



**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

AUTOR: Torres Falcón, Christian Oswaldo

DIRECTORA: Toro Gallardo, Lisset Vanessa, Mgs.

CENTRO UNIVERSITARIO QUITO-CARCELÉN

2014

Aprobación del Director de Trabajo de Fin de Titulación

Magister.

Lisset Vanessa Toro Gallardo.

DOCENTE DE LA TITULACIÓN

De mi consideración:

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

Loja, julio del 2014

f)

Declaración de Autoría y Cesión de derechos

“Yo Torres Falcón Christian Oswaldo declaro ser autor(a) del presente trabajo de fin de titulación: “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” , de la Titulación de Ciencias de la Educación mención Inglés, siendo Lisset Vanessa Toro Gallardo 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.

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

f.
Torres Falcón Christian Oswaldo
C.I. 1713202172

Dedication

This research work is dedicated to God for giving me the opportunity to live, the intelligence and strength to go every day.

To my parents and sisters who support me in every step of my life; thank you for all your love.

To my wife Patricia who has been by my side giving me confidence, love and endless support in order to accomplish another big step in my life.

And my little son Nicolás and my daughter Hannah who are the inspiration and strength to achieve this goal.

Christian

Acknowledgment

This research work would not have been possible without the support of many people. I wish to express my gratitude to my thesis advisor, Mgs. Vanessa Toro who was abundantly helpful and offered invaluable assistance, support and guidance. I wish to thank the opportunity of developing my research work to the Universidad Técnica Particular de Loja, place that has been the eyewitness of the effort and dedication for education. Not forgetting to my best friends who always been there and help me a lot with this thesis. I would also like to thank to the authorities, teachers and students from private high schools that participated on this research and contributed to fulfill this thesis. Finally I wish to express my love and gratitude to my beloved families; for their understanding & endless love, through the duration of my studies.

Contents

Cover	i
Aprobación del Director del Trabajo de Fin de titulación	ii
Declaración de Autoría y Cesión de Derechos	iii
Dedication	iv
Acknowledgment	v
Contents	vi
Abstract	1
Resumen	2
Introduction	3
Method	6
Discussion	8
Literature Review	8
Description, Analysis and Interpretation of Results	23
Conclusions	47
Recommendations	48
References	49
Annexes	53

ABSTRACT

The present study is about “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” and its purpose is to analyze the factors that affect the English language teaching-learning process. This study was carried out in six private high schools in Quito including the sample of 15 experienced teachers and 15 students from eighth grade to third year of bachelor, ranging from 12 to 18 years old.

The method applied in this study was Quantitative and the techniques used were surveys and note taking. Also, instruments as questionnaires and observation formats were used to observe and interview students and teachers. These information sources were used during the whole research process. As a result, the application of Quantitative research methods contributed to the analysis and interpretation of the results from this study.

The analysis of results showed that English teachers’ features and professional skills. Also seating arrangement affects the English teaching learning process in Ecuadorian private high schools.

KEYWORDS: Quantitative, factors, private high schools, teaching-learning language process.

RESUMEN

El presente estudio es acerca de “Los factores que influyen en el proceso de enseñanza-aprendizaje de la lengua Inglesa en los colegios privados Ecuatorianos” su propósito es analizar los factores que afectan el proceso de enseñanza aprendizaje de este idioma.

Este estudio fue realizado en seis colegios privados en la ciudad de Quito, de los cuales, se selecciono una muestra de quince maestros de Inglés experimentados, y quince estudiantes desde octavo año de básica hasta tercer año de bachillerato, las edades de los estudiantes están entre 12 a 18 años.

El método aplicado en este estudio fue cuantitativo y las técnicas usadas fueron encuestas y apuntes. Se usaron instrumentos como cuestionarios, hojas de observaciones, y hojas de entrevistas para estudiantes y profesores. Estos recursos fueron usados durante todo el proceso investigativo. Como resultado, la aplicación de métodos de investigación cuantitativos contribuyó para el análisis y la obtención de resultados del presente estudio.

El análisis de resultados muestra que las cualidades de los maestros de Inglés así como la ubicación de escritorios afectan al proceso de enseñanza aprendizaje del Inglés en los colegios privados ecuatorianos.

PALABRAS CLAVE: Factores, colegios privados, proceso de enseñanza aprendizaje.

INTRODUCTION

English is the language commonly spoken and applied to different purposes and areas around the world such as technology, business, and education; likewise, teaching English as a foreign language has become potentially important into educational context due to the fact that this language is widely used by people in every field. However, the lack of English knowledge in Ecuador is a problem that has been observed and limits our students' academic performance. As a consequence, most of Ecuadorian students are not able to get an international scholarship. For this purpose, since 1992, Ecuador has developed a curriculum with the aim of improving all high schools students' English proficiency.

For this reason, the purpose of this study to analyze and investigate the factors that influence the English language teaching- learning process in Ecuadorian private high schools is to find better solutions to this problem and improve Ecuadorian students' English proficiency level. With that purpose, specific objectives were set in this research. They are as follows: 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.

Besides, this study is important because the results will show the factors that influence the English language and therefore it allows teachers look for alternatives to solve the possible problems caused by these factors in the teaching-learning process.

Some previous studies related to the topic of this research were reviewed. Such is the case of the study conducted by Aduwa & Iyamu, (2006) whose purpose was to determine three variables: First, the frequency of the use of instructional resources;

second frequency of the use of instructional appropriate methods, and finally the school's environment.

The limitations of this research were the bad situation in most of the schools in the six geographical zones in the country, due to poor background in language education, and the conclusion, of this investigation was that the public secondary schools in Nigeria are far behind in time offering multiple pathways to the teaching and learning English language.

Another study was carried out by Hafiz, Ishtiaq and Ud (2008) whose purpose in was to research the influence of the teachers in classrooms, the principal objectives of the study were to explore the influence of English teachers in the college; positive and negative reinforcement in class, and analyze student participation level(s) in class.

The conclusion of this study was that in most of the classes, English students were passive and the environment of the classroom was autocratic, and students enjoyed the class.

Another study done by Alsayed (2003) shows that some factors have been examined to determine their relation in the success in second language learning such as attitude, motivation (instrumental and intrinsic), social background, early first language acquisition and early exposure to the second language.

To this respect, the methodology applied in this study is based in a semi-structured interview, where interviewees were encouraged to talk spontaneously, according to their thoughts and experiences. As a result, the author could find that motivation seems to be the most significant predictor of overall performance in English as a foreign language.

Finally, the study conducted by Kizildag (2009) whose objective was to identify the problems and challenges faced by English teachers in public primary schools in turkey; these problems were identified as having: poor institutional planning, instructional methods, and socio-cultural problems. The author concluded that the problem and challenges identified by the school teachers start over from the beginning during each academic year. They teach again what they had taught the previous year due to the limited use of language in context and learner eventually forgot what they learn.

The beneficiaries of this research work will be researchers, teachers, students, and all academic institutions. This research will help to draw attention for improvements in the English language teaching –learning process in private schools in Ecuador. It invites teachers to improve their techniques, help students with their needs and improve methodologies in teaching process of English as a foreign language.

METHOD

Settings and participants

This research was carried out in six private high schools in Quito-Ecuador. The participants were fifteen experienced teachers and fifteen students from 8th, 9th, 10th, of basic education and 1st, 2nd, and 3rd of high school; they were male and females from 12 to 18 years old.

Procedure

To begin the development of this investigation is mandatory to work in a bibliographic research in order to give a scientific basis to this project. For that reason, with the help of different methods and techniques used for a successful investigation a variety of resources such as: books, journals and peer reviewed articles found in the internet and libraries were analyzed. After that, taking in consideration the collected data, it was possible to write the Literature Review.

Literature Review included relevant information about the factors that influence the English language teaching-learning process and also five previous studies related to the topic. All the data was summarized, paraphrased and finally, documented in the references section

The general approach of this research is quantitative, by means of which the information was described, analyzed and interpreted in order to obtain the results of the investigation; similarly, the data was collected according to four variables that were: factors concerning teachers, factors concerning students, factors concerning classrooms, and factors concerning educational institution.

