposed to have a good amount of target language (TL) exposure.

The findings of several studies have shown that intrinsic motivation has a correlation with the results obtained. Clearly, students who enjoy learning languages and do their best will be better than those who do not; therefore, it is important to mention that the educational institutions, teachers, students, and also staff from the university could benefit from the strength of the recommendations of this research.

Recommendations are stated on the basis of the literature reviewed and on the results of the observations. The objectives of this research were accomplished in 80%. It was demonstrated that factors as managing learning, lesson design, classroom space, teaching resources and institution monitoring influence the English learning-teaching process in ESL/EFL class.

It is also important to mention that the current study will benefit both teachers and

students, in the first case because they will be keep abreast of the new options in the English language teaching and the students because they will be the beneficiaries of the new teaching techniques.

This study is also important in relation to its involvement in foreign language pedagogy, especially if the students come from a wide range of linguistic, cultural and ethnic learning, in order to obtain a good progress in their education. Both teachers and students need to be aware of these results of the analysis, so that they can find ways to maximize the benefits and minimize the disadvantages. Only in this way teachers can offer quality English language programs to help students.

## METHOD

### *Setting and participants*

The target population was fifteen students and fifteen teachers located in Maryland, Virginia and Washington D.C.

La Casa de Maryland contributed with 5 students and 5 teachers. This prestigious institution is dedicated to giving support to the Hispanic adult immigrants, giving them education in English as a second language during the night.

Montgomery public school collaborated with three students and three teachers; these students are part of the English for speakers of other language ESOL program. The last institution Community Help Identity in Maryland supported this study with one teacher and one student; this institution helps young immigrants by offering them free English classes.

On the other hand, Washington D.C. contributed with two institutions. The first school is Templeton High School; which contributed with three students and three teachers. This institution has a group of students of different nationalities, due to this reason there are different combinations of languages. The last school was, Lesie Stokeses School in which one student and one teacher participated.

Virginia was a State that contributed with two schools and the participants were two students and two teachers. All schools mentioned above have female and male students and belong to ESOL program. These groups of people expressed interest in the subject of this study and collaborated a lot with the research.

### *Procedures*

The resources that were taken into account for this research were pedagogy

books, educational research and internet information. In which scientific information as teaching approaches, techniques, methods, and some studies concerning to the topic was found.

The research used a qualitative and quantitative approach to explore the issue from the learners' as well as teachers' perspective. The quantitative instrument to collect data was the structured questionnaire. Containing the aspects of the four variables as factors concerning teachers, factors concerning students, factors concerning classroom, and factors concerning educational institution.

The format of both of the instruments included two types of questions: open-ended and closed questions. The advantage of the student's questionnaire is that the respondents could freely express their viewpoint, while its disadvantage was that sometimes many participants complained by saying that it was time-consuming and then refused to answer. Closed questions could have been included to avoid such problem, which are easy for the respondents to answer.

The features considered in order to analyze the result were the percentages of teachers who answered positively to the different questions that were asked during the interviews, the information that was gathered in the observation and the answer of student's questionnaires that was submitted of each one; these points helped gather information for the study, finally, the data were analyzed using the parties and simple percentages.

## DISCUSSION

### Literature Review

The English Language is considered to be one of the most important languages in the world. Due to its popularity, this language is used in different areas for diverse purposes such as: education, commerce, science, technology.

Over the years, several changes have influenced the culture of the United States including the continued increase of immigrants and refugees of populations throughout the world. Because of this change in American culture schools have changed their way of teaching, and for this reason, the teachers English Language Learning (ELL) have adapted their curriculum, making programs to find the integrated teaching of language development; between language and culture. Consequently, teachers need to acquire a multicultural preparation to ensure its success as educators.

In addition, with the Federal mandate, such as the No Child Left Behind (NCLB) Act 2001 (2002). English language learners (ELL) in schools in the United States; usually receive, English as a Second Language (ESL) program, this is taken by students during a few hours of the day and in the main classes for the rest of the school day. Through the collaboration of both the teacher (ELL) teacher with the ESL/EFL make it an important component of a program, whose objective is the acquisition of the English language, which will benefit the student in a future in order to enter into a higher education.

Additionally working in an interdisciplinary way meets a series of objectives: firstly, collaboration between teachers and ESL facilitates the acquisition of language and content in the area for ESL students.

Furthermore, English language acquisition and academic content imposes

requirements on ESL students doing difficult academic success challenging. Secondly, the collaboration between American teachers and ESL teachers creates deep knowledge on the needs of the main classes. On the other hand, ESL teachers should understand better the curricular goals of classroom, and which one can be developed to support these objectives using appropriate methodology and instructional strategies.

Finally, this collaboration promotes the growth of a community of learning in the classroom, and improves academic performance and the learning of the language of ESL students.

This literature review is presented with definitions and concepts related to teaching a foreign language, different methods and approaches, teaching techniques, learning style, motivation, and others that will be mentioned below, and also five previous studies about the features that influence the teaching learning process of English as a second language (ESL/EFL).

#### *Teaching Methods and Approaches*

Method and approaches influence the current state of English language teaching, some of them are:

Asher (1977), a professor of Psychology at San Jose State University, California asserts that; Total Physical Response (TPR) is a language teaching method. He claims that speaking directed to young children; consists primarily in commands, which children respond physically before they begin to produce verbal responses. Asher feels that adults should recapitulate the processes by which children acquire their native language. Over the years, language teachers have intuitively recognized the value of associated language with physical activity.



Total Physical Response (TPR) utilized the imperative mood, even into more advance proficiency levels. Commands were an easy way to get learners to move about and to listen up. Open the window; close the door, and so on. No verbal response was necessary. Total Physical Response (TPR) had its limitation. It seemed to be especially effective in the beginning levels of language proficiency.

On the other hand, Whole Language Approach was created in the 1980s United States by the group of educators interested in the teaching of language arts, reading and writing in the mother tongue. Education is a very active company around the world, which has given rise to a number of different and sometimes contradictory methodologies. Where the main objective, as well as learn didactic content, is that we develop the ability to interact with others. The teaching of reading and writing has focused on a “decoding” with the language. Thus making possible teaching language as; grammar, vocabulary and word recognition, and in particular the education of phonic. Phonics is based on the theory that reading involves identifying letters and turning them into sounds and reading through skills.

The Whole Language movement is strongly opposed to these approaches to teaching reading and writing and argues that language should be taught as a “whole.” “If language is not kept whole, it is not language anymore” (Rigg 1991: 522).

Whole Language is a theory of language instruction that was developed to help young children learn to read, and has been extended to middle and secondary levels and to the teaching of ESL.

Another important approach is Community Language teaching (CLT) this method dating from the late 1960s. Until then, Situational Language Teaching represented the

major British approach to teaching English as foreign language. In Situational Language Teaching, language was taught by practicing basic structures in meaningful situation-based activities. But it was rejected as well as the theory Audiolingualism in the United States in the mid-1960s. There was no future in continuing to pursue the predicting language on the basis of situational events.

Chomsky (1957) had demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristic of language – the creativity and uniqueness of individual British sentences, applied linguistics because they saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Regarding another approach, Tracy a teacher of Spanish in California and Stephen Krashen (2005) a linguist at the University of Southern California, work together in elaborating a theatrical rationale for the Natural approach. This builds up of the use total Physical Response (TPR) activities at the beginning level of language learning when “comprehensible input” is necessary to generate the acquisition of language.

The Natural Approach was aimed at the goal of basic personal communication skills. That is, use everyday language as conversations, shopping, listen to the radio. The principle task was to provide comprehensible input. The teachers were the source of the learners input and the creators of an interesting and stimulating variety of classroom activities-commands, games, skit, and small group-work.

Equally important Cooperative language Learning (CLL) is an approach that makes of cooperative activities involving pairs and small groups of learners in the classroom. The early twentieth century U.S. educator John Dewey was credited with

promoting the idea of building cooperation in learning into regular classrooms on a regular and systematic basis. Research has shown the advantage for cooperative learning on such factors as “promoting intrinsic motivation, heightening self-esteem, creating caring and altruist relationships, and lowering anxiety and prejudice” (Oxford 1997:445). Cooperative learning is more structured; it is easy for students to understand how to work together or in group with the help of their teachers.

The last method mentioned in this literature review is Content-Based Instruction (CBI), according to (Brinton, Snow, & Wesche, 1989). This method has some benefits for students; such as exposure to a considerable amount of language through stimulating content. The complex information is delivered through real life context for the students to generate intrinsic motivation. In Content-Based Instruction learning takes place not only through exposure to the teacher’s input, but also with students assuming social roles in the classroom, involving in this way the interactive learning. In conclusion, this method increases the domain of the English language in student. But also that student assumes active, social roles in the classroom that involve interactive learning. To conclude, this method increases learner’s English language proficiency.

### *Managing Learning*

According to Gower, Phillips, & Walters (2005). teachers must learn about how to modify their management styles, or their team roles; teachers have to be sure to give very clear instructions. In particular, students must know when to start and finish. This point is very important “saying something like right everyone, are you ready? Or even some teachers clap their hands”. Do not forget to get the timing right. If the activity lasts too long it will drag. On the other hand if it does not last long enough it will not give any

sense of satisfaction. Giving feedback is one of the most important responsibilities of a teacher. The purpose of feedback is to motivate learners and to help them understand what their problems are and how they can improve. Feedback can be part of formal or informal evaluation and can be given to students in the classroom or during individual meetings. We can also write regular feedback in the form of comments, giving praise and encouragement. Feedback can have a positive effect on classroom dynamics and can help to train learners in skills they need to become autonomous.

### *Lesson Design*

According to Spratt, Pulverness, & Williams (2005). Planning is an important element of being a teacher. Teachers have to design clear and effective lesson plans. It helps teachers to have an idea of what they want to accomplish and keep on track on a daily, weekly, monthly and semester-long basis. It also provides a guide for substitute teacher who can help the main teachers when they cannot work. When teachers make decision to plan carefully, teachers and students will benefit in many different ways as prepare interesting lesson that engage the students' critical thinking skills. For instance teachers have to pay attention to the details that will make the lesson successful such as including technology and real words assignments. But do not forget to include the most important; teachers will be better able to teach the curriculum that the state and district require.

The exact form of the lesson plan that is adopted is, more than anything else, a personal choice: however, keep in mind that all the plans of the lessons contain similar common elements, such as the goals, learning objectives, teaching and learning activities, schedules, diagnosis and evaluation. Many of them include simple "administrative"

details such as the date, classroom, information about the group class, the number of students of each sex, class, and an appendix seating plan, will help the teacher to be more organized.

