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**Factors that affect the English language teaching-learning
process in Ecuadorian private high schools.**

TRABAJO DE TITULACIÓN.

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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 Zapata Osorio Jimmy Giovanni, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Junio de 2015

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“Yo Zapata Osorio Jimmy Giovanni declaro ser autor del presente trabajo de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high school, de la Titulación de Ciencias de la Educación mención Inglés, siendo la Magíster Eva Ulehlova directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

This work is dedicated to my family and friends who have been the priceless support and helping hands when hard times have arose. Without any of them I would not have reached some of the aims and goals set in my life.

God bless you all.

Jimmy

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Jimmy Zapata

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ABSTRACT

This research offers a study about factors that influence the English language teaching-learning process in Ecuadorian private high schools, as well as an explanation of why certain factors influence the educational environment. This includes an analysis of the factors that affect the teaching-learning process from the point of view of the teachers, aside from the relation between these ones and the EFL teaching methods and the new governmental regulations related to this issue.

The methods used were qualitative and quantitative; the techniques were surveys, note-taking, and the instruments were questionnaires and observation formats.

This research was done with the help of fifteen teachers and fifteen students who were interviewed, they work and study in three different private schools in: Tumbaco, Checa, and in El Quinche, all rural villages located in the northeastern part of Quito.

In conclusion, the factors that influence in this process are the physical space of the classrooms, the plans and programs for teaching-learning process of the schools, the low academic level of the teachers, and poor infrastructure.

Key words: Factors, teaching-learning process, students, and private high schools.

RESUMEN

Esta investigación ofrece un estudio sobre los factores que influyen en el proceso de enseñanza-aprendizaje del idioma Inglés en escuelas privadas en el Ecuador, así como una explicación de por qué ciertos factores influyen en el ambiente educativo. Podemos encontrar un análisis de los factores que afectan el proceso de enseñanza-aprendizaje desde el punto de vista de los maestros, así como la relación de estos con los métodos de enseñanza del idioma Inglés y las nuevas normativas gubernamentales relacionadas a este tema.

Los métodos utilizados fueron cuantitativo y cualitativo; las técnicas usadas fueron la encuesta y la toma de notas, y los instrumentos fueron cuestionarios y formatos de observación.

Esta investigación tiene el apoyo de la colaboración de quince profesores y estudiantes entrevistados, quienes trabajan y estudian en tres colegio privados localizados en: Tumbaco, Checa y el Quinche, todas parroquias rurales al nororiente de la ciudad de Quito.

Palabras claves: Factores, procesos de enseñanza-aprendizaje, tareas, estudiantes, y las instituciones educativas privadas.

INTRODUCTION

The factors that influence the teaching-learning process of the language are varied and can be internal and external such as: the physical space of the classrooms, the plans and programs for teaching-learning process of the schools, the low academic level of the teachers, and poor infrastructure.

In rural areas many of the English teachers have a basic level of knowledge of the English language; on the other hand we can add that there are 35 students per class in two of the four schools considered for this work, which is more crowded than the average. In one of the schools, it is obvious the fact that there is not accurate physical space distribution. However, in order to generate significant and active learning, the teachers seek better ways to develop motivating and interactive classes such as the use of flashcards, and the use of technological devices and the Internet in some cases.

On the other hand, the use of technology, better and more accurate room organization and facilities are observed in two of the schools, which is a good support for teachers to perform better lessons.

The teaching approaches used by the teachers observed in this research are some of the methods mentioned by Suarez (2011) which are described in the literature review, and the most widely used ones are the so called project-based learning and the communicative

approach which is actually described in the Ecuadorian EFL syllabus for the Ecuadorian education system nowadays.

The fact that most students enter public and private universities in Ecuador with little or no English language knowledge is a problem that has not been widely studied in Ecuador. The academic performance of the students has not allowed them to access scholarships or programs offered internationally. The factors that cause this knowledge deficit deserve to be investigated since they will guide us to find better solutions to this problem and improve the level of English of the students. The teachers and class environment are the major elements needed to be considered.

Regarding these issues, in 1992 the government signed an agreement with the British government to innovate the way that English was taught in public high schools in that time. Additionally, the government highlighted the importance of teaching English in elementary schools; however, English was not compulsory; despite the implementation of the policies, there are still a lot of aspects that need to be improved in order to reach the desired language proficiency level of our students.

Therefore, the identification of the factors that affect the English language teaching-learning process will help students, teachers, educational institutions, and authorities to implement plans and programs in order to address students' needs and to develop policies that will change our reality: low English proficiency level in high-school graduates.

Each study should include, according to Acosta and González (2012), gender influences the level of development in the language, and women demonstrate a deeper motivation higher than men who score higher in and they are more motivated in learning. Women also are those with higher scores in all learning styles analyzed in the study.