During the process, fifteen classes were observed meanwhile an observation form was filled. At the end of each class, one student was surveyed randomly. The observed teacher was also surveyed and interviewed. The first technique was the

teacher's survey. This questionnaire was structured with objective questions about their performance.

The second technique was carried out in order to identify the level of teacher's English's language proficiency according to the Common European Framework of References for Languages.

For interpretation of results, the collected data was tabulated in advanced. In this part, the twenty questions from the teacher's questionnaire were considered. After that, graphs were displayed in order to help to visualize and understand the obtained data. And a short planned description is provided in terms of analysis of the numerical and statistical records in which. It is important to mention that, for the analysis section the reasons provided by teachers and students as well as the researcher's point of view were taken into account.

After analyzing the information gathered during the field research, the results and conclusions of the study were drawn.

DISCUSSION

Literature Review

Nowadays, English is a universal language and it is an important part in the globalization. Due to its importance, this language is used in different areas for diverse purposes such as: Technology, education, commerce, science and so on, because almost all the information is presented in English.

For that reason, this literature review includes information about the importance of teaching and learning English as a foreign language in Ecuador.

The Secretaria Nacional de Educación Superior, Ciencia y Tecnología SENESCYT (2012) through the Subsecretaria de Calidad Educativa did a public teachers' evaluation in the year 2011. The results showed that 60% had a grade between A1 and A2 according to the common European framework of reference. Due to this, SENESCYT established that high school and university education of English language in Ecuador has not adequate proficiency level; this limits graduate students the opportunities to study in universities where English is used as a common language. SENESCYT also claims that English knowledge is very important in all teaching stages so it is necessary that teachers train on methodologies to have good results in public high schools.

In addition, Asamblea Nacional del Ecuador (2011) through the Ley Orgánica de Educación (LOEI) states that English is one of the most used languages around the world. Besides, the educational system in the country has developed a project to improve the curriculum. Indeed, Ecuadorian Education Department has established English as a principal subject to learn.

Additionally, to improve the student's level of English, the Ministerio de Educación y Cultura (MEC) in 2013 incorporated English in the Ecuadorian high

school curriculum. This incorporation has a functional communicative approach both to developing listening, speaking, reading and writing language skills and helping the students to focus on interchanging information through their language skills and on communicating socially.

Teaching approaches and methods.

Richards (2006) argues that Communicative Language Teaching can be understood as a set of principles about goals on language teaching, how learners learn English language, the kinds of classroom activities that facilitate learning, and roles of teachers and learners in the classroom. Communicative language teaching sets as its goal the teaching of communicative competence.

In addition, Nunan (1999) refers to both processes and goals in classroom learning. The central theoretical concept in communicative language teaching is “communicative competence,” a term introduced into discussions of language use and second or foreign language learning at the beginning of 1970s. Besides competence is defined in terms of the expression, interpretation, and negotiation of meaning and looks to both psycholinguistic and socio-cultural perspectives in second language acquisition research to account for its development.

Richards and Rodgers (2001) argue that total physical response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity. In addition, Palmer & Palmer (1925) mention that total physical response draws on several traditions, including developmental psychology and learning procedures.

Also, Richards and Rodgers (2001) say that Asher sees successful adult second language learning as a parallel process to child first language acquisition. Tasks are proposed as useful vehicles for applying these principles. Two early

applications of a task-based approach within a communicative framework for language teaching were the Malaysian Communicational Syllabus and the Bangalore Project. The role of tasks has received further support from some researchers in second language acquisition, who are interested in developing pedagogical applications of second language theory.

Larsen-Freeman (2000) states that Grammar – Translation Method has had different names, but it has been used by language teachers for many years. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was expected that, through the study of grammar of the target language, students would become more familiar with grammar of their native language. It was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyhow.

In addition, Larsen-Freeman (2000) mentions that according to the teachers who use the Grammar- Translation Method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. For this reason, students need to learn about the grammar rules and vocabulary of their target language. In addition, it is believed that studying a foreign language provides students with good mental exercise which helps them develop their minds. Also Richards and Rodgers (2001) mention that Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Reading and writing are the major focus: little or no systematic attention is paid to speaking or listening, too. Including vocabulary selection is based solemnly on the reading texts used, and

words are taught through bilingual word lists, dictionary study, and memorization. In a typical Grammar- Translation text, the sentence is the basic unit of teaching and language practice; the grammar rules are presented and illustrated, a list of vocabulary items are presented with their translation equivalents, and translation exercises are prescribed. In most Grammar- Translation texts, a syllabus was followed for the sequencing of grammar points throughout a text, and there was an attempt to teach grammar in an organized and systematic way.

Richards and Rodgers (2001) state that the Natural Approach is part of a tradition of language teaching methods based on observation and interpretation of how learners get the first and second languages in non-formal settings. Such methods reject the formal organization of language as a prerequisite to teaching. They hold with Newmark and Reibel (1968) that “an adult can effectively be taught by grammatically unordered materials” and such an approach is, indeed, “the only learning process which we know for certain will produce mastery of the language at a native level” (p.153). In the Natural Approach, focuses on comprehension and meaningful communication and also the provision of the right kinds of comprehensible input provide the relevant conditions for successful classroom, as well as second and foreign language acquisition. As Communicative Language Teaching, the Natural Approach is evolutionary rather than revolutionary in its procedures.

According to Richards and Rodgers (2001), Content based instruction is an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.

Managing learning.

Kral (1994) argues that time is very important for our lives but it is really important inside the classroom, because in the classroom we have different types of students and the different way how they apply the knowledge and time has an important role. Teachers must keep in mind the algorithm to be used, it means explain students the steps to follow in the class including the time assigned for each activity, also the class must include a warm-up, introduction to the topic, and all the steps considered in a lesson plan; besides this, students must have the time to copy the important information from the board at the end of the lesson, but "slower students" must have more time to copy the necessary information.

Also, Baker and Westrup (2005) consider that timing also depends on the curriculum progress. Moreover, when teachers need to give instructions or feedback they might have a planned guide that defines activities and strategies to be applied according to the group and the time they manage. These authors also suggest that the instruction in English classes should be "doubled" or given in the students' mother tongue. In fact, they mention that when instructions are given orally, they should be supported by a gesture to make the message clear.

In addition, Spratt, Pulverness, and William (2005) mentioned that feedback focuses on learners' language skills, their work ideas, their behavior, and their attitude to learning. The aims of feedback are: to stimulate learners and help them to improve their lack of knowledge.

Lesson design

Spratt, Pulverness, and William (2005) define a lesson plan as a set of annotations that help teachers to think through what they are going to teach, how

they are going to teach and also how can guide them, during and after the lesson. In other words, Butt (2006) says that a lesson plan is a concise, working document which outlines the teaching and learning, that will be conducted within a single lesson.

Furthermore, Burke (1999) states that reaching the meaningful learning is the main goal of planning a lesson. In addition, the author mentions that the teacher should establish standards of what students should learn on each lesson. Teachers have to plan all the activities, resources, time and assessment he or she will develop during the lesson in order to reach meaningful learning.

Also, Woodward (2009) proposes the importance of planning a lesson before a class takes place. According to the author, the instructor must consider some elements in an organized way; providing a guide for the teacher about the place and activities according to each skill.

Class size

According to Harmer (2007), small classes have considerable advantages over large classes. Stating that, while in a group an individual student only gets a part of the teachers' attention, in a small class teacher focuses on one person at a time; in this sense; students get a better feedback from their teacher, and also teacher enter into a really dialogic relationship with their pupils in a way that is almost impossible in a large group situation.

Additionally, Brown (2001) suggests that ideally language classes should have no more than a dozen of students or so; the classroom should be large enough for allowing diversity of learning activities as well as student interaction. Also, it should be small enough for offering students the opportunity to practice and obtain individual attention.