*Class Size (number of students)*

Harmer (2007) sustains Class size is one of the features that influence the English teaching and learning process. Teachers may find themselves overseeing classes of 35 to 40 students. However educational researchers and professionals have frequently argued that small class sizes are a key component of effective learning. English language classes vary gently in size. Some students take private lessons, so the teacher only has to deal with one student at time.

Teaching one-to-one has considerable advantage, because teacher is focused exclusively on one person; students get a great feedback from their teachers. However; some teachers have classes of as many as 100. The techniques we use will depend on some extent on how big our classes are. In big classes, it is difficult for the teacher to make contact with the student at the back, it is difficult for the students to ask for and receive individual attention.

Additionally, Harmer (2007) sustains working in pair-group and group-work for example is useful for larger groups since they maximize student participation. There are a number of key elements in successful large-group teaching among them, teachers have to be organized, and they have to establish routines, maximize individual work and use chorus reaction in order for the students to interact with each other.

According to Hess (2001) there is advantage work with large class. Students become more responsible, they are more interested in learning, and students share

responsibilities and help each other. Furthermore classes vary and teachers become more creative.

#### *Classroom Space (physical space and setting arrangement)*

Muijs, Reynolds (2005), mention that an important aspect of classroom management is providing appropriate seating arrangements in the class. One general principle is that the pupils should have sufficient space to work comfortably. There should be enough space between seats for the teacher to be able to move around the classroom. The organization of space also affects the way student behave and move around the classroom, as well as how much attention they pay to instruction. Other important decisions include determining the types of spaces you need for group and ongoing activities, individual work spaces, and permanent storage of materials and records. At the same time, teachers have to establish traffic patterns to make movement in, out, and around the classroom efficiently. In conclusion, the educator must think about the organization of the time in the classroom and in the space; and determining what kind of social interactions are carried out in the classroom.

#### *Classroom and Teaching Resources*

Teacher can use different resources to make lessons more interesting and effective. Harmer (2007) proposes the concept, and the use of several materials or classroom resources applied by the teacher, some of the most employed are listed below: the board, which is the most versatile piece of teaching equipment, it provides a motivational focal point during whole class. The overhead projector, is a very useful piece of equipment because they allow teachers to prepare visual or visual material. Manifestation can take many forms, the most common are real objects, cards, pictures or

photographs.flashcards, they are smallish cards which teachers can hold up for their students to see, also worksheets and work cards are useful. The tape recorder and computer are other language teacher's most useful tools; moreover the dictionary is a very hand tool. Woodward (2001) mentions the music tapes are important resources that are used by teachers in practice of the language through the lyric poem of song.

In summary, as Savage, & Savage, (2010) suggest the correct choice of seating arrangements in a class can have a considerable influence in student behavior, classroom participation, and student attitudes.

#### *Classroom Observation (institution Monitoring)*

One of the most neglected areas of professional growth among teachers is the mutual exchange of classroom observations. As a matter of fact teachers are coming to understand that seeing one's actions through another's eyes is an indispensable tool for classroom. Also teachers consider that a skillful handled classroom observation can benefit both: the observer and the person observed, helping to inform and improve the professional abilities of both people. The senior staff of the school, they have the freedom to observe each class, in a positive and friendly atmosphere; the same that will help, to know the strengths and weaknesses of each teacher.

#### *Learning Styles*

According to Reid (1995) the term "learning style" has been used to describe an individual's natural, habitual, and preferred way of absorbing, and retaining new information and skills. Psychologists attempted to find out how to measure intelligence and, as a result, developed in cognitive styles are field-dependency and field-independency. A field-dependency person likes to learn step by step in a sequential way.

And a field-independency person likes to learn in a holistic way.

According to Biggs (1987), who in his works on the theories of information processing, determined that there were three types of students. In the first place include those who are intrinsically motivated to learn and employ range different strategies to win. Then the students, who are afraid to fail and depend on the programming of the memory, the third types are those students who used the strategic approaches. As a result these students were the most organized and have a competitive force to their learning.

On the other hand, Harmer (2007) says all students respond to various stimuli (such as pictures, sounds, music, movement, etc), but for most of them (and us) some things stimulate them into learning more than other things do. The Neuro Linguistic Programming model (often called NLP) takes this account of this by showing how some students are especially influenced by visual stimuli and is therefore likely to remember things better if they see them. Some students, on the other hand, are especially affected by auditory input and, as a result, respond very well to things they hear. Kinesthetic activity is especially effective for other learners, who seem to learn best when they are involved in some kind of physical activity, such as moving around, or rearranging things with their hands. The point is that although we all respond to all of these stimuli, for most of us, one or other of them (visual, auditory, kinesthetic) is more powerful than the others in enabling us to learn and remember what we have learned previously.

### *Languages Aptitude*

Since 1905, when psychologists Simon and Binet (1905) originally developed an intelligence scale, in order to categorize those students who would most benefit from special education; schools have placed much importance on measuring and reporting



students' levels of intelligence. On the other hand, one of the pioneers in these areas, Carroll (1999), has characterized aptitude in terms of the ability to learn quickly. Thus, we may hypothesize that a learner with high aptitude may learn with greater ease and speed but that other learners may also be successful if they persevere.

The term "intelligence" has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and second language learning has sometimes been reported.

Gardner (1943), and his followers have identified specific sections of the brain that control each of the eight intelligences he proposed: the logical-mathematical, linguistic, spatial ability, musical ability, bodily –kinesthetic, intrapersonal competent in leadership skills, natural capacity to detect significant patterns.

However, traditional education system may have tended to focus on some intelligence over others, especially on language and logical intelligence, this narrow conception of intelligence has chanced those students, whose talents lie in other forms of intelligence, that is; for example, one student might be strong in musical intelligence, while another may be strong in language and understanding other people. For that reason, it is essential for teachers to recognize and develop the students individual patterns of multiple intelligences, because it consent them, to help all students to maximize their learning success, both in and out of school.

Another important point in this investigation is the treatment of the theoretical support on previous studies which will be presented below.

Carhill, Suarez and Paez (2008). Focusing on three objectives: the first one was describe the patterns of English language proficiency and language use in diverse sample

of adolescent newcomer immigrant students, the second was Examine whether social context factors (individual, home language environment, exposure to English at school in formal social situations, and school quality) effect English language proficiency outcomes, and finally the factors on English language proficiency varies as a function of home, exposure to English, or school quality factors.

The study was carried out in seven school districts across the Boston and San Francisco metropolitan areas during 5 years. Participants ranged in age from 14 to 19 years old. This study utilized data from the Longitudinal Immigrants Student Adaptation ( LISA ) study (Suárez-Orozco, 2001) the LISA study was a 5 year longitudinal study that used interdisciplinary and comparative approaches, mixed methods, and triangulated data in order to document patterns of adaptation among recently arrived immigrant youth from Central America, China, The Dominican Republic, Haiti, and Mexico.

This study shows that acquiring academic English language proficiency takes a significant period of time. In this comparative sample of first-generation immigrant youth who had been in school in the United State for nearly 7 years on average, only 7% had developed academic English skills comparable to their English-speaking peers of the same age. Three fourths demonstrated English language proficiency more than one standard deviation below the average for English-speaking peers. Substantial variation was evident, however, in students' English language proficiency standard scores. In addition, students need at least 4 to 7 years to develop academic English skills comparable to their peers at school (Collier, 1987, 1995).

A study about technology was conducted by Chan, Chin, Nagami, & Suthiwan (2011) in Suranaree University of Technology (SUT). which is based in four research

hypotheses, in the first place the Suppasetsee's Remedial English Online ( SREO) plan for designing Web-based instruction ( WBI ) for Suppasetsee's Remedial English Online (SREO ) for first-year students at Suranaree university of Technology ( SUT ) developed by the researcher, the next is the efficiency of the Remedial English lesson via WBI to first year students at SUT meets the 80/80 standard, then the English learning achievement of first-year student at SUT who receive tutoring via WBI is higher than those who received tutoring through the face-to face method, the last was the students have positive attitudes toward learning Remedial English via WBI.

The sample was divided into two groups: the experimental group consisting of 30 students received tutoring via the Internet of Remedial English, whereas the control group consisting of 30 students received tutoring through the face-to-face on the content of Remedial English. Prior to the experimental, both groups were measured in their learning achievement by a pretest. Then a post-test was conducted.

The result from the semi-structured interview was that the 95% of students like this method because they had opportunities to learn English and to use the computer and the internet at the same time.

In conclusion, the Suppasetsee's Remedial English Online (SREO) via Web-based instruction (WBI) for first-year students at Suranaree University of Technology (SUT) was a suitable tool for increasing students' knowledge of English. Moreover it was a means for increasing student's motivation to learn English.

Another study was carried out by Adywa, & Iyamu (2006). Whose purpose was to determine three variables: first, the frequency of the use of instructional media, second, the frequency of the use of instructional techniques; and finally the school learning

environment. The population of this study included senior secondary school students in public secondary schools in the six geopolitical zones of Nigeria.

The methodology applied for this study was based in the use of a questionnaire and observation schedules. The researchers designed the questionnaires by generating a list of items, which asked students about teaching strategies, instructional resources/media used by the teachers and the teaching/learning environment. The items in the questionnaires were derived from literature and the researcher's experiences in the field.

The conclusion, of this investigation was that the public secondary schools in Nigeria are far behind time in offering multiple pathways to the teaching and learning English this is evident in two areas; poor mastery of the English language and lack of requisite technical skill. Consequently, the effect of this is that secondary school students who find their way into the university are already at a disadvantage, due to poor background and preparation in language education.

The fourth study was conducted by Khamkien (2010) which is based in two main objectives, the first one; to determine three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies; and second to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students.

The method applied in this study consisted in recruiting participants from two public Universities (Thailand and Vietnam) the total number of the participants was 136 undergraduates. The Thai participants were 84 Thai EFL students, 26 males, and 58 females. The Vietnamese participants were 52 undergraduates' students, 24 males, and 28

females. In order to identify the language learning strategy patterns, copies of questionnaires distributed to first and second-year students of each university. The data obtained from the background questionnaire examined the roles of the three variables.

First, each group was divided into two groups according to gender. Second, in terms of motivation all questionnaires were analyzed according to the answers to the questions “Why do you want to learn English” each sub-question was separate in high-ly motivated and lowly-motivated and third, focusing on experience in studying English. This helped to obtain a successful probe of how this affected the selection of language and learning strategies reported by Thai and Vietnamese undergraduate students.