According to Lopez (2012), in his study evidenced that the lack of suitable materials for teaching English adjusted to own area of each race and insufficient classroom hours adversely affects the Paraguayan university students in foreign language study.

Another study is provided by Yandún (2011), the results of this study show the need to implement strategies and mechanisms to help encourage a more effective way to Students for better assimilation of English and is reflected in the proper use of it, so in the interest give students the issues and their desire to investigate.

This research represents a source of valuable information to school administrators, teachers, parents and students in order to help them find alternatives for dealing with this matter on their own as much as possible, as they all also share the responsibility of improving the quality of the English teaching - learning process in the classroom.

METHOD

The methods used were qualitative and quantitative; the techniques were surveys and note-taking, and the instruments were questionnaires and observation formats.

Setting and participants

The four schools where the observations and surveys took place were: a private school in Tumbaco; here the participants were six teachers of 8th, 9th, and 10th grade of middle school and eight students of the three courses; two schools located in Checa. Here six teachers and four students participated; and finally, a catholic school located in El Quinche where three teachers and three students participated. All these schools are located in rural villages in the northeastern part of Quito.

The general approach used in this study is the quantitative and the collected data will be presented in pie diagrams with percentages which are explained in detail.

Procedures

The instruments used were observation sheets and questionnaires. Finally, bibliographic sources and the Internet were used to gather information for writing the Literature review.

The four variables taken into account as the basis of the surveys are: first, the factors concerning students which focus on their needs in the classroom, and their English proficiency level. Second, the factors concerning teachers which center of

attraction on their educational level, their English proficiency level, their teaching methods and techniques, the range of real use of the target language in class, the lesson design, and finally their learning managing. Third, the factors concerning classrooms and physical environment in which class size, classroom space, seating arrangement, and teaching resources were also taken into consideration.

Finally, factor concerning educational institution which focus on class observation and lesson design monitoring.

DISCUSSION

Literature review

Nowadays, learning another language is essential in order to communicate and reach personal development. Due to the fact that English is the language of business, people need to speak and write in English.

Teachers use several educational methods and theories in order to transmit their knowledge. Today we have many tools in order to resolve and document all the teaching-learning process, and we must not forget that there are several additional external factors that can influence this process. These factors can be geographical, economical and social and are called external, since they are not directly related to the teaching-process itself. Teachers should first try to establish methods and techniques that strengthen the teaching-learning process of English in Ecuador.

The competent authorities to analyze the reforms in education are the Ministry of Education and the Senescyt. The first one controls, supervises and plans the scope and sequence of the syllabus of elementary and middle education for both public and private sector, and the second one carries out the same tasks for higher education. Since 1979 the Central Government has been seeking to promote English language learning through these two agencies, but it has not produced the desired results.

There are two national guidelines that portray and feature secondary and higher education systems in Ecuador: the Intercultural Education Act (LOEI, 2012) and the

College Education Act (LOES, 2011). The main problem is thought to be that when students graduate from high school, they have not reached an effective EFL (English as a Foreign Language) communicational level portrayed within the four basic skills of communication. This means they are not good speakers or listeners mainly, and they are very basic writers and readers of English.

The Intercultural Education Act (LOEI, 2012) states that learning English is compulsory in all public institutions of the country from elementary to middle and high school level and proposes to reach a basic level of English when 12th grade students (3rd year of high school) graduate.

The College Education Act (LOES, 2011) states that to complete college studies, all students must have also reached a proficiency level in English. Additionally, it created academic regulations for the formation of values and rights; consequently, it is responsibility of each college and university to provide courses and programs of English to their students.

After analyzing the problem of teaching English, experts from the Ministry of Education, University representatives and scholars resolved to create a new legal framework for teaching English and concluded that all the school graduates must meet the following academic skills: use the target language in all its expressions, use the foreign language to communicate effectively for social purposes, and use the computing technology to support their educational and social demands.

Ecuadorian English teachers might not be ready to deal with this process. That's why the Ministry of Education has an ongoing project called Project for Strengthening the English Skills of Ecuadorian EFL Teachers, which is seeking to get them trained in order to reach a minimum B1 output profile (Intermediate level English) portrayed by the internationally recognized CEFR (Common European Framework of References for Languages). Some of the Ecuadorian EFL teachers are currently being trained at foreign universities with the support of scholarships offered by the Senescyt. All the English teachers teaching in all schools of the public system will be assessed with the standardized TOEFL test. Those who do not reach the B1 will have a range of time to get prepared better to do the test again, after all the preparation and training system they will have gotten from the government.