Mathison and Wayne Ross (2008) state that class size reduction improve students' performance. In fact, the author claims that smaller groups of students show positive effects in English language classes. Specially, if there are less than 20 students in class. In addition, smaller classes' teachers spend less time on discipline, increasing the possibility of personalized teaching.

In contrast, Harmer (2007, p.177) says, "Big groups have disadvantages, but they also have one main advantage, they are bigger, so that humor, for example, is funnier, drama is more dramatic, a good class feeling is warmer and more enveloping". He adds that experienced teachers can use this potential to organize exciting and involving classes.

Classroom space and Seating arrangement

Manitoba (2011) states that when students are able to move around the room naturally and purposefully, they feel less anxious, more alert, and, in some cases relaxed. Students who can move around during the class are able to learn. Students have need for movement, and most will become restless or uncomfortable if seated more than 20 minutes in a time. Even a 60 seconds movement break at regular intervals can help them refocus.

Tabassum (2006) explains that the spatial organization of the classroom reflect how teachers want to lay out the curriculum and pedagogy. The organizational control over the classroom space also need to be seen as a form of power that a teacher posses, the educators organization of classroom time and space determine kind of social interactions are put in into effect in the classroom. In addition, the same author adds that most of the teachers like a classroom where they can walk in and can find all materials required to develop their whole-group teaching, where

every material needed to impart their lesson are organized and ready to be applied into the classroom space.

Another important factor in the English teaching- learning process is the seating arrangement. For this reason, Kral (1994) argues that different levels in the class make it difficult to keep the attention of students: what is interesting and challenging for one learner is boring and easy for another. So, while the teacher's attention is fixed on one side of the class, the other side loses their attention and teacher will have problems to reach those students.

Savage and Savage (2010) mention that there are three basic seating arrangements models most frequently used in classroom: rows, clusters and circular or semicircular patterns. These models may be helpful, as Bender (2004) explains, for controlling serious behavior problems that usually turn into classroom crises. The same author mentions some strategies seating the constantly angry, verbally abusive, anti-authority student near to the classroom door; seating the fidgety hyperactive students on the periphery of the room, preferably at the back; and seating the insecure students who needs constant encouragement close to the teacher at the beginning of the school year.

In addition, Linderberg, Evans, and Swick (2005) suggest changing the seating arrangement in the classroom many times during the year, because the best combinations of students can become weary of each other if they are together too long. Also, teachers have to shift their desks.

Classroom and / or teaching resources

Echeverria, Vogt, and Short (2008) state that meaningful learning occur when students perceive the class through their senses and supplementary materials give students that opportunity. In addition, there is a variety of materials that can be found

such as realia, visual aids, pictures, multimedia and related literature. Additionally, Harmer (2001) mentions that realia is the best way to teach students to expose them with real objects like fruits, cardboard clock faces, telephones to help simulate phone conversations.

Another visual material is the video. As stated by Cunningsworth (1984), video material helps the teacher to make the learners practice English in a very well contextualized way since they can watch and listen to the language in use. In addition, the same author mentions other teaching materials used such as newspaper articles, brochures, tickets, letters, advertisements, and announcements.

Also, Harmer (2001) states that another way to teach vocabulary is through posters and pictures; these are extremely useful for a variety of communication activities taken from books, newspapers and magazines or photographs to facilitate learning.

Additionally, Gower, Philips, and Walters (1995, p.73) mention that “the cassette recorder is one of the language teacher’s most useful tools”. In fact, not only cassettes records but CD that come along with books and methodology systems.

In the teaching process all materials are very helpful, but the board is one of the most useful materials of all the visual aids. Most of the schools have this primitive tool. Nowadays, we have electronic boards.

Classroom observation

Classroom observation is a necessary tool used in teacher-training courses and it constituted a part of teachers support in many schools. Thus this, Wragg (1999) states that classroom observation might be an important tool for improving the quality of teaching and may benefit both the observer and the person being observed whenever it is done skillfully. In addition, Wajnryb (1992) argues that

classroom observation can be done by a teacher or school. It can be a part of a school- based training program for teaching staff or non experienced teachers, or new hired teachers engaged in an induction period. Also, classroom observation offers several experiences and process that can help teachers to growth professionally.

On the other hand, Wragg (1996) considers that a skillful classroom observation can be benefit both: the observer and the observed person, helping to inform and improve the professional abilities of both people. However, badly handled, becomes counterproductive, at its worst arousing hostility, resistance and suspicion. Moreover, another disadvantage of classroom observation as, “One of the most neglected areas of professional growth among teachers is the mutual exchange of classroom observations”, but it happens, because once teachers get into the teaching custom, it is very difficult to have free time to go and observe other teachers and ask the in return. (Brown 2001, p.429)

Learning styles

Harmer (2007) says that every student responds to many stimuli but for most of them some things stimulate them into learning more than other things do. The Neuro –Linguistic Programming takes account of this by showing how some students are influenced by visual stimuli and for this reason they can remember things better if they see them. Some students, on the other hand, are affected by auditory input and, as a result, respond very well to things they listen to. Kinesthetic activity is effective for learners, who are involved in some kind of physical activity. The point is that although we respond to these stimuli, for most of us, one or other of them is more powerful than the others that help us to learn and remember what we have learnt. Also multiple intelligences is another concept used for looking at students variation, at the beginning Gardner (1983) says that we have a number of

intelligences (mathematical, musical, interpersonal, spatial, emotional, etc). Thus it is inappropriate to describe someone as being 'intelligent' or 'unintelligent', because while we may not have much skills for example, music, that does not mean our abilities are similarly limited in others areas. In fact, this means that we have a lot of activity types in our lessons in order to identify individual differences and needs.

Additionally, Felder and Henriques (1995) mention to the theory of psychological types of Jung (1971) who introduced sensation and intuition as the two ways in which people tend to perceive the world. Sensing involves observing, gathering data through the senses, they tend to be concrete and methodical, like facts, data, and experimentation, on the other side, intuitive are abstract and imaginative, deal better with principles, concepts, and theories, they are bored by detail and welcome complications. Other groups are active and reflective: An active learner is someone with more of a natural tendency toward active experimentation, they do something in the external world with the information discussing it, explaining it or testing it in some way and reflective processing involves examining and manipulating the information introspectively. Finally Sequential learners get information and acquire understanding of material in small connected chunks, and global learners take information in apparently unconnected fragments and make an understanding in large holistic leaps.

Language aptitude

About intelligence, Harmer (2001) says that people have different aptitudes for different types of study, according to experienced teachers; learners with a wide variety of intellectual abilities can be successful considering their aptitude and intelligence. In this way, knowing that the aptitude profile of their students will help them in selecting appropriate classroom activities for particular groups of students.

Or, if they do not have that information, they may wish to ensure that their teaching activities are sufficiently varied to accommodate learners with different aptitude profiles.

Alsayed (2003) says that motivation is the factor that pushes students to study or not; attitudes can be generally defined as the positive or negative feelings that students have toward the language, the culture of people who speak that language, and the study of the language. While the concepts of motivation and attitudes are closely related. In addition, Skehan (1989) states that aptitude is more important than any other variable researched. Virtually all researchers agree that performance on reading and language usage tests correlates strongly with IQ level.

This research includes information related to some previous studies done regarding the topic of this research.

The first study was conducted by Hafiz, Ishtiaq and Ud (2008), it was designed to investigate the direct influence of the teachers in the high school level classrooms, teaching English, the major objectives of the study were to: Explore the direct influence of the teachers at college in English, learn about positive and negative reinforcement in the class, and analyze student participation level(s) in the college level classes, besides, the methodology used is the observation in every 45-minute class, 13.50 minutes were used for observation.

Also, they were divided into nine observation sessions (90 seconds). One observation sheet was used for each observation session of 90 seconds. Each observation session is made of 30 observation periods (3 seconds duration). The teacher's behavior in each observation period of 3 seconds was observed, classified and recorded in the relevant block of the observation form until the termination of observation session of 90 seconds. Stopwatch was used to note initiation and expiry

of each observation period of 3 seconds. Total time for observation in a single classroom was comprised of 13.50 minutes (810 seconds).