Consequently, the author concluded, that the experience in studying English has a great influence between the two groups of students in general, and in Thai students in particular. This is because Thai students with additional experience used more strategies than those without additional experience.

The Thai Students without additional experience applied the six categories of language learning strategies less than Vietnamese counterparts. The conclusion of this study was showed that the most experienced students obtained significantly higher mean scores for cognitive strategies and form memory Strategies, than those who had less experience.

The last study carry out by Narayanan, Rajasekaran, & Iyyappan, (2008) was a project to study certain factors affecting the learning of English as a second language at the tertiary level. Factors such as attitude, language-anxiety, motivation, gender and so on play vital roles.

For this study, the researchers have taken a sample of four hundred and eight (138

female and 270 male) first year engineering and technology students from five engineering colleges in and around Chennai, India. The method used for this study was questionnaires were done and the data was collected in written modes.

The results showed that the factors such as motivation, attitude, language anxiety, and gender have a great impact in affecting students' English learning. For this reason, if the learner wants to foster linguistics skills effectively he/she needs to be highly motivated, positive attitude towards the language, low language anxiety and suppose to have a good amount of Target Language (TL) exposures.

The authors of this study suggested that in order to create a learning environment, they have to low anxiety, create an atmosphere of group solidarity and support, to be sure to help the students to confront those fears; use gentle or non-threatening methods of error correction and offer words of encouragement. In particular use relevant and interesting topics for class discussions and exercises.

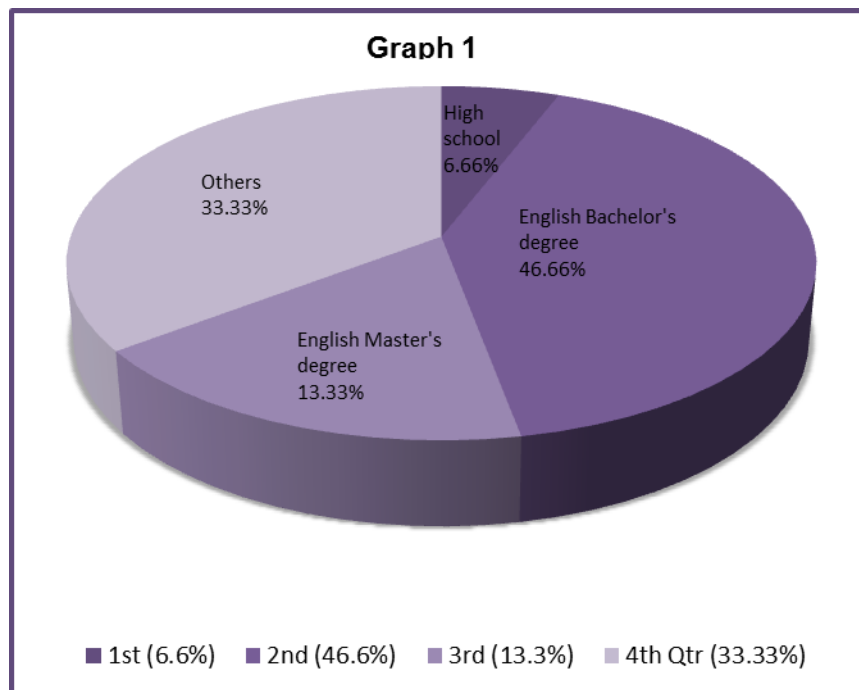
## Description Analysis and Interpretation of Results

The information below is based on the students' and teacher's observations responses to a questionnaire whose items considered factors concerning teachers, students, classroom, and educational institution. Data was analyzed how, describe it and using pies as a resource.

### *Quantitative Analysis*

#### *Factors Concerning Teachers*

*Which level of education do teachers have?*



Author: Claudia Moncayo

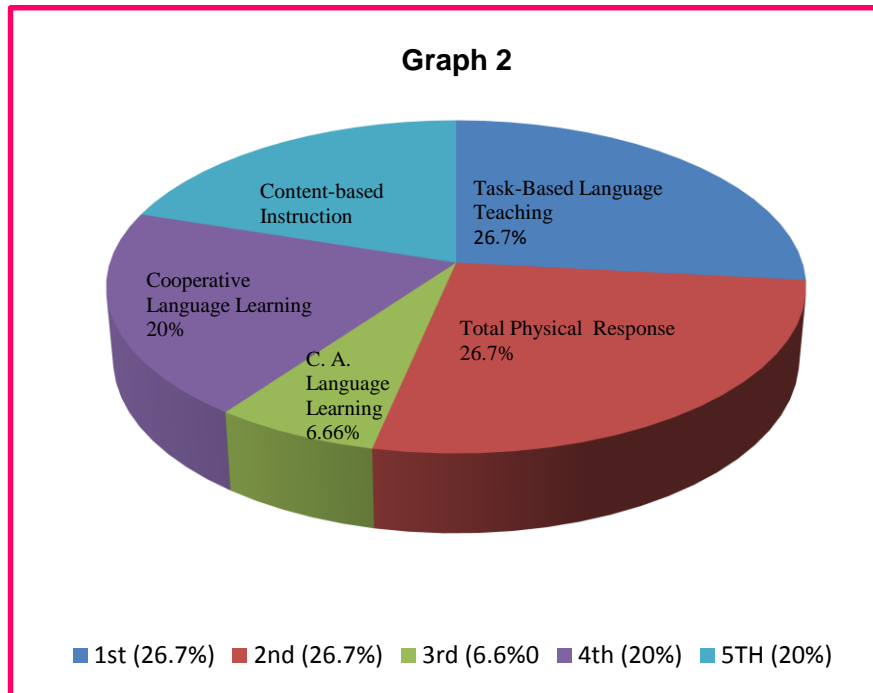
Source: Teachers's Questionnaire

The obtained data from teachers was interpreted according to each school. These research findings, along with the statistics, helped to create results. The result showed that only one teacher (6.6%) has a high school diploma, 7 (46.66%) have English Bachelor's Degree, 2 (13.33%) have English Master's degree, and 5 (33.33%) have other diplomas. All teachers had between 4 and 9 years of experience teaching in these schools. Educational requirements for teachers vary widely depending on the state they live in, and the age or grade they want to teach, from Maryland, Washington D.C and Virginia, a bachelor's degree is typically the minimum educational requirement to work in these states. On the other hand, some community colleges may accept candidates with a teaching license as well, especially if a candidate also has experience teaching ESL or working with students from diverse cultural background.

In summary most teachers said in their interview that they are interested in training and updating programs in order to increase their knowledge to promote better education for their students.



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



Author: Claudia Moncayo

Source: teachers' questionnaire and Observation sheet

According to this graphic, 4 teachers who represented the (26.7%) used task-based Language Teaching. Nunan (2007, p.37) mentions the reflective element, in which (learners) should be given opportunities to reflect on what they have learned and how well they are doing. Therefore, the teachers say authentic texts are used in order to ensure that the language practiced inside the classroom is connected with the language outside it.

During the observation, the teachers conducted a task-based where learners need to identify and analyze activities as real things people do in everyday life; it should be noted that there is a great benefit to live in a country where English is spoken. Making this method the most famous and highly successful, it was also observed that 4 (26.7%)

teachers used the Total Physical Response; teachers give instructions to their students such as “close the door”, “sit down”, and open your books. As we know Total Physical Response (TPR) is based on the theory that the memory is enhanced through association with physical movement.

That is why this approach is used by teachers based, first and foremost, on listening and this linked to physical actions to reinforce comprehension in their students.

On the other hand, teachers combine other methods as Task- Based Language and also Communicative Language Teaching, they consider this very useful for their class. It has to be mentioned that the number of students is less than 15 and their level is beginner which made this method easier to be implemented. Other 3 teachers who represented (20%) used the Content-Based Instruction, which is based around the language itself and also on the subject matter; this approach aims to develop the students’ language and academic skills. During the observation the teachers did a very good job because they prepared interesting topics for their students.

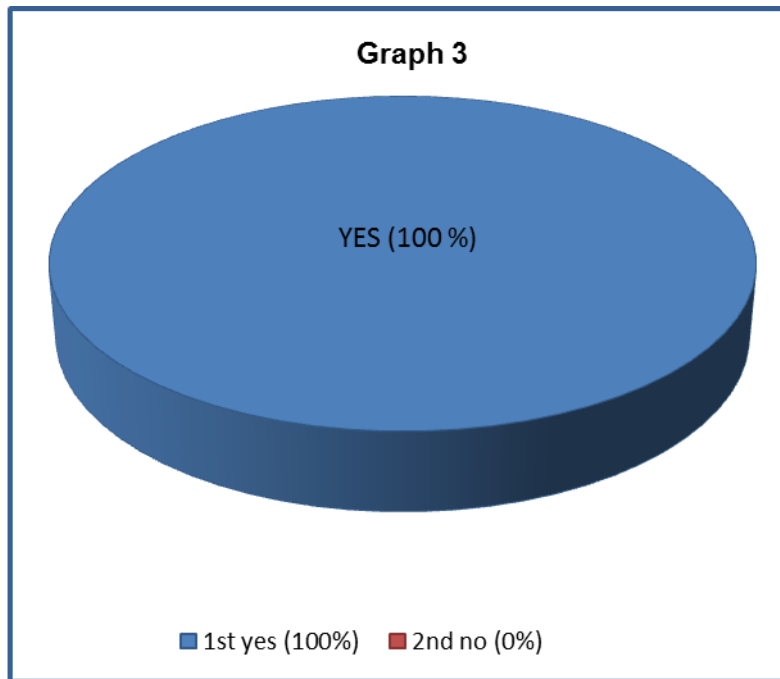
For this reason, Content-Based Instruction puts a strong emphasis on communication engaging them into the language. Another method used by one (6.6%) teacher was Cognitive Academic Language Learning; during the observation it was observed that the English proficient students are limited because they take only one month attending this class. This is why, the teacher used this method that is going to help them being prepared to participate in mainstream content instruction and develop the comprehension and retention of concepts in the content area.

Teacher suggests, this method helped their students on integration, content, and strategy learning to get the new language. The last 3 (20%) teachers used Cooperative Language Learning. In these classes the students were working in groups of 3, all of them worked on the same material.