Teaching Approaches and Methods

In recent years, knowledge and proficiency in English as a second and foreign language have become very important. Uribe (2008), the need to manage a foreign language in contemporary societies is an inescapable fact, a matter of urgency and even survival. The breaking of the physical and cultural boundaries has changed the rules of the game and has blurred the communication barriers between peoples. The world has become a global village where the citizens of any country feel the need to communicate with people from other cultures and nationalities, whether for artistic, economic, political or scientific reasons.

Some studies about the use of different ways in which learning takes place suggest that the technique and methods may vary from one location to another and the

environment is an implicit agent in the system. In other words, you cannot expect to have the same result in two different schools with the same method and technique, because they have different backgrounds depending on factors such as their location, their institutional philosophy, their infrastructure, etc. Some attempts to improve methods and techniques have been taking place in Ecuador. One of them is what “Simon Bolivar School” in Quito has been carrying out for a time. In this school, different motivational techniques are firstly being applied to motivate teachers to update, refresh and renew their teaching strategies in class in order to improve the students’ English learning, taking their personal needs into consideration primarily.

In addressing the methods used for learning English it is necessary to mention that they are varied and they mostly depend on different factors such as EFL school rationale, size of the classrooms, supplementary material availability, syllabus scope, teacher’s preparation, and motivation as the most important pedagogical and physical factors. Some of the historical methods used are detailed below.

The Project-Based Learning

Suarez (2011) records a descriptive compendium of some of the most popular languages teaching methods in history, which are still used and applied at all levels of English teaching. To analyze all this information he began by developing some index cards to select the information and explain the EFL/ESL method to see which was the most effective for learning English. A survey seeking to find out which methods were mostly used by teachers and applied to 20 of them showed the following results: the method mostly used was the Project-Based Learning which consists of accommodating

two contexts: a) contexts where one learns the language in the country where it is spoken natively (language immersion); and b) contexts where the language is taught as a foreign language and uses clear examples.

The projects used in this method can be developed in groups, where students talk about topics of interest or specific professional area. Pedagogy is the most common area of discussion with a major theme: the different learning styles of students.

The Communicative Language Teaching

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” Richards (2006).

According to this approach, the goals, the means (resources) and the activities developed when teaching English make the foundation when looking for getting students who make use of English as a tool of communication not as a subject to be learned. This approach arose as the newest and most accurate in terms of communicational competence in the late 1970s and it is still being used nowadays with important pillars such as: a skill-based and functional syllabus regarding the basic competences when listening, speaking, reading and writing about meaningful and thematic topics related to the students.

The Natural Approach

Krashen and Terrell (1983) developed the "Natural Approach" in the early eighties based on Krashen's theories about second language acquisition. This approach sees communicative competence progress through three stages: a) an aural (context) comprehension; b) early speech production, and c) speech activities. All prompting "natural" language acquisition, much as a child would learn his/her native language.

The Ecuadorian LOEI states that the Communicative Approach is currently the most recognized and accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching stands patterns for the English curriculum for eighth, ninth, and tenth year of Basic General education (EGB) furthermore, for first and third year of Bachelcurete. It is characterized by two main features:

1. Focus on real-world contexts: Because students will ultimately have to use the language productively (through speaking and writing) and receptively (through listening and reading) outside the classroom, classroom tasks/activities must provide students with the necessary skills for communication in every day contexts.
2. Relationship of language forms (grammar, vocabulary, and pronunciation) and function: "Language techniques are designed to engage learners in the authentic, functional use of language for meaningful purposes" according to Brown (2007) supported by knowledge of the language structures.

As a result of the above mentioned approach to English language teaching and learning, it is expected that Ecuadorian students in the public educational system will be able to achieve meaningful objectives such as accessing information published in English in different fields and accessing more labor and professional development opportunities either within Ecuador or abroad (Ovesdotter, 2003).

Cooperative Language Learning

Jetee (2003) features this method as learning in small groups where interaction is structured according to carefully worked-out principles that are: a) simultaneous interaction which is suggested to be developed in pairs; b) equal participation in time and importance; c) positive interdependence in which the contribution of each student is a basic piece in the final work; and, d) individual accountability, which is perhaps the most motivating factor in this approach. The method was developed in USA and arose as opposing to the traditional school that was promoting students' boredom, destroying the spontaneous joy of learning and failing to develop one of the most important things one will need in later life, the ability to cooperate with others. According to Jetee, the cooperative learning can be used at all age levels, from kindergarten to university.

Task-based language learning

According to Ovesdotter (2003) the tasks, in terms of language learning, are activities where the target language is used by the learner for a communicative purpose or goal in order to achieve an outcome. Therefore, a task can be anything from singing a song to making an airline reservation. A Task-Based approach to language learning

allows an analysis to be matched to identified student needs, it is supported by the research findings of classroom-centered language learning and it allows evaluation to be based on testing referring to task-based criterion.