In conclusion, the study revealed that in most of the classes, English students were passive and the environment of the classroom was autocratic. In the classroom, it was observed that most of English teachers used a reading method very frequently and asked just a few questions. It was also observed that in the classes interaction took place between teacher and students in terms of question and answers or discussion, the students enjoyed the class: after the class ended, there were no feelings of fatigue and boredom on their faces; they rushed out of class with pleasant noise and discussion among them.

Secondly, the study of Aduwa and Iyamu (2006) was about how secondary school teachers use instructional resources frequently in teaching English language; English language teachers use appropriate methods in teaching English frequently, if secondary school students in Nigeria learn English in a correct learning environment.

The main instruments used for this study were a questionnaire and observation schedules. The researchers designed the questionnaire by generating a list of items, which solicited students' responses on teaching strategies, instructional resources/media used by the teachers and the teaching/learning environment. The items in the questionnaire were derived from literature and the researcher's experience in the field. The range of data collection instruments employed increased researcher's ability to examine the nature and frequency with which certain variables occurred in the research setting. In the conclusion the author is convinced that the high potential for enhanced learning through the provision of conducive-learning environment can be attained in public schools in Nigeria. It is strongly recommended that the learning environment in public schools in Nigeria

should be given priority attention by state and federal governments so that children can learn well.

Alsayed (2003) claims that some factors have been examined to determine their correlation with success in second language learning: attitude, instrumental and intrinsic motivation, social background, early first language acquisition and early exposure to the second language.

The main research tool in the present study was a semi-structured interview with each of the subjects. The interviews lasted almost ten minutes each. To prevent any inhibition, the interviews were not recorded, the researcher took notes instead, and interviewees were encouraged to talk spontaneously, according to their own thoughts and experiences.

The author found that motivation seems to be the most significant predictor of overall performance in English as a foreign language. Also attitude does not seem to correlate with high achievement in English as a foreign language; early first language acquisition correlates highly with aural skills, but has a relatively low correlation with reading and writing. Besides, early exposure to English has a high correlation with natural skills, but a lower correlation with reading and writing. However, social background has a moderate correlation with overall achievement in English as a foreign language. Initiating motivation is one thing and maintaining it is another huge task. That is why teachers have to experiment and come with new ideas that can involve the whole class.

So improving our students' motivation level is very important in the language classroom. This can be done through giving awards, increasing self-esteem and confidence and trying to give them positive feedback, whenever possible, which will in turn communicate a sense of optimism. We have to help students achieve success

in order to increase their motivation. This can be done through giving accessible tasks, involving students in classroom activities and giving room for choice of tasks

Finally, the study conducted by Kizildag (2009) whose objective was to identify the problems and challenges faced by English teachers in public primary schools in Turkey, these problems were identified as having: poor institutional planning, instructional methods, and socio-cultural problems.

This study was carried out via semi-structured interview protocol, where participants were interviewed personally or through mailing some questions directly to the participants between January-March 2009. In addition, in data analysis procedure descriptive and content analysis techniques were applied. Consequently, in his research Kizildag (2009) concludes that the problems and challenges identified by the school teachers in Turkey (institutional, instructional, and social-economic), were highly interrelated, it seems that one problem results in another through a chain reaction, which cause ineffective English teaching and learning activities.

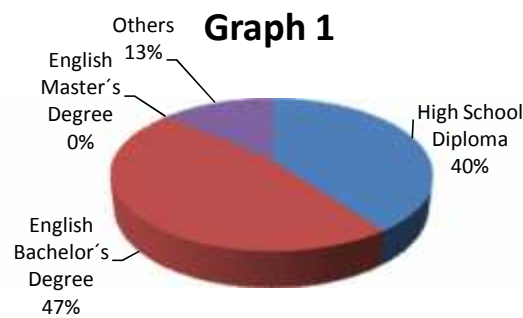
Description, Analysis and Interpretation of Results

In this section, the data gathered through observations, interviews, and surveys applied to students and teachers of high schools selected are analyzed. The collected data will be analyzed quantitatively by taking into account four variables which include factor concerning teachers, students, classroom and educational institutions.

Factors Concerning Teachers

Quantitative Analysis

Which level of education do teachers have?



Author: Christian Torres

Source: Ecuadorian private high schools

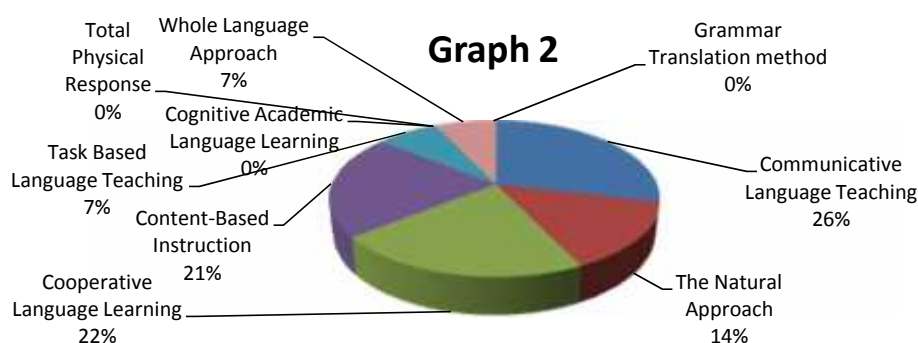
Graph 1 shows that 47% of the interviewed teachers hold on an English Bachelor's Degree, 40% of the participants have a high school diploma, 13% have other kind of degrees in other fields such as bachelors of Engineering and a kinder garden teacher and finally, 0% (none) of the teachers hold on a Master's degree.

During the observations, most of teachers that hold on English bachelor's degree use many techniques in order to keep discipline in class also, they motivate their students to work and communicate in English. Besides, teachers with other kind of degree must research techniques to teach and how to keep discipline in class.

In contrast, some of teachers with high school diploma do not know how to use techniques for keeping discipline and guiding their students to work in class.

It is also important to consider that through the interview applied to teachers, their English proficiency level was verified according to the standards provided by CEFR (Common European framework of reference). Six out of the fifteen teachers interviewed have C2 English language proficiency level; 4 teachers have C1 English level; 3 teachers have B2 English level, and only two teachers have B1 English level. In this sense, the teachers who have B1 were not able to interact with students using appropriate language fluency. Moreover, the teachers switched to Spanish sometimes during the interview because they did not understand the questions appropriately. This means that teachers have basic skills for interacting with others and they cannot use English for social and academic purposes. Therefore, it affects students' language learning negatively because they do not receive good English input.

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



Author: Christian Torres
 Source: Ecuadorian private high schools

Graph 2 displays the methodology used in the classrooms. It clearly shows that seven methods were used in the observed classes. Communicative Language

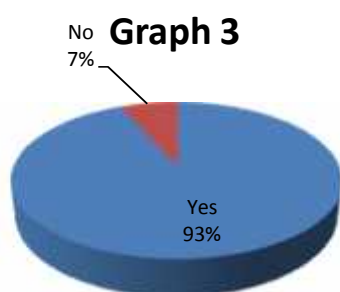
Teaching (CLT) was mostly used with 26%; Cooperative Language Learning (CLL) 22%; Content-Based Instruction (CBI) 21%; The Natural Approach (NA) 14%; and Task Based Language Teaching (TBLT) as well as Whole Language Approach (WLA) 7% each one.

Furthermore, the observation sheets results reflect that teachers focus on two methods: 48% on the Communicative Language Teaching, it attempts to promote communication and interaction between teacher and students. And, 26% of the teachers use Content Based Instruction. Richards & Rodgers (2001) refer to Content based instruction as an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus.

During the observation, most of the teachers used activities related to Communicative Language Teaching; also surveyed students mention that teachers asked them to do activities in order to communicate in a second language.

In contrast, some students mentioned that their teachers try to expose them to the English language every time that they can.