According to the teacher's explanation, this method is good for reviewing and for practicing tasks. Cooperative group leadership is shared so that all students are responsible for completion of the task and all of them are included. During the observation, learners have positive interdependence and good social skills. Each student is assigned one part of a group project.

Johnson & Johnson, (1983) said cooperative learning experiences also result in higher levels of self-esteem, healthier processes for deriving conclusion about oneself "work, and greater psychological health than do competitive and individualistic learning experiences. To conclude, there are countless methods of teaching English, variety and flexibility are the most important features to be implemented in a class, it all depends on teachers' style and the students' needs.

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



Author: Claudia Moncayo

Source: teachers' questionnaires and Observation sheet

The Teachers from all the schools strongly agreed with this statement, responding with an overall average of (100%) that represents 15 teachers. As a result of this question, we can see that the use of whole group activities, help teachers to observe in a quick way through questions how much English students learned during the class.

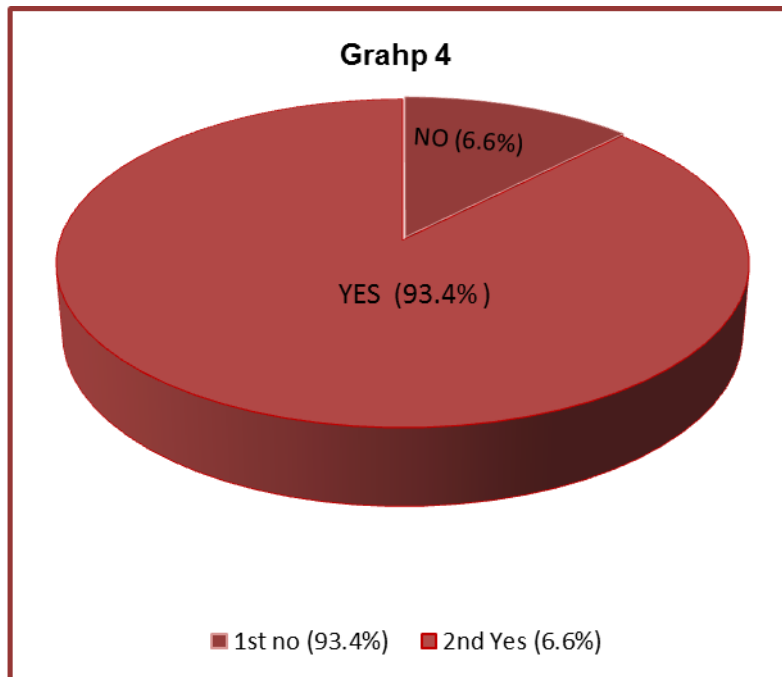
Some teachers ask a question and wait a few seconds before calling on a student, choosing one at random; this gives each student the opportunity to respond and all of them feel responsible for thinking about the questions.

On the other hand, teachers said that they found that most of their students prefer this approach because they feel more comfortable to learn. They even said that the use of

whole-group activities can cultivate an educational atmosphere and keep the students engaged.

In addition teachers conclude that these activities provide for greater interaction between teachers and students, they claim that student have tendency to stay focused on the lesson because they might be called on to answer questions at any time. And also they feel more comfortable asking questions during whole-group discussions. In addition teachers need to provide their students with note talking skills before stating discussions. So it can be concluded that they believe that this is a proper approach to second language learning.

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



Author: Claudia Moncayo

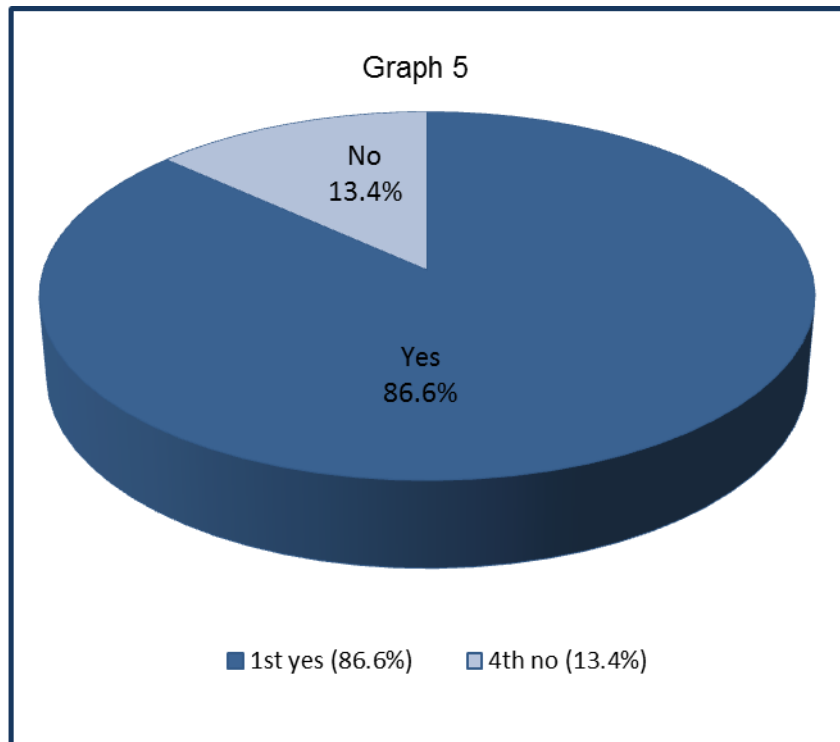
Source: Teachers' questionnaire and Observation sheet

As graph 4 depicts, 93.4%, which represent 14 surveyed teachers agreed with the use of individual activities. According to them such activities help to obtain a real learning process, and to develop their skills. Interactive activities and games such as quizzes, cross word puzzles, restaurant activities, as use the menu to choose the meal, Internet activities and cultural knowledge about topics like movies, literature and travel, allow teachers to check understanding and discover new areas to improve their students.

However we have some teachers who represent 6.6% who were in disagreement with this statement because the time destined for its class is not enough to work individually. It was observed that during the class the students completed individual activities based on a reading that they did before. In another class, the teacher asked students to fill in the blanks of some exercises in their books.

In summary, teachers totally agreed on the use of each of these activities, since these can improve their knowledge and help students to understand to improve their skills.

*Do teachers use group work activities to teach their lessons?*



Author: Claudia Moncayo

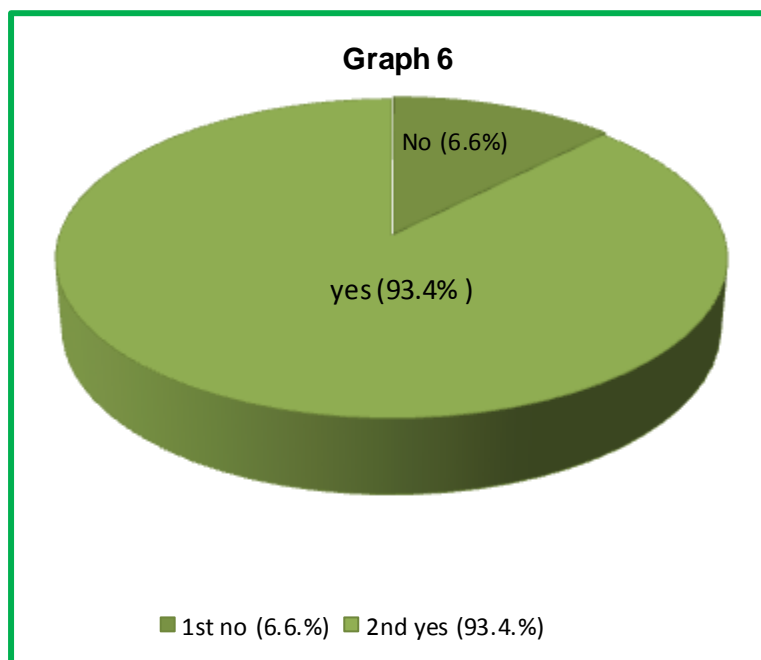
Source: Teachers' questionnaire and Observation sheet

Regarding this issue, it can be seen that 13 teachers (86.6%) agreed with group work. Because it could create a good atmosphere and, furthermore, it is believed to help students to practice communicating with others in English, it also allows them to share ideas, and learn from each other. In accordance with a teacher interviewed, it is very important the use both individual and group activities. Because all of them can help students to participate and focus on the class. These activities also develop their skills and promote the competition.

Harmer (2007) sustains working in pair-group and group-work for example is useful for larger groups since they maximize student participation. However, 2 teachers

(13.4%) do not use group work activities. Because of the small space in class; that does not allow to use these activities. In summary all teachers expressed that working in groups demands a lot of effort. In this way teachers can contribute with their knowledge without having to intervene to put an enthusiastic discussion, or to stay in the background so that students can make their own discoveries about the language.

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



Author: Claudia Moncayo

Source: Student's questionnaire and Observation sheet

According to the information gathered, 14 teachers who represent the (93.4%) spoke just English in their classes, in their opinion; students are exposed to English as an immersion method, because this method aims to educate students principally in a language that is not his or her mother tongue. Even though, most of the teachers are

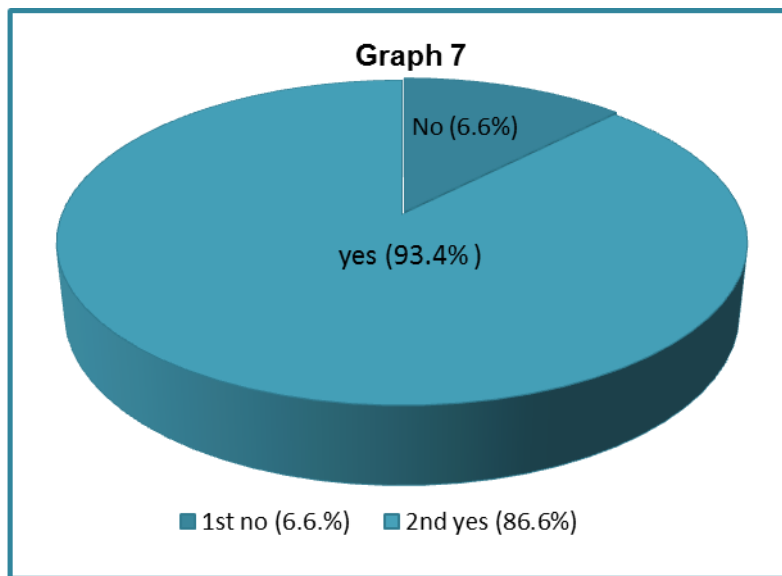


native speakers, there are teachers who are not. In 1998, TESOL, the international professional association that represents teachers of English to speakers of other languages, approved the formation of the Non-native English speakers in TESOL Caucus (Braine, February/March 1999). According to the NNEST caucus website (2003).