The Grammar Translation method

Teaching involves any instructional technique that draws learners attention to some specific grammatical form in such a way that it helps them either to understand it meta linguistically or process it in comprehension and production so that they can internalize it, “A method of foreign or second language teaching which makes use of translation and grammar study as the main teaching and learning activities.” (Richards and Schmidt, 2002).

It is also known as the Classical Method and a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century.

The focus at that time was on the translation of texts, grammar, and learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than as a means of oral communication. This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in languages from an intellectual or linguistic perspective. However, it does little improve ability to use the language for oral communication. A typical lesson under this method consists of the presentation of a grammatical rule, a study of lists of vocabulary, and a translation exercise.

Managing Learning

Ultimately, after analyzing previous researches it can be determined that their authors share the idea of motivation and meaningfulness as the key elements in learning English with different perspectives, and these prompt the motivation that makes students feel eager and willing to learn another language.

While the first researcher examines motivation as an element that could improve learning another language, the second one says that motivation is one of many elements that affect learning English, but not the central axis. Instead, according to the second author, a better management of resources in class could be really helpful.

On the other hand, Lopez (2009), points out the advantages and aims that Communicative Approach provides to students.

Alvarez (2008) analyzes the effects of motivation as the agents that help the learning management inside and outside the classroom. The process of the observations was made in a Swedish school to obtain information on what type of feedback was used by teachers in the teaching of a second language. Observations were made in a Spanish class and the other in an English class for comparison. Then, the following analysis of the data resulting from the observations and interviews was concluded: specific and constructive feedback increase student's motivation to improve their own knowledge since they showed dissatisfaction and lack of motivation when being praised by their teachers.

Lesson Design

In the studies the authors agreed on the fact that planning is essential to prepare activities, and that knowledge assimilation and assessment results depend largely on learning materials and how effective they are.

When we are teaching an improvised lesson, the result is unpredictable and not always successful in academic terms. On the other hand, planning is a tool to design the class and set the achievement we want to reach.

The Ministry of Education (MEC) (2011) raised a new mandatory structure for TEFL (Teaching English as a Foreign Language) which provides four basic guidelines. The National English Curriculum Specifications, English's accuracies, Planning Guidelines for English, and Assessment Guidelines for English for urgent implementation in every classroom of Ecuador.

The National English Curriculum sets three basic key issues as the foundations of its design:

- The importance of the English language as a tool which equips individuals to understand people and cultures beyond linguistic and geographic boundaries;
- The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR)—which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabus; and

- That the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching.

Therefore, each of the three elements of the new academic structure provide: the syllabus from 8th through 12th grade of middle and high school, assessment specification for each of the skills of communication (speaking, reading, listening and writing), and guidelines and format for the three planning steps to accomplish a sequential and better lesson class design: a) an annual plan design, a unit plan design and a lesson (class) plan design with punctual specifications about data, rationale, objectives, evaluation indicators, resources and assessment instruments.

Class size (number of students)

The number of students per class affects the teaching process, and the risk increases with the number of students who do not understand the language when used as the target language, resulting in larger groups of students with knowledge gaps.

The distribution of students in the classroom may be done depending on the size of classroom to limit the number of learners in the foreign language. Another key, quick and easy to carry out strategy could be to strengthen the class strategies by using tools like the Internet or multimedia which are broadly available in the market, suited for many different types of students, teachers, schools and learning styles. This could be helpful

with large sized classrooms because it would minimize the risk of comprehension gaps caused by lack of attention to what the teacher explained due to noise disturbances, for example.

It is important to mention that one of the factors involved in the learning of English is the classroom size, in contrast with the number of students; this problem could be highly responsible for the low level of English of the students. Some studies have been carried out about this issue, (López, 2009).

Spencer (2010) points out that it is important to identify the optimal size of the class and the number of students to avoid knowledge gaps: she chose classrooms with 40 students or more to assess student's performance by evaluating their grades and by applying teacher's surveys about their teaching strategies.

Samper (2009) selected two classes: one class with 13 to 17 students, and another class of 22 to 26 students in a School in Oregon. Surveys were conducted to analyze the levels of learning through the students' grades and the teacher's survey was carried out to see how they feel about their language class. Through this process it was determined that learners who belong to smaller classes increase their level of learning because the teacher is no longer overwhelmed by the number of students. Another interesting fact is that in this high school evening classes are provided to those students who need to catch up with the rest of their classmates. To summarize, the class size is very important to achieve an optimal knowledge and English learning.