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

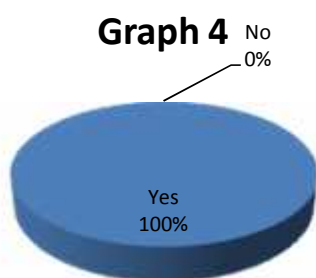


Author: Christian Torres
Source: Ecuadorian private high schools

Graph 3 shows that 93% of the surveyed teachers answered that they use whole group activities to teach English, because this teaching strategy helps them to make classes interactive, so students feel motivated to learn English. Also, teachers explain that in whole group activities the students have more opportunity to participate in classes. On the other hand, just one teacher (7% out of 100%) of the sample does not use whole-group activities because; it does not help with the discipline in class.

In the observations, it was noticed that 7 out of 15 teachers applied whole group activities in which students participate and interact promoting an active learning process. Besides, using these types of activities, students have a different experience in the classroom and felt relaxed since they participate and share their ideas with the whole class. This also gave them the chance to learn from their classmates and interact among them. Indeed, they feel part of a community where the teacher comprehends and motivates them to participate in the whole learning process.

Do teachers use individual activities to teach their lessons?



Author: Christian Torres
Source: Ecuadorian private high schools

The graph above shows that 100% of the interviewed teachers use individual activities in class. They affirm that when students work individually, they make their own effort to develop their language skills. Moreover, teachers mention that through individual work; the English knowledge of each student can be evaluated. Also teachers mention that in their classes have students with special necessities, so it is very important to follow closely their English language learning process.

To complement what teachers said about individual activities, in the survey the students answered that these types of tasks are used by teachers in the English language classroom. Moreover, 86% of the students mention that individual activities motivate them to learn English. What students mention was observed in 5 classes where individual activities were used because teachers planned to work in this way.

In contrast, during the observations, it was noticed that the 33% of the teachers used individual activities in their classrooms. Although, fifteen interviewed teachers outlined in the survey that all of them make the students learn English individually.

In Addition, Gardner (1983) says that we have a number of intelligences (mathematical, musical, interpersonal, spatial, emotional, etc). Thus it is inappropriate to describe someone as being 'intelligent' or 'unintelligent', because while we may not have much skills for example, music, that does not mean our abilities are similarly limited in others areas. In fact, this means that we have a lot of activity types in our lessons in order to identify individual differences and needs.

Do teachers use group work activities to teach their lessons?



Author: Christian Torres

Source: Ecuadorian private high schools

Graph 5 shows that 15 teachers which represent the 100%, answered that they use group work activities in their classes, they say that group work activities help students to exchange information, share ideas and learn from others, they must also respect different opinions.

In addition, teachers mention that group work activities are very helpful to improve students' cooperative work with their classmates; obviously they must be correctly guided, to obtain good results.

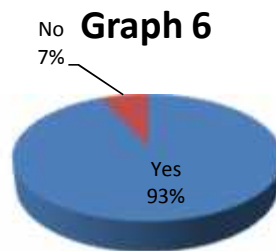
On the other hand, the observation results reflect that 20% of the teachers use group work activities in their classes. Teachers mention to that they use group work activities in other classes in the year.

Besides, surveyed students consider that group work activities are part of a different alternative to learn English language in class. They like to work in groups because they share with their classmates. In other words, they feel comfortable, protected and supported by their friends. Most of the students mention in their surveys that teachers use group activities in their classes.

In addition, Harmer (2001) says that people have different aptitudes for different types of study, according to experienced teachers; learners with a wide

variety of intellectual abilities can be successful considering their aptitude and intelligence. In this way, knowing that the aptitude profile of their students will help them in selecting appropriate classroom activities for particular groups of students.

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



Author: Christian Torres

Source: Ecuadorian private high schools

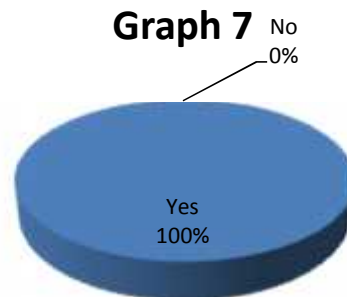
Graph 6 above shows that 93% of the 15 surveyed teachers mentioned that they use English most of the time in classes. Some of the teachers said that using the target language in class helps to develop the necessary English language skills, specially listening and speaking, and feel more familiarized, motivated and self-confident. Indeed, Most of the surveyed students said that their teachers always speak English in class, but some students mentioned that their teachers do not use English all the time in class.

In contrast, through the observation it was verified that educators do not speak English the majority of time in their classes and they use their mother tongue 25% to 50% of the time to explain or give instructions.

On the other hand, the 7% that represents 1 out of the 15 surveyed educators does not speak English in classes all the time because of the students' different level of knowledge; for that reason, the use of Spanish is necessary in order to check students' comprehension. Indeed, during the class observation, at some stage

students asked the teacher to speak in Spanish because they did not understand the instruction.

Do teacher plan their lessons?



Author: Christian Torres

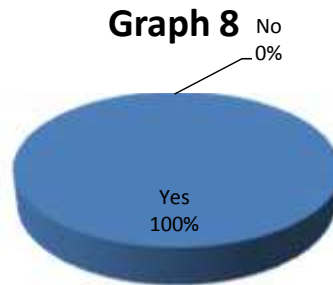
Source: Ecuadorian private high schools

Graph 7 shows that 100% of the surveyed teachers plan their lesson. In addition, each teacher develops the lesson plan according to student needs and institution requirements. Indeed, 73% of the observed teachers have their plan printed while 27% of the teachers appeal to their experience more than having the lesson plan printed in class. Besides, most of the teachers show organized classes, with warm up activities and feedback exercises that let them realize about the progress of their students.

During the observation, it was noticed that supplementary materials are not considered in the planning lessons. But, they were used in class.

Woodward (2009) proposes the importance of planning a lesson before a class takes place. According to the author, the instructor must consider some elements in an organized way; providing a guide for the teacher about the place, materials and activities according to each skill.

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



Author: Christian Torres
Source: Ecuadorian private high schools

The graphic shows that, 100 % of the observed teachers consider discipline, timing, feedback, and instruction to teach their lessons. However, 89.99% of the students in the survey said that the teachers consider these four aspects. It means that 10.01% of the students say that discipline, timing, feedback, and instruction are not considered by the educators to teach English.

On the other hand, classroom observation showed that 86.66% of the teachers taught their classes without considering important aspects of managing learning.

Regarding discipline, teachers did not have difficulties to control students' behavior due to the low number of learners in class since class size was fewer than 20. As a result, teachers were able to apply discipline strategies such as separate students to stop talking between them.

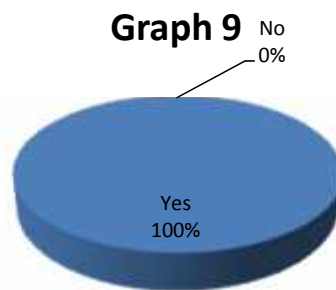
Nevertheless, most of the observed teachers did not do activities for providing appropriate feedback.

Timing was not applied effectively in the majority of the classes because teachers did not indicate the amount of time to complete each of the assigned activities.

Finally, direct observation showed that 13 teachers gave clear and accurate instructions about learning activities and students were able to work effectively.

Factors Concerning Students

Do teachers consider Students' needs to teach English successfully?



Author: Christian Torres
Source: Ecuadorian private high schools

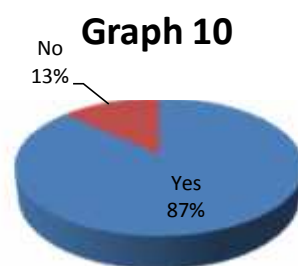
Graph 9 shows that 100% of the surveyed teachers consider students' needs to teach English successfully. During the observed classes, 86.66% considered the student needs. It means that, they provided a variety of activities suited for the age of the students in order to create a positive attitude of them towards the lesson and increase the motivation to the English class. Moreover, teachers considered some learning styles such as visual, auditory, and kinesthetic since some activities and teaching materials (videos, posters, audio cd, etc.) were targeted at this type of students.