Some interviewed teachers claimed that non-native speakers possess certain qualifications which native speakers may not have, such as the experience of acquiring English as a second language; they also say that they understand the cultural and linguistic needs of their learners.

In contrast, one teacher that represents (6.6%) said that sometimes they use translation, because their students really need it, and teachers argue that they do not want to frustrate their students this is why, they translate when they need.

*Do teachers plan their lessons?*



Author: Claudia Moncayo

Source: Teachers' questionnaire and Observation sheet

The graph above indicates that 14 teachers (93.4%) plan their lessons, according to them, lesson plans are needed to ensure that class time is utilized as efficiently and effectively as possible. And also supplementary activities are incorporated into the themes presented in the textbook which require a significant amount of preparation.

Other teachers said that they plan their lessons in advance mainly because it ensures they stay organized. One teacher that represents the (6.6%) does not plan her/his lesson because the curriculum is already provided by the institution where she works, Some classes need their lessons to be modified on the basis of the knowledge, personality, and learning style of the students. In this way, these variations will help students to improve their participation in these activities.

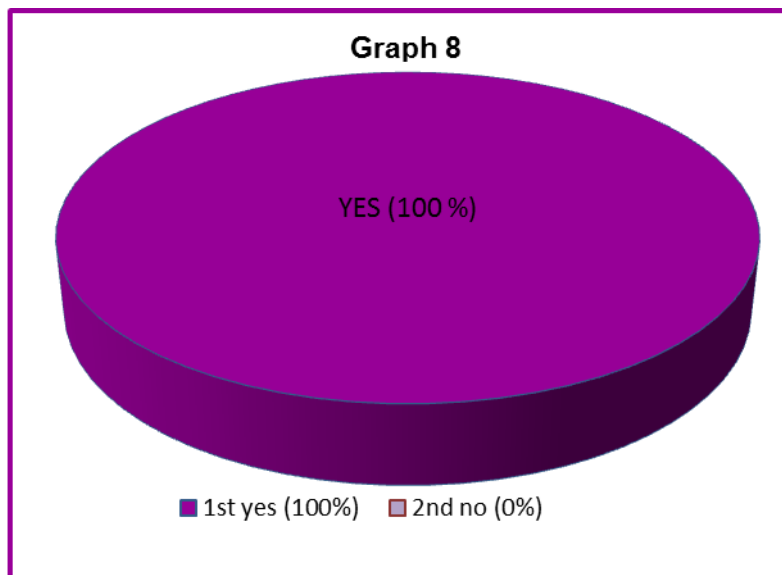
As a result teachers say that an excellent planning is one that can be used easily and effectively by any teacher. This means that the ideal lesson plan is both; clear and comprehensive. The details and elements of the lessons planned depending on the specific format set by the school or organization. In addition, a lesson plan is a set of notes to help teachers to think what they are going to teach, and how they are going to teach.

According to Spratt, Pulverness, & Williams (2005). Planning is an important element of being a teacher. Teachers have to design clear and effective lesson plans. It helps teachers to have an idea of what they want to accomplish and keep on track on a daily, weekly, monthly and semester-long basis. It also provides a guide for substitute teacher who can help the main teachers when they cannot work.

Additionally a lesson plan does not always guarantee a great lesson for English learners. They require sensitive teachers who realize that curriculum must be grade-level appropriate, based on content standard and learning outcomes. Teachers provide

scaffolded support by adapting dense and difficult text. They situate lessons in meaningful real-life activities and experiences that involve students in reading, writing, and discussion of important concepts and ideas.

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



Author: Claudia Moncayo

Source: Teachers' questionnaire and Observation sheet

The data shows that 15 teachers who represented 100% considered the aspects mentioned above permit them to work successfully and be more professional. Some of them said timing is very important for their organization in order to carry out all the activities planned. Time to time may be assigned and include techniques such as individual job, reducing idle chatter, maintain a good atmosphere, and providing students a comfortable time class. Competing against the clock should be often rewarding by students, because it helps to complete the activities on time.

According to students' answers time is very important when doing activities, because it helps to develop students' brain and permits them to engage to the language easily in order to promote their abilities to finish their tasks.

Another important aspect is feedback and instruction since it is crucial, it should be positive. Teachers should tell learners what they are doing well, what they need to do to improve and how. It was observed that teachers motivate students with a constant feedback and additional explanation on how to do their in-class tasks.

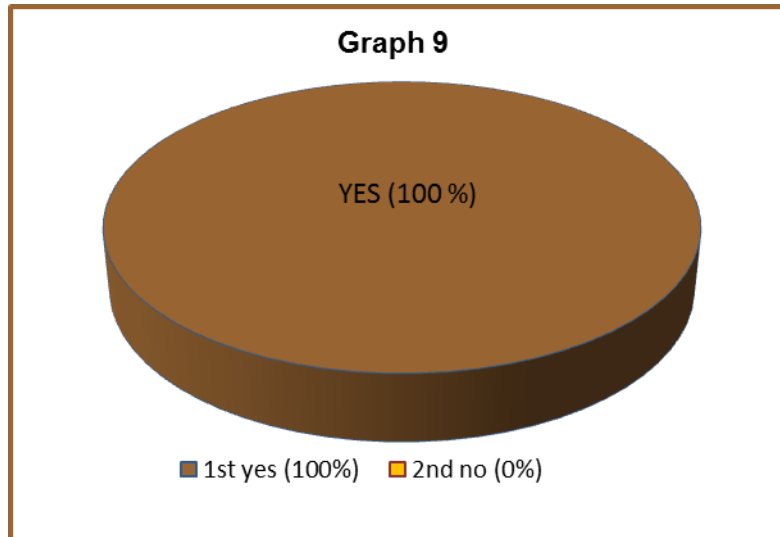
Other teachers used the feedback in order to help students to come with new ideas in their work, their behavior, and their attitude to learn the language. The purpose of feedback is to motivate learners and help them to understand what their problems were and how they could improve.

Regarding discipline, some teachers considered this are a very important factor because they admitted to keep the discipline can be a serious challenge. When discipline is controlled by teacher students can improve their knowledge and also it could be easier for them to engage in their activities. According to interviewed students, all of them affirmed that their teachers control discipline in a properly way.

To conclude, observed teachers provided feedback as students performed skills, using encouragement (motivational), correct faults (instructional), identify and praise proper techniques (positive reinforcement).

## Factors Concerning Students

*Do you consider students' needs to teach English successfully?*



Author: Claudia Moncayo

Source: teachers' questionnaire and Observation sheet

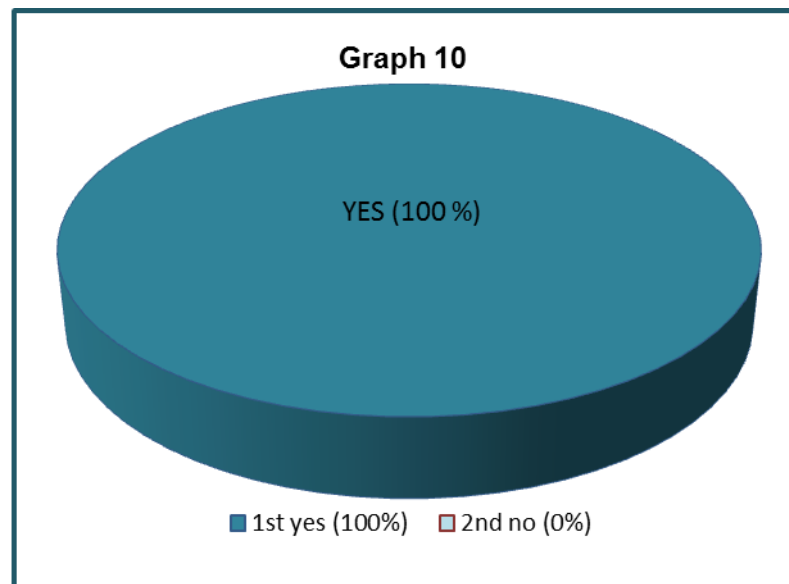
According to the graph 15 teachers 100% agreed that in the United States the acquisition of English is a practical skill that applies unique and different forms depending on the needs of students. Therefore, it is absolutely essential to take into consideration the students' interest in order to catch their attention and motivate them, students' job, family responsibilities, and education background.

According to the observation, students were the same age; teachers found this to be a very important factor in order to achieve native-speaker equivalent pronunciation and intonation; while other teachers considered that personality is another crucial key to learn another language. Through the personality can be measured how is the learners progress or how they can take the advantage of opportunities to speak.

Harmer (2007) suggests that teachers can apply a variety of activities and resources in relation to students' needs, to make lessons more interesting and effective.

As a conclusion teacher said they planned their classes in a way that they could keep all students engaged. And the best way to do that was to keep in mind their needs and the rest of the aspects mentioned above.

*Do teachers consider students' level to teach English Successfully?*



Author: Claudia Moncayo

Source: teachers' questionnaire and Observation sheet

A hundred percent (15) of teachers believed that the level is necessary in order to teach successfully. Since according to each level depends on the type of grammar, vocabulary, and life skills that the students are interested and willing to take shape. Moreover, every level has several needs and requires different skills. According to that, teachers can define strategies for teaching any subject and learning goal. And at the same

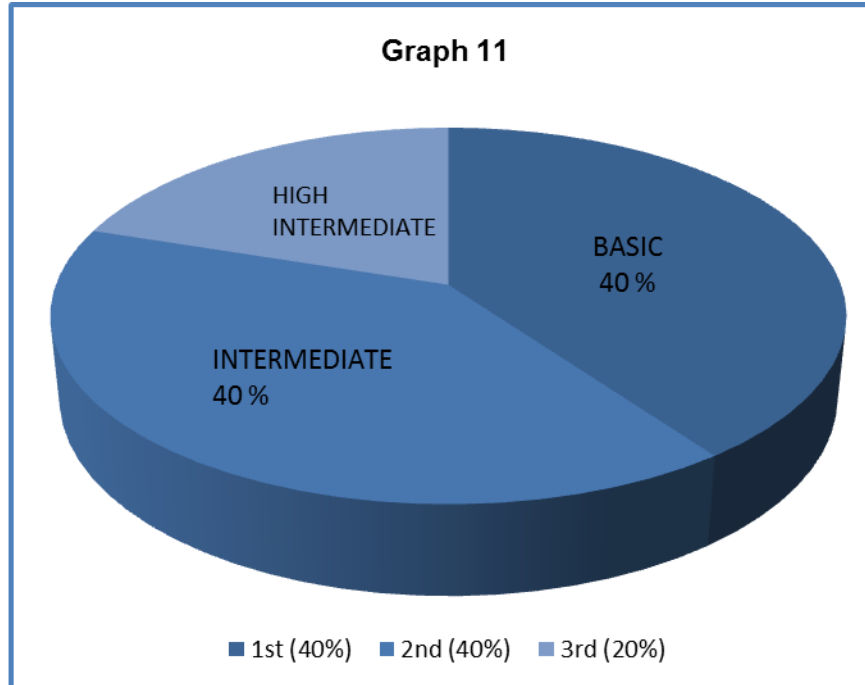
time they know what they are going to do and what kind of activities they are going to carry out.