Classroom and / or Teaching Resources

The use of technological resources is complementary in order to strengthen and streamline English learning. For instance, internet provides free items to learn another language, the opportunity to count on material from anywhere in the world and at any time with only a computer with internet access, it is one of the most powerful tools that we currently have. Although some authors agree with the statements described above, others have another perspective. While access to technology and resources is essential, nothing can replace human interaction; in this case sharing class time cannot be replaced. In addition, it was also said that having a greater number of resources on the web prompts a better chance to improve learning, but it was also emphasized that the material must be of good quality rather than in large amounts.

According to some authors, educational resources are varied and now with the internet access there are endless sources of consultation and study, but when we learn languages like English there are basic criteria that need to be considered, according to some authors as explained below.

Chávez (2007) showed and identified the various technological resources that can be used and evaluated. He carried out a descriptive research work in which various teaching resources on the web were analyzed and then evaluated for later use in the classroom work. Finally, it could be determined that there is a great number of educational resources on the web and that these resources should be more explicit about their level of implementation. In the same way, the target users of those resources are infinite such as teachers, and in general, learners of all ages, cultures, social or ethnic

groups all over the world. The key is only to make a good research for the most suitable and appropriate materials for the user's needs.

Young (2010) showed a ranking of the top 10 websites for English language learning with a previous evaluation. The methodology applied was simple, using web searching tools and information blogs. It also included the analysis of that information to make a list of the 10 best websites for learning English. It was concluded that there is a vast amount of technological resources for learning and teaching, as well as teaching resources which may not necessarily have the same results with different kinds of students. It is advisable to seek an educational resource that best meets the needs of students, the instructor's teaching style and method and the institution's philosophy.

Space and Seating Arrangement in classroom

Of all the aspects to be considered, two of the most important are undoubtedly the size and space of a classroom. They shouldn't be too big neither too small. Enough room allows better distribution of furniture in a classroom, provides security structurally and meets quality standards. It is widely agreed that the physical space of a classroom impacts the teacher and students positively or negatively. For example, effective desks distribution will result in no dead spots. The distribution of space when designing a classroom is a vital process for the development of effective learning. In the past hundred years, this design was not taken into account and classrooms were often built with little room so there was not enough space for the students and teachers to perform appropriately. However, fortunately there is now a group of new regulations and policies raised by the current government authorities who are directly prompting and encouraging

the need of building or adapting standardized classrooms for effective learning-teaching, Lopez (2009).

A research took place in rural villages Spain according to Borja (2009). It identified two basic ways of organizing space: regular classrooms with no determined space organization and classrooms organized into “function corners or territories”. The method carried out for this study was merely descriptive and was based on different documents that described the same topic in detail. The author compared the information in order to develop or suggest different ways of allocating the space of a classroom from a structural perspective of the investigation. It was determined that for a better teaching practice an appropriate classroom should be an area of about 20 square meters and must have all relevant electrical installations; the strategic location for its construction has to be analyzed in order to avoid dead spots; the size of the desks must have the appropriate size for the size and age of the students; there must be adequate space for students to leave their belongings; and finally; students safety and comfort must be present in any educational environment inside and outside the classroom.

Classroom observation

The observation of the class is an important part in the development of quality education. Having a different perspective, being monitored by experts or simply by colleagues might bring very different perspectives about the educational techniques and the class process in general. Classroom observation should also be part of a regular evaluation system not only to track the students’ performance, but also in order to improve teaching styles when a coherent and positive feedback is provided with specific

and clear guidelines to be followed especially when dealing with error-correction. One study based on error correction methods and techniques is briefly described below.

Densmore (2012) identifies and shows the observation as a process that will improve teaching in the classroom. Her bibliographic research compares and contrasts different bibliographies, and then they are compiled and analyzed in a document in which it can be concluded that the teachers tend to fear an observation process because they associate it with an assessment. Observation of a class can be done among teachers themselves to see their successes and failures. During the class observation teacher is the main target and students move into second place.

Learning Styles

Learning styles consist of a number of methods or techniques to learn. According to Conner (2008) learning styles refer to the ways every person prefers when approaching new information. Each person learns and processes information in his/her special style or styles, although all people share some learning patterns, preferences and approaches.

Hernandez (1997) exhibits the importance of learning styles in the teaching-learning of English. He focuses on Reid's (1995) three learning styles: cognitive, sensory and affective prevailing in a representative population of English learners and establishing relationships between age, gender, educational level and area of study. According to her studies, she concluded that by identifying and featuring each of these

learning styles in each student, teacher can design their class–course objectives more effectively.

The cognitive learning styles are: the independent-dependent style in which students learn subjects by organizing them into sequences of steps in the first case or from the direct instruction from a referent like the teacher, the field learning style through which students best learn by seeing or living the language in vivid situations, the global-analytical, and the reflexive-impulsive style.