In this sense, Harmer (2007) says that every student responds to different stimuli that help them to learn more than other things do. The Neuro –Linguistic

Programming takes account of this by showing how some students are influenced by visual stimuli and for this reason they can remember things better if they see them. Some students, on the other hand, are affected by auditory input and, as a result, respond very well to things they listen to. Kinesthetic activity is effective for learners, who are involved in some kind of physical activity. The point is that although we respond to these stimuli, for most of us, one or other of them is more powerful than the others that help us to learn and remember what we have learnt.

In addition, 86% of the surveyed students stated that teachers use variety of activities to make the class interesting and motivating.

Do teachers consider Students' level to teach English successful?



Author: Christian Torres

Source: Ecuadorian private high schools

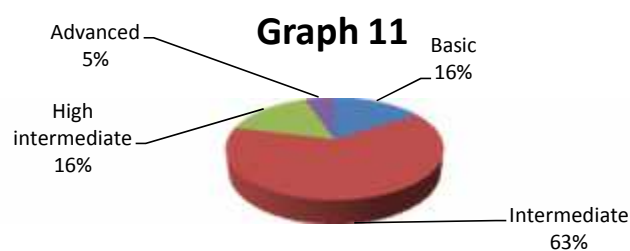
Graph 10 shows that 87% which corresponds to 13 out of the 15 surveyed teachers answered that they consider students level to teach English in class.

Likewise, students stated that the types of activities assigned by teachers differed from easy to difficult for them. Indeed, 66.66% of them think that activities are easy to complete; 20% of the participants said that activities are difficult, and 13.33% of the students believe that the activities are really easy.

Surely, it was observed that students' English level was considered by teachers because learning activities consisted on asking and answering questions about personal information, repeating pronunciation of words, matching pictures, filling the blanks, speaking among classmates, listening activities and reading comprehension, etc. Those activities were indentified during the observation as features of an intermediate level that students were able to complete correctly. In addition, few activities were translated to Spanish because they represented a challenge for students such as making a mind map ("mentefacto conceptual").

On the other hand, 13% that represents 2 out of 15 surveyed teachers answered that they do not consider students level to teach the lesson; accordingly, leading to not knowing how to work or develop projects in the classes according to the proficiency level of each students. This occurs because teachers do not know the students' individual learning ability, and also they do not know how to plan or design specific activities according to each level.

Which is the level of the students?



Author: Christian Torres
Source: Ecuadorian private high schools

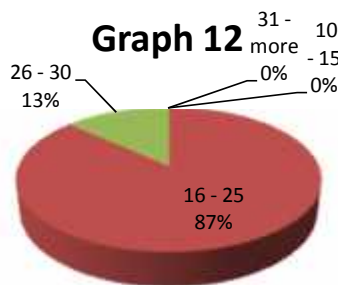
This graph shows the English level of the students. The level in Private Schools goes from basic to high intermediate. Indeed, 63% of the students have an intermediate level; basic level as well as high intermediate level 16% each one, and

5% achieve the advanced level. However, 100% of the students have an intermediate level. This claim was based on the content of the lessons and students' understanding of the class. In addition, based on the survey applied to the students, 66.66% of them considered the activities developed in the observed classes were easy; 20% stated that the activities were difficult, and 13.33% mentioned that the tasks very easy for them.

On the other hand, it is necessary to mention that the results shown on graph 11 which were obtained through the teachers' survey contrast with those gathered from the observations because the English level of the students was not the mentioned by the surveyed teachers.

Factors Concerning Classroom

How many students do teachers have in class?



Author: Christian Torres
 Source: Ecuadorian private high schools

Graph 12 shows that, 87% of the observed classes have 16 to 15 students; while, 13% of the observed classrooms have 26 to 30 students. Indeed, the number of students in private schools is lower; there are between 15 and 26 students per class.

Harmer (2007) argues that small classes have considerable advantages over large classes. Stating that, while in a group an individual student only gets a part of

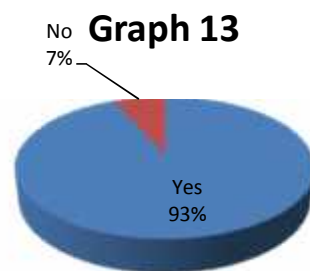
the teachers' attention, in a small class teacher focuses on one person at a time; in this sense; students get a better feedback from their teacher, and also the teacher enters into a really dialogic relationship with their pupils in a way that is almost impossible in a large group situation.

According to the surveyed students, 73.33% of them consider that class size allow them to learn English. In other words, they are comfortable with the number of classmates. This factor helps the teaching learning-process. Indeed, students mentioned that their motivation increase.

On the other hand, the remaining 26.66% of the surveyed students have not considered the class size as a factor that influences the English language teaching-learning process.

In the observation, most of the classes have the adequate number of students, teachers could interact with every student, and they can check the progress of each student. Also, students feel comfortable because they can ask for help as many times they want.

Do teachers feel comfortable working with this number of students?



Author: Christian Torres

Source: Ecuadorian private high schools

Graph 13 reflects that 93% of surveyed teachers feel comfortable working with small groups, because the institution they work does not have a great demand of students as in other institutions; therefore, it is easy to work with around 16 to 26 students per class. Similarly, students stated that class size helps them to learn English better; they believed that learning flows easily in small groups because interaction between students and teachers occurs appropriately. Indeed, it was observed that teachers were able to control discipline and monitor students' activities.

Harmer (2007) states that small classes have considerable advantages over large classes. Due to this, in a large class an individual student only gets a part of the teachers' attention, in a small class teacher focuses on one person at a time; in this sense; students get a better feedback from their teacher, and also teacher enter into a really dialogic relationship with their pupils in a way that is almost impossible in a large group situation.

In addition, Mathison and Wayne Ross (2008) state that class size reduction improve students' performance. In fact, the author claims that smaller groups of students show positive effects in English language classes. Specially, if there are less than 20 students in class. In addition, smaller classes' teachers spend less time on discipline, increasing the possibility of personalized teaching.

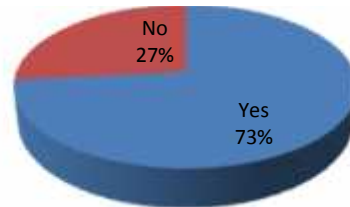
On the other side, 7% of the educators prefer to work with large groups.

During the observation teachers feel comfortable with a small number of students in class, teachers help to the students that did not understand, and they check their progress continuously.

In contrast, teachers with a large class had problems keeping discipline and some students get bored.

Do teachers have enough space to work with the students?

Graph 14



Author: Christian Torres

Source: Ecuadorian private high schools

Graphic 14 shows that, 73% of the surveyed teachers have enough space to work with their students. In fact, students can freely move between the columns. In addition, considering the observation results, 73.33% of the teachers have enough space to develop dynamic activities with the class. On the other hand, 26.66% of the educators do not have space to develop dynamic activities because their classrooms are too small.

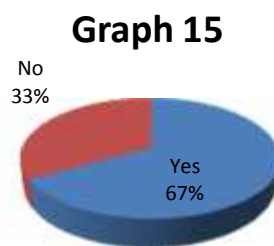
Moreover, 80% of the surveyed students consider that there is enough space to work in class. In addition, some classes were outside of the classroom, they used different places of the campus.

In contrast, it was observed that almost 50% of the classrooms were too small for the number of students. Desks were too close one another and students could not walk through the halls. It was the reason that teachers and students were out of the class.

Manitoba (2011) states that when students are able to move around the room naturally and purposefully, they feel less anxious, more alert, and, in some cases relaxed. Students who can move around during the class are able to learn. Students

feel the necessity for movement, and most will become restless or uncomfortable if seated more than 20 minutes in a time. A minute break every 20 minutes can help them refocus.

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



Author: Christian Torres
Source: Ecuadorian private high schools

Graph 15 shows that 67% of the surveyed educators point out that the seats are arranged in accordance with the activities planned for their classes, but 33% of teachers said that the seats are kept in a traditional layout arrangement rows. In addition, considering the students' surveys, 86.66% of them said that they like the way seats are arranged during the activities they do in classes. On the other hand, 13.33% of the students answered that they do not like how seats are arranged when working on different activities.