All teachers considered that levels is important because students who are at the beginning levels benefit from teachers who slow down their rate of speech, use pauses, and enunciate clearly while speaking. As students become more comfortable with the language and acquire higher levels of proficiency. In fact, for advanced students, teachers should use a rate of speech that is normal for a regular classroom.

Christen and Murphy (1991) suggests that students generally fall into three categories: much, some, or little prior knowledge. Based on students' levels and background experiences, the teacher makes specific instructional decisions and differentiates instruction for each level.

To teach English as a whole in its all levels with success requires hard work and effort on the part of teachers and students. Finally, teachers concluded that levels are crucial to learn English successfully.

*Which is the level of the students?*



Author: Claudia Moncayo

Source: teachers' questionnaire and Observation sheet

As a result of this question; students that represented the 40% are in basic level because most of them are new in this country and admitted still have problems with reading and writing comprehension even though the activities were a little bit easy. Thus, showing that students still have flaws to develop the use of the language correctly; which mean they need more time to learn the basic contents of the language.

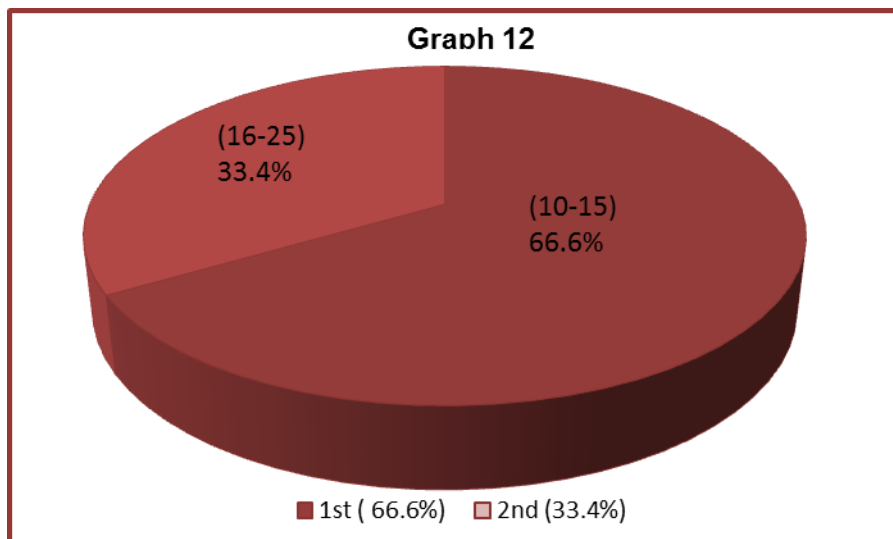
On the other hand, six students who represent (40 %) were in intermediate level. They agreed that the activities of the class were relatively easy. They strongly believe the best way to practice the language is full English immersion, that means to communicate, to interact, to speak and listening inside and outside of the school all the time wherever they are since it can accelerate the English language process successfully.



Finally, three students who represented a (20 %) were in High Intermediate level. Those students also agreed the activities of the class were not easy. For this reason, they need more motivation and working every day to achieve their goal. To conclude, with this issue, all of them need and require a hard work and effort to be successful students.

*Factors concerning classroom*

*How many students are there in the observed classes?*



Author: Claudia Moncayo

Source: Teachers' questionnaire and Observation sheet

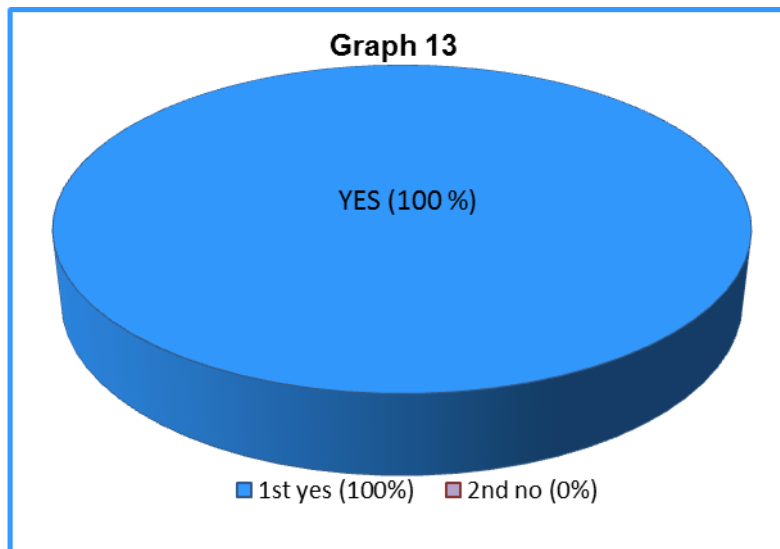
The 66.6 % had 10 -15 students per class. And 33.4 % had 16-25 students per class. During the observation, the percentages showed that every class did not have more than 20 students. Since the plans of the Districts and states of this country were adopted and implemented by schools, this says that classes are not allowed to have more than 20 students. This is useful because the less number of students, the more benefits they have.

One of the benefits is the great opportunity to participate into the class with more individual attention and improvement of education.

Harmer (2007) sustains that class size is one of the features that influence the English teaching and learning process. Teachers may find themselves overseeing classes of 35 to 40 students. However educational researchers and professionals have frequently argued that small class sizes are a key component of effective learning

However, teachers believe that classes can be supplemented with a variation of teaching methods. And also when the size of class is fewer students can catch easily all the teacher methods and strategies and creating a better academic performance, in this way teachers can generate more positive attitudes and have a good class management. Thus benefitting students, teachers and the whole teaching-learning process.

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



Author: Claudia Moncayo

Source: Teachers' questionnaire

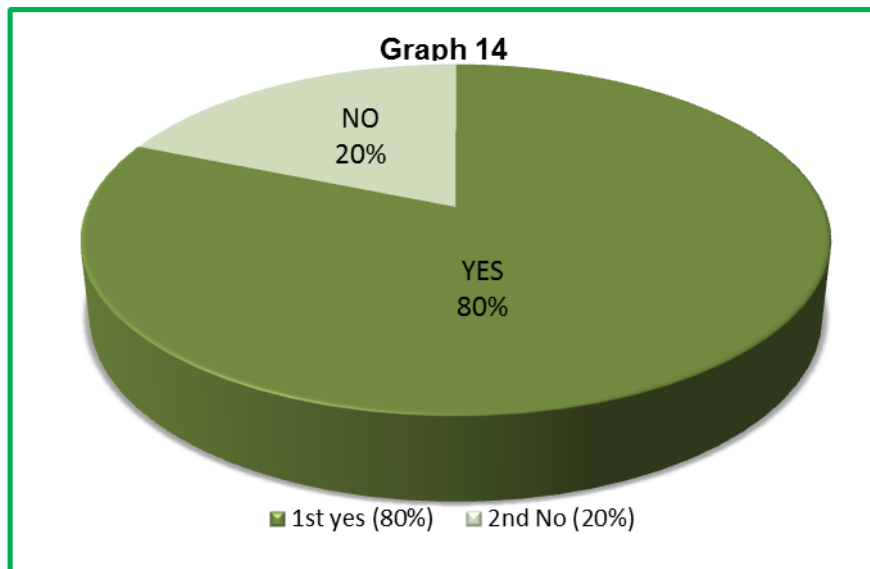
A hundred percent of teachers replied to feel comfortable with small groups of students because it allows them to create a more dynamic and diverse classroom environment and also increase the chance of effective instructions.

Small classes increase students' learning and have positive impact on students. Teachers have the time to provide detailed information to mark tasks and tests. So students can get better ideas of how they are improving their class work.

During the observation, teachers worked with their students active and productively way. However there were some difficulties such as distractions, the time, behaviors and attitudes. All of them could be a problem to teach. Teachers should consider all these factors and prepared to deal with these problems.

According to Blatchford (2003) there is not much research regarding the effects of class size. It does not matter the size of the class how big it is, it is important to remember that it is made up of individuals, the majority of whom would like to be listened to by the teacher directly.

*Do teachers have enough space to work with the number of students they have been assigned?*



Author: Claudia Moncayo

Source: Teacher's questionnaire, and Observation sheet

As it can be seen in the graphic 12 interviewed teachers who represented (80 %) were agree in this question. They said the space in the classroom is enough to work with their students.

Moreover, 3 teachers (20 %) expressed their disagreement. It was because they said their classroom space were not enough to perform an ideal class. This is due to the fact there were many students in the ESOL (English for Speakers of Other Languages) program.

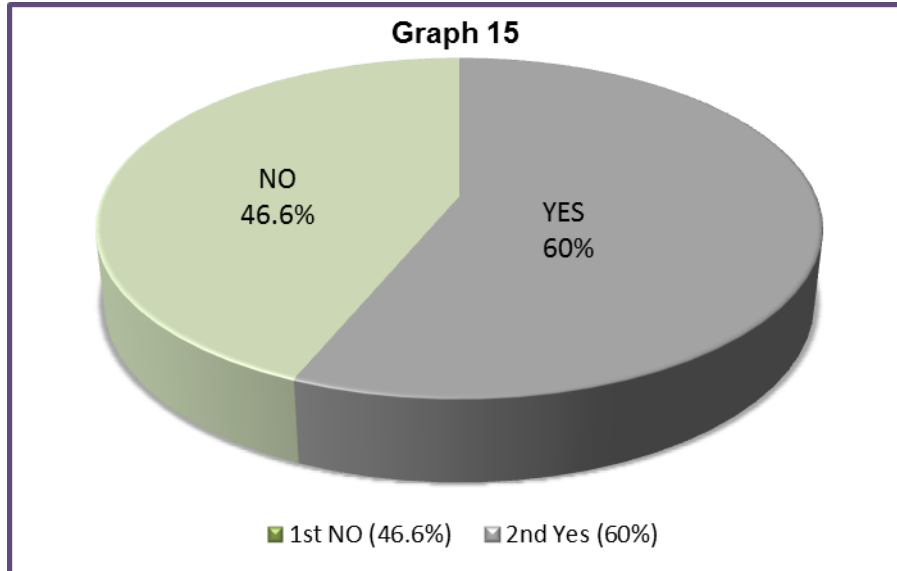
According with them a small classroom is stressful. Due to they had to adapt lesson plans to focus more on the work that students can perform on their desktop computers instead of work in groups or active projects that require more space. And also students who are sitting near each other in the classroom can have difficulty to concentrate because of the noise from other students.