The sensory learning styles are also divided into three types: a) the perceptive: visual by seeing, audio by hearing and listening, kinesthetic by moving and having motion, and touch by perceiving; b) the sociological: by working better in group, individual when learning better with no peer's interaction, teacher-centered when students prefer being taught and instructed for better comprehension, and pair work when working with only one peer for interaction; c) the environmental: sound, light, temperature, classroom design, eating habits, schedule and mobility.

The affective styles include: a) temperamental styles: introverted-extroverted, sensory-perceptive; b) tolerant and intolerant toward ambiguity; and, c) brain-hemisphere prevail: left hemisphere prevail focuses on detail and symbol acquisition tending to become visual, analytical, reflexive and highly self-confident learners who can solve problems with available data; right hemisphere prevail focuses on imagination, creativity and affection. These types of learners visualize knowledge and usually tend to learn better by listening.

In conclusion teachers can design their classes depending on the ways every person prefers to learn and process information; the cognitive, the sensory and the affective learning styles are steps from a referent to the teacher and with these styles it works better in groups or individually.

Language aptitude

It refers to how well an individual can learn a foreign language, under given conditions and how this capacity is compared with others.

As with many measures of aptitude, language learning aptitude is thought to be relatively stable once a person matures, but of course it must be stated that every person has a remarkable learning aptitude for learning his /her first language (mother tongue) which surprisingly seems to disappear for most people once they go to school.

Carroll (1905) a well known psychologist in the field of educational linguistics, developed a theory about a cluster of four abilities that factored into language learning aptitude, separate from verbal intelligence and motivation. Using these four distinct abilities (phonetic coding ability, grammatical sensitivity, rote learning ability, and inductive learning ability), he developed a language aptitude assessment for adults.

The four ability components are defined as follows: a) phonetic coding ability or ability to perceive distinct sounds, associate a symbol with that sound and retain that association; b) grammatical memory or ability to recognize the grammatical function of a

lexical element (word, phrase, etc.) in a sentence without explicit training in grammar; c) associative memory or ability to learn associations between words in a foreign language and their meanings and retain that association; d) inductive learning ability or ability to infer or induce rules governing the structure of a language.

In conclusion the language aptitude depends on certain given conditions such as maturity, responsibility, ability to recognize the grammar and lexical elements in a sentence, intelligence and motivation to continue in the process, and finally practice every day.

According to Alsayed (2003), some factors have been examined to determine its correlation with success in second language learning: the attitude, instrumental and intrinsic motivation, social background, early first language acquisition and early exposure to the second language. Fifty subjects were chosen from the archives of the British Council later based on their accounts IELTS test. Twenty-five issues have taken mark 7 out of 9 or above on the exam, and twenty five had taken 5 and under in IELTS for 2000/2001.

This study proposed the following results: motivation seems to be the most significant predictor of overall performance in English as a foreign language, attitude does not seem to correlate with high achievement in English as a foreign language, early first language acquisition puts favorably correlated with auditory skills, but has a relatively low correlation to read and write, early exposure to English is highly correlated

with auditory skills, but a low correlation to read and write and the social fund has a moderate correlation with the overall achievement in English as a foreign language.

The results of this study shows that motivation plays a very important role in successful learning English as a foreign language. We can reinforce language learning by encouraging students to get high marks. It seems a spiral relationship between motivation and success.

Bain (2010) in this study the number of participants were 45 students who were surveyed. They belonged to different faculties of the university and had different skills as assessed, spelling, vocabulary, sound-symbol association, and / or memory repetition.

The results showed the following, it should be increased the time required to clarify, review, and compare the protrusions of the native language and new language. The rules of spelling and grammar structure, could help increase the efficiency in learning a foreign language. Understanding the terminology of grammar in foreign language study.

Another study carried out by Acosta-García and González (2012), is based on factors that influence learning script language English. El group studied population were all freshmen and sophomores at the University of Ciego de Avila, the sample selection is based sampling.

The basic type of method used was descriptive survey study which main objective was to determine the relationships between specific events (Cohen and Manion, 1985; Colas, 1994). The main data collection techniques used were questionnaires and free-response test to evaluate the development of writing skills.

The following results were presented the gender variable plays a significant role in scoring students selected for the study reach in the other dependent variables. Women have a higher level of development in writing, in all indicators. Similarly, women demonstrate a deeper motivation for higher than men who score higher in shallow learning motivation. Women also are those with higher scores in all learning styles analyzed in the study.

The sophomores have a higher level of development in writing, in all indicators. Similarly, sophomores demonstrate a deeper motivation for higher than freshmen who score higher on surface learning motivation.