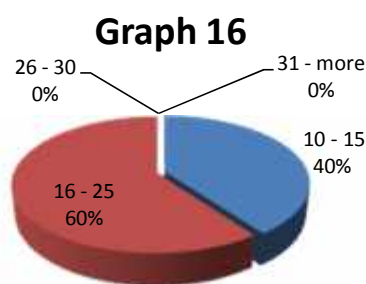
During the observations, only 46.66% of the teachers asked the students to change the layout of the seats to work on a specific task of the lesson plan, which in turn affect positively their attitude towards the class. On the other hand, 53.33% of the teachers preferred to work in traditional seating arrangement (in rows).

In addition, the reduced space in the classroom made that educators used always row seating arrangement and it impeded students to develop their activities in

an appropriate environment, because it was really difficult for teachers to keep students engaged in the topic of the lesson; due to the short distance between seats, it increase the frequency of talking among students and they did not pay attention to the teacher as they should.

Savage and Savage (2010) mention that there are three basic seating arrangements models most frequently used in classroom: rows, clusters and circular or semicircular patterns. These models may be helpful, as Bender (2004) explains, for controlling serious behavior problems that usually turn into classroom crises. The same author mentions some strategies seating the constantly angry, verbally abusive, anti-authority student near to the classroom door; seating the fidgety hyperactive students on the periphery of the room, preferably at the back; and seating the insecure students who needs constant encouragement close to the teacher at the beginning of the school year..

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



Author: Christian Torres
Source: Ecuadorian private high schools

Graph 16 shows that, 60% of the surveyed educators consider that the appropriate number of students in a class is from 16 to 25 students, according to them, in small classes, some aspects such as class arrangement and discipline can be

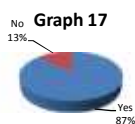
controlled easily, most of the students have the opportunity of interact and socialize together and feedback is effective. In the observed classes, 12 of them had less than 25 students.

And finally, 40% of the surveyed teachers believe that the correct number of students in a classroom is between 10 and 15 since they can personalize the teaching-learning process, giving the necessary feedback and opportunities to interact and socialize together.

During the observation, it was noticed that most of the classes had a small number of students; it was also observed that they learned English dynamically. Indeed, the students followed instructions, asked and answered questions and they did individual and group activities (role play, dramatization, games).

In addition, Brown (2001) suggests that ideally language classes should have no more than a dozen of students or so; the classroom should be large enough for allowing diversity of learning activities as well as student interaction. Also, it should be small enough for offering students the opportunity to practice and obtain individual attention.

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



Author: Christian Torres
Source: Ecuadorian private high schools

Graph 17 shows that 87%, of the surveyed teachers answered that they use teaching resources such as magazines, tape recorders, television, Dvd player, projector, computer, internet and supplementary materials. Moreover, a teacher said that he uses a video room for English classes, it has a projector, computer with internet, and a Dvd player; in another school some teachers mentioned that they use an English listening laboratory, there was special equipment such as headphones with microphones, television, computer and a teacher management device.

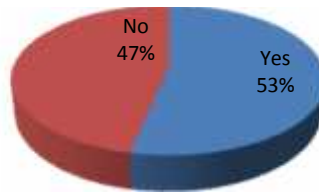
On the other hand, 13% of teachers do not use these types of materials because they argue that these resources are not available in the school. Indeed, some teachers mentioned that they would like to use more interactive materials such as smart boards or interactive software but, the institution authorities mentioned that they do not have money to spend on it.

Additionally, 80% of students in the survey mention that teaching resources and supporting materials such as type recorder, Tv, computers smart boards, etc. are used in the classes whereas the rest 20% said that teachers do not use any supplementary material for teaching English.

In the observed classes, what students expressed was confirmed because 80% of teachers used supplementary materials such as posters, flashcards, pictures, cards worksheets, type recorder, Dvd player and Tv whereas 20% of teachers focused on using the board and students book.

Do teachers consider appropriate the resources that they have in classes?

Graph 18



Author: Christian Torres

Source: Ecuadorian private high schools

It can be observed in graph 18 that 53% of the surveyed teachers indicated that they feel comfortable with the resources they are working with, because there are enough materials available for teaching.

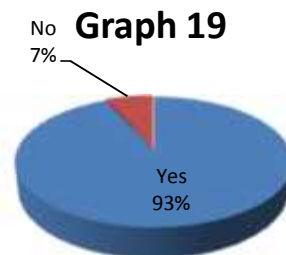
On the other hand, 47% of the surveyed educators consider that the resources they have in class are not appropriate to the objectives of the planned lesson, because surveyed teachers mention that they would like to work with a smart board in class. However, in the observed classes 13 teachers applied teaching resources during the development of the class, besides, 12 students corroborated that teachers used at least 2 different teaching resources in classes. This results show that private high schools are equipped with the necessary resources for improving the students' skills. Also, it was observed that 5 out of the 15 teachers used teaching resources and supplementary materials such as individual computer, English learning software, and worksheets.

Certainly, the use of teaching resources increases students' motivation, stimulate their language production, and allows learners to internalize the acquired knowledge. As Echeverria, Vogt, and Short (2008) state that meaningful learning

occur when students perceive the class through their senses and supplementary materials give students that opportunity.

Factors Concerning Educational Institution

Does the institution review teacher lesson plans?



Author: Christian Torres

Source: Ecuadorian private high schools

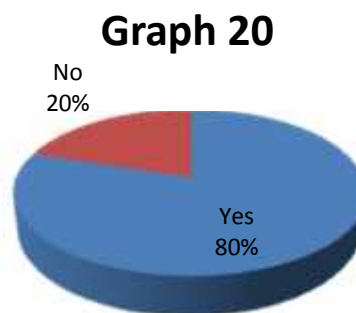
As it is shown in graph 19, the 93% of the surveyed teachers have their lesson plans revised, Teachers do plan their classes opportunely. Some of these teachers mention that their lesson plans are reviewed once or twice a week and others said once a month. In contrast, Graph 19 indicates that 7% of the teachers commented in the interview that the institution does not review their lesson plans.

Furthermore, to know the point of view of the high school authorities, where the research was conducted, the coordinators of the English area were asked to remark about this issue; they said that lesson plans are designed according to the school year and they are reviewed by the vice-principal weekly or monthly. The coordinators also mentioned that vice-principal makes sure that the lesson plans contain the necessary elements and steps of teaching-learning process. Coordinators also said that if any lesson plan is incomplete, it must be corrected and design again

if necessary. Moreover, teachers and coordinators mentioned that lesson plans are reviewed.

Something important to mention is that lesson planning is crucial for professional teachers because they decide what they will teach and how. In order to this, Wagaman (2008) says that the teacher must consider that every aspect is important in a lesson, it will be a complement of the teacher's personal style, and he or she will have many resources to find activities and plan in relation to their personal style. Teachers must also keep in mind that a plan can be detailed and checked each week, in some schools teachers must work with a plan ahead of time, and others use it during a formal observation. Between the principal components of a lesson plan we have: a lesson objective, introduction to the lesson, direct instruction, guided and independent practice for students and a conclusion.

Does the institution monitor teacher teaching?



Author: Christian Torres
Source: Ecuadorian private high schools

Graph 20 shows that 80 % of the surveyed educators answered that their institution monitor their classes; 9 teachers mentioned that their classes are monitored once a month by the English coordinator and three teachers explained that

class monitoring takes place once every six months and it is carried out by the English coordinator, vice-principal and parents.

On the other hand, 20% of the surveyed teachers said that their institution does not monitor their classes. Indeed, class observation corroborated that institutions does not monitor the English teaching process because no authority or coordinator went to the classroom to observe teachers' performance.

Regarding class monitoring, it is important to consider that Wragg (1999) states that classroom observation might be an important tool for improving the quality of teaching and may benefit both the observer and the person being observed whenever it is done skillfully.