Some interviewed teachers said a classroom should be more organized to help them to get their educational goals. This can be achieved when there will be enough space to move the chairs several times during the class and also students will be able to see and hear all the instructions as well as must have efficient access to learning resources. Teacher must be able to easily guide students and provide a response. The classroom also must be flexible to allow different types of learning activities.

McLead, Fisher & Hoover (2003) point out the organization of space also affect the way students behave and move around the classroom. A high-quality instructional program, then, requires efficient use of time and space. It needs accessible, well-organized materials and inviting spaces where students can work alone, or in groups.

So, to have enough space to work helps to promote efficient learning and minimize behavioral problems to teach.

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



Author: Claudia Moncayo

Source: Teachers' questionnaire and Observation sheet

Nine teachers (60 %) organized the seats of the students; they said that the result was statistically significant in the decrease from behavior problems.

Weinstein (1979) believed that "seating position influences on student attitudes toward the working class and toward the teachers". Some teachers said the seats were one of the most important point in order to achieve a significant reduction of behavior problems. In this same group other teachers said they cannot move their seats; since they share the same place with another school. It means the furniture of the classroom is used for different students in the morning and then at night.

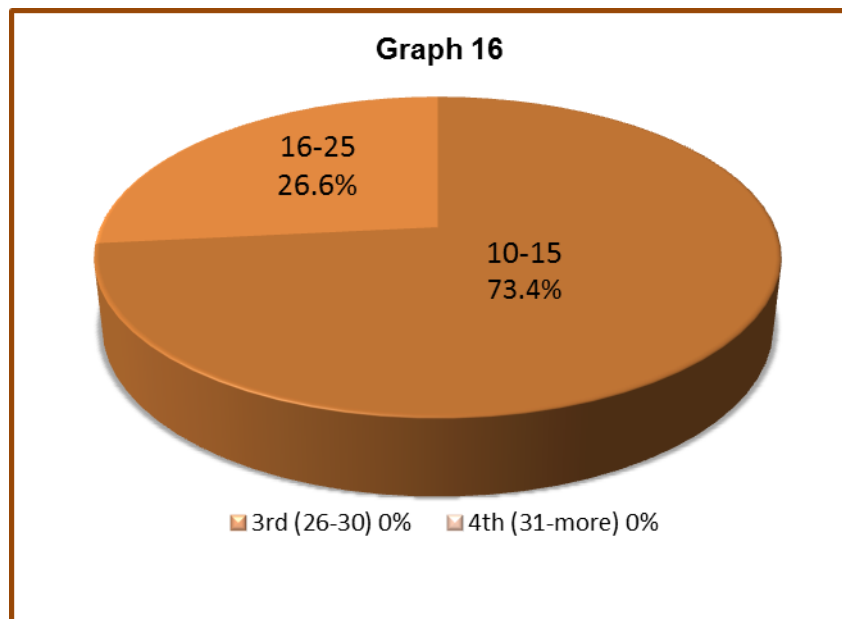
Six teachers (40%) did not think it is necessary to organize the students' seats. Because students are working in different parts of the classroom. They are divided into areas. In this way they can control discipline.

According to Savage & Savage (2010) the correct choice of seating arrangements in a class can have a considerable influence in student's behavior, classroom participation, and student's attitudes.

Muijs and Reynolds (2005) mention that an important aspect of classroom management is providing appropriate seating arrangements in the class. One general principle is that the pupils should have sufficient space to work comfortably. There should be enough space between seats for the teacher to be able to move around the classroom.

In summary, the arrange of students in rows seats in a half circle or horseshoe: all of them are useful to keep the order of the classroom.

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



Author: Claudia Moncayo

Source: Teacher's questionnaire, and Observation sheet

As a result of this issue, 11 teachers (73.4 %) responded the appropriate numbers of students is from 10 to 15. They said to work with small group is an advantage because students feel more comfortable and teachers can help them with corrective feedback.

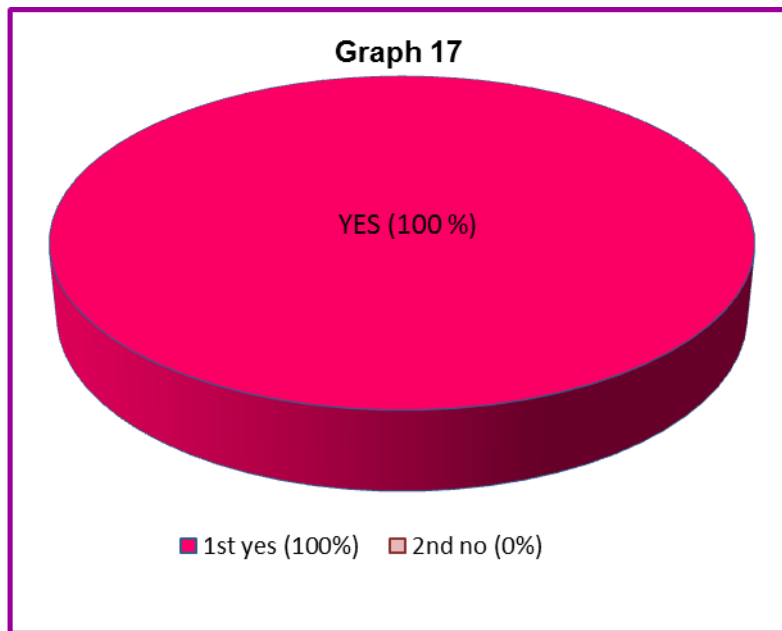
Other teachers said another important advantage is the interaction among them and students. They also said to work with small groups have different purposes such as strengthening the learning and teaching. Also agreed on the quality of activities not only increases the learning of the students but also help to reduce behavioral problems.

According to Gower and Walters (2005) every single student must be given the chance to repeat any new language; have their errors corrected, have independent assignments if necessary, believe that they are an important part of the class in equal proportion.

On the other hand, 4 teachers (26.6 %) chose as an appropriate group from 16 to 25 students. According to them they believed that this amount of students are appropriate and can be handled correctly. Since they have considerable experience.



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



Author: Claudia Moncayo

Source: Teachers' questionnaire, Observation sheet,, and Interview

15 teachers (100 %) confirmed the use of different kind of resources. All of them use all the resources mentioned in the questions. Some teachers said they did not have enough computers for the whole class. And this provoke students cannot work properly because they have to share computers and it cause problems like bad behaviors, bad use of computers. So teachers cannot carry out their goal that is students use correctly multimedia and all the programs that computers have. Moreover, teachers said they continue with the use of cassette. Now that this simple medium is very easy to use and also very effective. Students can hear easily as the words are pronounced.

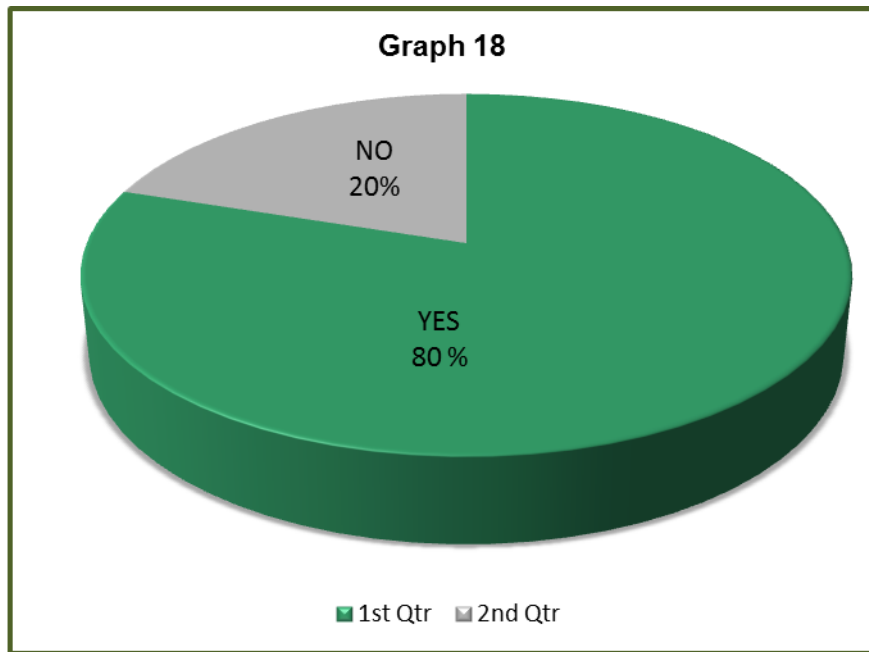
Likewise they said the audio and visual media in the classroom can improve the teaching methods and students can increase their comprehension and focus more on spoken words and the reading that they already picked up than just only to read a book.

Kochlar (1985) very well explains it, that in education we should appeal to the mind primarily through the visual and auditory sense organs, in view of the fact that it is likely that 85 percent of our learning is absorbed through these.

According to the students they felt encouraged to learn English with the use of technological resources; such as smart board, tablet or different devices.

All the teachers said that only with the use of the smart boards in each class is enough to improve the language and all the skills because with it students can learn easily and fun. Not only language but also technology. As a result the use of different resources mentioned above help students feel motivated to learn in an easy and funny way. So teachers and students are benefit with it.

*Do teachers consider appropriate the resources that they have in their class?*



Author: Claudia Moncayo

Source: Teachers' questionnaire and Observation sheet

Twelve teachers (80 %) agreed with the resources they had in their class. One interviewed teacher expressed to be happy with the resources at her disposal. But she would like to have access to more than one computer and internet too. On the other hand, some of them said they love materials they had in their classroom and it was enough to teach.