The study provided by López (2012), is based on identifying the factors that influence learner motivation in learning Spanish or English as a foreign language at the college level, at a university in Taiwan.

The research is exploratory - descriptive with a mixed (quantitative / qualitative) cross-sectional approach based on interviews with foreign language teachers from both

universities and surveys of 90 learners of UAA and 70 students from the Catholic University Fu - Jen, chosen at random from different courses for data collection.

Data from both surveys Taiwanese students as Paraguayans detects that the factors that motivate learners of a foreign language are the use of technology and methodology of the teacher. Clearly indicates that technology today, is a very powerful tool that can help to language learning or any other discipline, but in no way can replace the essential role of the teacher, or the printed materials for language teaching.

Also the lack of suitable materials for teaching English adjusted to own area of each race and insufficient classroom hours negatively affects college students Paraguayans in foreign language study.

The last study was conducted by Bhela (1999), who highlights the influence of native language in second language learning. In this study this author demonstrates that when speaking and writing in L2, students tend to go back to their mother tongue.

The subjects in this research work were four adults of different ages and from different language backgrounds. The four learners were assessed in their English language mastery. They were given two sets of sequential pictures, one at a time, with which they were supposed to write a story in English, beginning with the first picture and ending with the last one. Next the learners were asked to write the same story in their native language. A second set of pictures was given to them to write a second story both

in English and in their native language. After the writing tasks, the four learners were video-taped while they were individually interviewed. They were asked to explain why and how they used a specific L1 or L2 structure in identified errors; they also needed to self-correct these identified errors in the L2 text. The Analysis of the learners' L1 written texts was done with the help of native language experts.

The results showed that the four learners were at a level where simple social exchange could be done in the English language; they made several mistakes but generally got their ideas across.

DESCRIPTION, ANALYSIS AND INTERPRETATION OF RESULTS

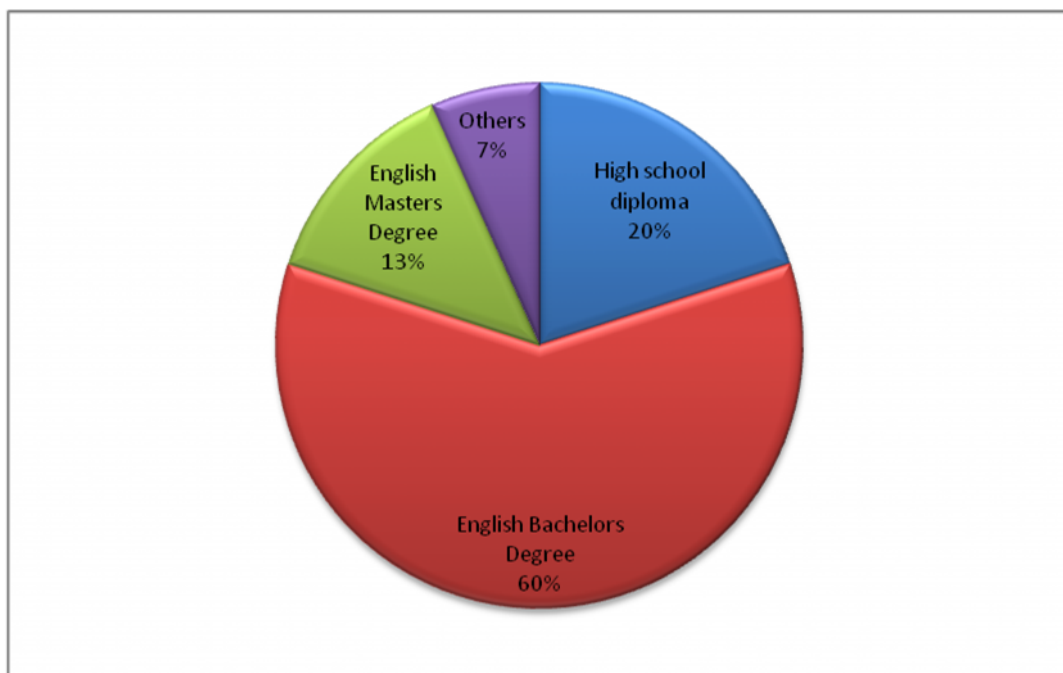
This research has the support of the collaboration of fifteen teachers and fifteen students representing 100% of the sample who work and study in four private schools located around Tumbaco and El Quinche. These institutions have prestige and are relatively new.

The research generated the following results related to the factors that influence the teaching-learning process of English in private schools of Ecuador.

Factors Concerning Teachers

Which level of education do teachers have?

Graph1



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

In this graph we can see that 60% of teachers have a Bachelor's Degree, 20% have got a High School diploma, and only 13% have a Master's degree.