CONCLUSIONS

1. An important factor that affects most of the Ecuadorian private high schools is seating arrangement; most of the schools use rows looking at the board. This factor does not allow students' interaction among them.
2. Most of the Ecuadorian private high schools review and monitor the teachers' lesson plan at least once a month.
3. Another factor that affects the English Language teaching learning process is that supplementary materials and teaching resources are not used properly. Main resources used by educators are the white board, students' book, type recorders and flashcards. Even though they have resources as video room, smart boards, educational software, they are not used by teachers because they do not feel comfortable using new methods with different advanced tools.
4. Most of the educators just follow the books contents and activities.
5. 53% of teachers in this study do not have the teacher bachelors' degree in Teaching English or they have a different diploma. It means that they are not qualified to use the best methods or techniques in teaching-learning process.

RECOMMENDATIONS

1. Teachers should change the seating arrangement in a way that it allows students' interaction among them.
2. Private high school authorities should review and monitor at least twice a month.
3. Private high schools should provide appropriate supplementary materials and teaching resources in order to be used by teachers to reach the goals of the teaching-learning process.
4. Teachers should research and select appropriate extra activities according to students' knowledge and learning style, in order to motivate them to learn English.
5. Authorities have to support and motivate their teachers to improve their level all the time.
6. Educators must attend to workshops in order to be able to learn and apply new techniques and methods with their students.

REFERENCES

- Aduwa-Ogiegbaen, S., & Iyamu, E. (2006). Factors Affecting Quality of English Language Teaching and Learning in Secondary Schools in Nigeria, *College Student Journal*, 40(3), 495- 504.
- Alsayed, M.(2003). Factors That Contribute to Success in Learning English as a Foreign Language, *Damascus University Journal*, 19, 25-28.
- Baker, J., & Westrup, H. (2005). *The English language teacher's handbook: How to teach large classes with few resources*. London: VSO Continuum.
- Bender, Y. (2004). *The New Teacher's Handbook: Practical Strategies & Techniques For Success in the Classroom*. Canada: Nomad Press.
- Boonchum, P. (2009). A study of self-identity changes and correlation of influential factors of Thai students studying English. *Educational Research and Review*, 4, 535-548
- Brown, H. D. (2001). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (2nd ed.). New York: Addison Wesley Longman.
- Burke, J. (1999). *The English teachers companion: A complete guide to classroom, curriculum, and the profession*. Portsmouth, United States of America: Boynton/ Cook Publishers, Inc.
- Butt, G. (2006). *Lesson Planning*. (2nd ed.). New York: Continuum International Publishing Group.
- Cunningsworth, A. (1984). *Evaluating and selecting EFL teaching materials*. Oxford: Heinemann International.
- Echeverria, J., Vogt, M., & Short, D. (2008). *Making content comprehensible for English learners: The SIOP model* (3rd ed.) Boston: Pearson Education Inc.

- Felder, R., & Henriques, E.(1995). Learning and Teaching Styles in Foreign and Second Language Education. *Foreign Language Annals*, 28, 21-31.
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Gower, R., Philips, D. & Walters, S. (1995). *Teaching Practice: A Handbook for teachers in training*. Oxford: Macmillan Publishers.
- Hafiz, H., & Ishtiaq H., & Ud din, N. (2008). Direct Influence Of English Teachers In The Teaching Learning Process. *College Teaching Methods & Styles Journal*, 4(4), 30-35.
- Harmer, J. (2001). *The practice of English language teaching* (3th ed.).England, UK: Pearson Education Limited.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.).England: Pearson Education Limited.
- Harmer, J. (2007). *How to Teach English* .London: Pearson Education.
- Hsu, L. (2011). Modeling factors that influence Taiwanese students' English Communicative Competence. *International Journal of Current Research*, 2, 129-141.
- Kral, T. (1994). *Teacher development making the right moves*. Washington, D.C.: English Language Programs Division, United States Information Agency.
- Larsen-Freeman, D. (Eds.) (2000). *Techniques and principles in language learning*. New York: Oxford.
- Lindberg, J., Evans, D., & Swick, A. (2005). *Common-sense: Classroom Management for middle and high school teachers*. Thousand Oaks, CA: Corwin Press

- Manitoba Educational School Programs Division. (2011). *Towards inclusion: Supporting positive behavior in Manitoba classrooms*. Winnipeg, Manitoba
- Mathison, S., & Wayne Ross, W. (2008). *Battleground schools*. United States of America: Greenwood press.
- Ministerio de Educación y Cultura. (2013). *Programa nacional de Inglés*. División Nacional de Idiomas Extranjeros/Proyecto CRADLE. Quito: Ecuador.
- Nunan, D. (1999). *Second language teaching learning*. Boston: Heinle Heinle publishers.
- Richards, J., & Rodgers, T. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Richards, J. (2006). *Communicative Language Teaching Today*. New York: Cambridge University Press.
- Savignon, S. (2002). *Communicative Language Teaching: Linguistic Theory and Classroom Practice*. London: Yale University Press.
- Savage, T.V. & Savage, M.K. (2010). *Classroom management and discipline: Teaching Self-Control and Responsibility*. United States of America: SAGE Publications, Inc.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- SENESCYT. (2012). *Bases de postulación de programa de becas para docentes de Inglés para 8vo año de EGB a 3ro de bachillerato en establecimientos fiscales – Enseñanza Inglés*. Quito: Ecuador.
- Spratt, M., Pulverness, A., & Williams M. (2005). *The TKT course*. Cambridge: Cambridge University Press.
- Tabassum, S. H. (2006). *Language, Space and Power. A Critical Look at Bilingual*

Education. Canada : Multilingual Matters Ltda.

Wajnryb, R. (1992). *Classroom observation tasks: A resource book for language teachers and trainers*. New York: Cambridge University Press.

Woodward, T. (2009). *Planning lessons and courses: Designing sequences of work for the language classroom* (10th ed.). United Kingdom: Cambridge University Press.

Wragg, E.C. (1999). *An introduction to classroom observation*. New York: Routledge.

ANNEXES



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

EDUCATIONAL INSTITUTION:

DATE:

YEAR:

1. Which level of education do you have?

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

Others: _____

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

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

YES () NO ()

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

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

YES () NO ()

4. Which is the level of your students?

***Students' Level**

Basic ()

Intermediate ()

High Intermediate ()

Advanced ()

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

Communicative Language Teaching ()

The Natural Approach ()

Cooperative Language Learning ()

Content-Based Instruction ()

Task-Based Language Teaching ()

Cognitive Academic Language Learning ()

Total Physical Response ()

Whole Language Approach ()

Grammar Translation Method ()

Others _____ ()

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

YES () NO ()

Why? _____

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

YES () NO ()

Why? _____

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

YES () NO ()

Why? _____

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

YES () NO ()

10. Do you plan your lessons?

YES () NO ()

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

YES () NO ()

12. How many students do you have in this class?

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

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

16. How many students do you think is the appropriate number to teach English?
(check only 1)

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

17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?

YES () NO ()

Which ones? _____

18. Do you consider appropriate the resources you have in class?

YES () NO ()

Why? _____

19. Does the institution review your lesson plans?

YES () NO ()

If yes, how frequently?

Once a week Once a month Other _____

20. Does the institution monitor your teaching?

YES () NO ()

If yes, how frequently?

Once a week Once a month Other _____

Thanks for your cooperation!!!!!!



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

EDUCATIONAL INSTITUTION:

DATE:

YEAR:

1. ¿Te gusta aprender Inglés?

YES () NO ()

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

YES () NO ()

3. Consideras que las actividades realizadas en clase son:

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

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

YES () NO ()

¿Por qué?

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

GRACIAS!!!!



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

EDUCATIONAL INSTITUTION:

DATE:

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

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

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

YES () NO ()

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

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

***Students' Level**

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

- YES () NO ()

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

- YES () NO ()

NOTES:

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

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

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

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

TEACHER'S INTERVIEW

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

TEACHER'S LANGUAGE PROFICIENCY:

C2 ()

C1 ()

B2 ()

B1 ()

A2 ()

A1 ()