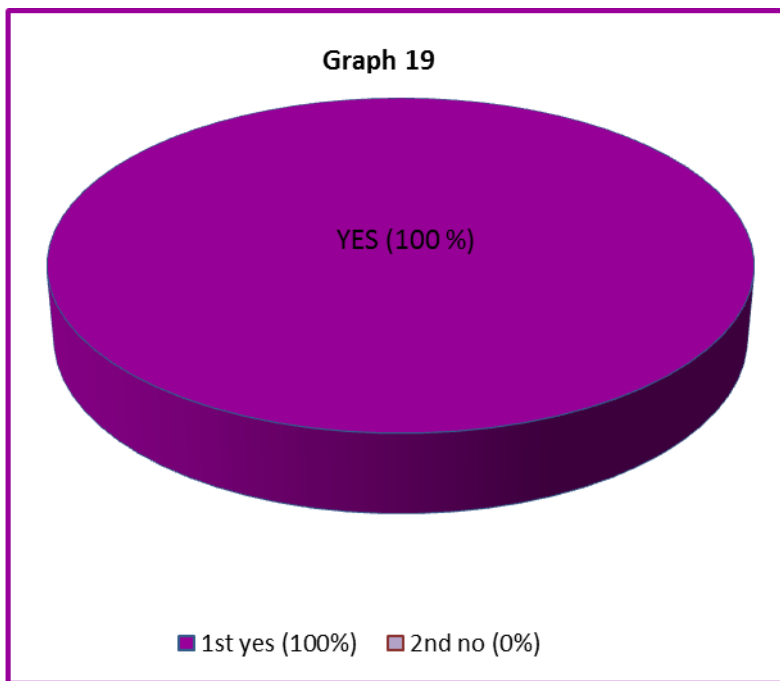
But all of them agreed with the implementation of the computer laboratory and internet resources. Because these resources can help teachers to increase students participation in class and improve their knowledge.

On the contrary, 3 teachers (20 %) disagreed. Because they said to teach advance level requires more challenge resources for students in order to catch the learning process and its use in their lives.

Grubb (2008) found that “simple” resources, such as textbooks, technology, increased teacher salary, teacher training, or lower pupil to teacher ratios may be necessary in some instances but not sufficient in and of themselves to influence student outcomes.

*Factor concerning Educational Institution*

*Does the Institution review the teacher lesson plans?*



Author: Claudia Moncayo

Source: Teachers' questionnaire and interview

As the graph shows, 15 teachers (100 %) responded their institutions reviewed their lesson plan. 12 teachers (80 %) said that they did once a week. 1 of them (6.6 %) once a month, and 2 (13.4 %) did twice a month.

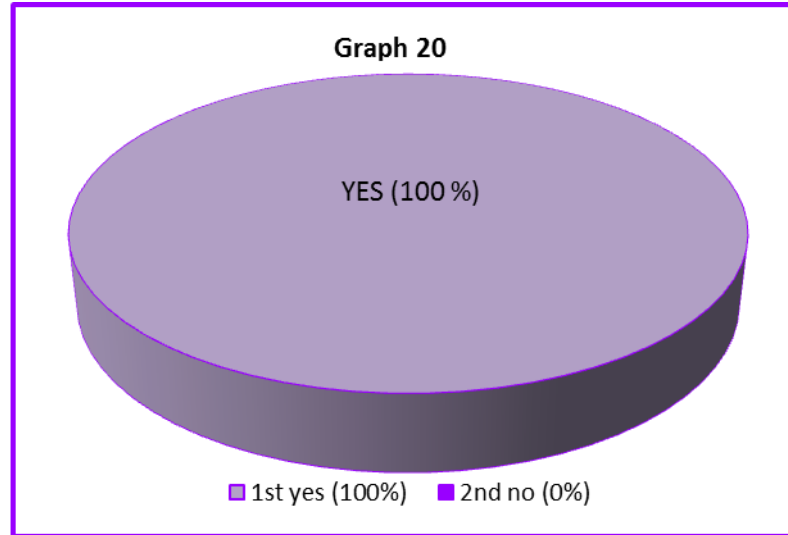
Teachers express that lesson planning is critical to both a student's and a teacher's success. For maximum learning to occur, planning must produce lessons that enable students to make connections between their own knowledge and experiences and the new information.

According to Spratt, Pulverness, & Williams (2005) in order to realize that all lesson plans enclose similar common elements such as: aims, learning objectives, teaching-learning activities, timings, assessment and evaluation. According to them the main components of a lesson plan show us what the lesson is for (the aims), what the teacher and learners will do during the lesson and how they will do it (the procedure).

Teachers considered the meetings with the supervisor were productive because they discussed and reached consensus on reflect upon student feedback, achievement performance, objectives and professional development goals.

Harmer (2007) explains that a well planned lesson would be easily recognized by the students, thus, sending a message that demonstrates that teachers have dedicated time to planning the lessons. On the other hand, the lack of preparation may imply the opposite of these teacher's qualities.

*Does the Institution monitor the teachers' teaching?*



Author: Claudia Moncayo

Source: Teachers' questionnaire, and interview

15 teachers representing the (100 %) interviewed that the institution monitors their classes. The frequency is determined for each institution. As a result, 3 teachers (20 %) were supervised once a week. 5 of them (33.4 %) once a month. And 7 (46.6 %) every 3 or 6 months. One of them was supervised at the end of the season.

According to some teachers, the institution implemented forms of evaluation in order to identify and promote good teaching practice. On the other hand, teachers said that the institutions preferred to examine more closely the effectiveness of teaching on student achievement.

All teachers agreed that the follow-up of students by school administrators is absolutely essential to determinate the academic purposes as the evaluation, monitoring and support for the advancement of teaching practices. Identification of behavior

problems of students at school. And above all support to the teacher who expressed particular difficulties.

According to some teachers, the monitoring of their classes provides a tool for gauging the quality of teaching. Qualitative and quantitative information written on the protocol documents lesson effectiveness and shows areas that need improvement. This information may be used by teachers, administrator, and researchers.

It is important to consider what White & Poster (2005 p, 32.) suggest “The only sure way to see that the pupils are receiving the learning they should, is through monitoring in the classroom”

Short, Vogt and Echevarria (2008) said the administrator is responsible for observing and providing clear, concrete feedback to teaching personnel.

In summary, all the teachers agreed with monitoring their classes, because they said the institution can observe the progress made by a teacher, whose jurisdiction is the theme of support and can also establish curriculum goals, plan and organize learning activities for the teacher to use. The senior staff of the school devotes their time to create a positive spirit, much valuable time in creating strategies to develop the skills of each teacher.

## Conclusions

After a detailed analysis of the results in this study about Factors that influence the English Language teaching-learning process in ESL/EFL the following conclusions have been drawn:

- The opportunity to interact with native speakers both within and outside the classroom is a significant advantage that helps students learn good English and also follow the native speakers as a model in its progres.
- The number of students and classroom space affect the English teaching-learning process. Students learn more when the group size is smaller because teachers are allowed to see the needs of each individual student and at the same time the interaction is more effectively.
- All teachers concluded that technology and the access to use different teaching resources such T.V, tape/cd recorder, computer (s) projector (s) smart board. Encourage student to learn and teachers can achieve their goals benefiting both teachers and students.
- Teachers need to know ELL students very well to be able to meet their needs. Teachers need to know not only students proficiency levels in each of the domains, but also their interests, motivation, background knowledge they need to teach.
- The success of education depends not only of the background educational teachers have but also it depends on the willingness they have to do their jobs.
- Educational Institutions consider very important the quality of education. That's why providing adequate teachers training according to students and



school needs. And if it is necessary to implement and change teaching and learning techniques, methods and strategies in order to develop and increase the proficiency of the second language in the students.

## RECOMMENDATIONS

- It is highly recommended that teachers get acquainted with the culture of every student, in order to integrate and interact valuable knowledge encouraging students to promote their education with a good class environment.
- It is advisable for students to do their best not only inside but also outside the class, to obtain better results since English requires practicing language skills all the time.
- It is recommended that teachers structure their lessons in ways that promote student discussion, and they strive to provide a more balanced linguistic exchange between themselves and their students rather than accepting yes/no and one word answers.
- Finally, it is recommendable that teachers get training all the time according to the students and school needs in order to increase their knowledge to promote the system education.

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# ANNEXES



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**STUDENT'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

**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? <hr/>	

**3. Consideras que las actividades realizadas en clase son:**

Muy fáciles ( )	Fáciles ( )	Difíciles ( )	Muy difíciles ( )
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**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?	
<hr/>	
<hr/>	

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

SI ( )	NO ( )
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¿Por qué?

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**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?

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

SI ( )

NO ( )

**GRACIAS!!!!**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**TEACHER'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

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

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

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

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

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

<b>Students' Level</b> ( <i>Basic, Intermediate, High Intermediate, and Advanced</i> )	
YES ( )	NO ( )
Why?	
_____	
_____	

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

<b>*Students' Level</b>			
Basic ( )	Intermediate ( )	High Intermediate ( )	Advanced ( )

**19. 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 _____	( )

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

YES ( )	NO ( )	
Why? _____		
_____		

**21. Do you use individual activities to teach your lessons?**

YES ( )	NO ( )	
Why? _____		
_____		

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

YES ( )	NO ( )	
Why? _____		
_____		

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

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

**24. Do you plan your lessons?**

YES ( )	NO ( )
Why?	
<hr/>	
<hr/>	

**25. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?**

YES ( )	NO ( )
Why?	
<hr/>	
<hr/>	

**26. How many students do you have in this class?**

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

**27. Do you feel comfortable working with this number of students?**

YES ( )	NO ( )
Why?	
<hr/>	
<hr/>	

**28. Do you have enough space to work with this group of students?**

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

**29. Do you arrange students' seats in relation to the activities planned for your classes?**

YES ( )	NO (✓ )
Why? _____ _____	

**30. 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? _____ _____			

**31. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smart board, and supplementary materials)?**

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

Which ones?

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**32. Do you consider appropriate the resources you have in class?**

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

Why?

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**33. Does the institution review your lesson plans?**

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

If yes, how frequently?

Once a week	Once a month	Other_____
-------------	--------------	------------

**34. Does the institution monitor your teaching?**

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

If yes, how frequently?

Once a week	Once a month	Other_____
-------------	--------------	------------

**Thanks for your cooperation!!!!!!**



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

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR</b> (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:

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

**TEACHER'S LANGUAGE PROFICIENCY**

C2 ( ) C1 ( ) B2 ( ) B1 ( ) A1 ( ) A2 ( )