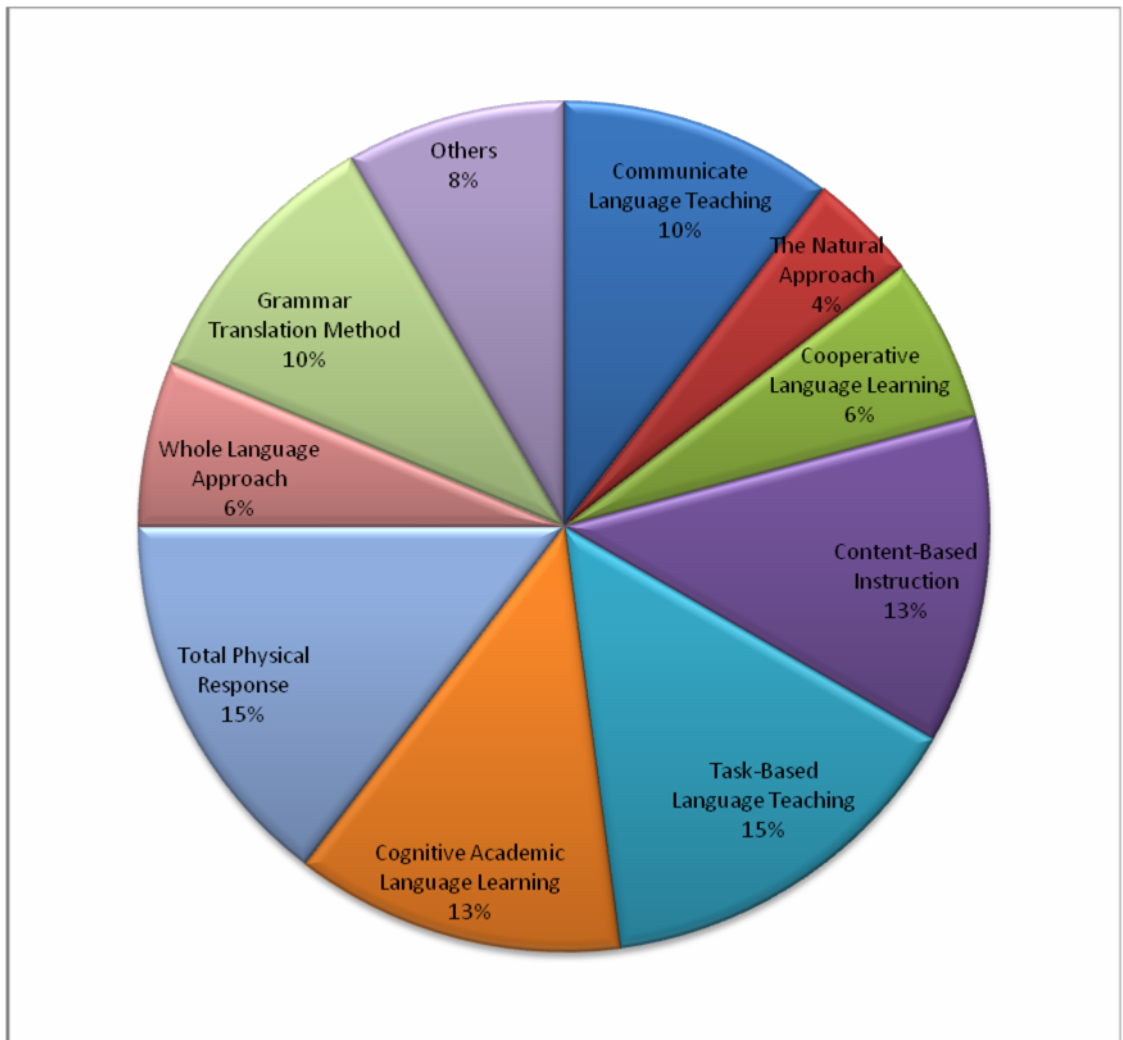
The information indicates that the teachers have a moderately acceptable level of professional training in college to teach the English language, whereas some English teachers still do not have their Bachelor's degree and have been teaching while developing their teaching careers to get their professional diploma.

Those teachers who have just a high school diploma were observed to perform at an extremely low level during their classes, their classes lacked of teaching techniques and class management skills. Students in these classes also performed at a very low level. These teachers were not able to carry on the class in English; they had a very low level of English language command.

The only teacher with a Master's degree was also the only one who scored a B1 level of English knowledge (as per the Common European Framework). This class was observed to have a very interesting and motivating environment; the teacher seemed secured and knowledgeable in order to manage the class successfully.

Which of the following methods were used in the class?

Graph 2



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

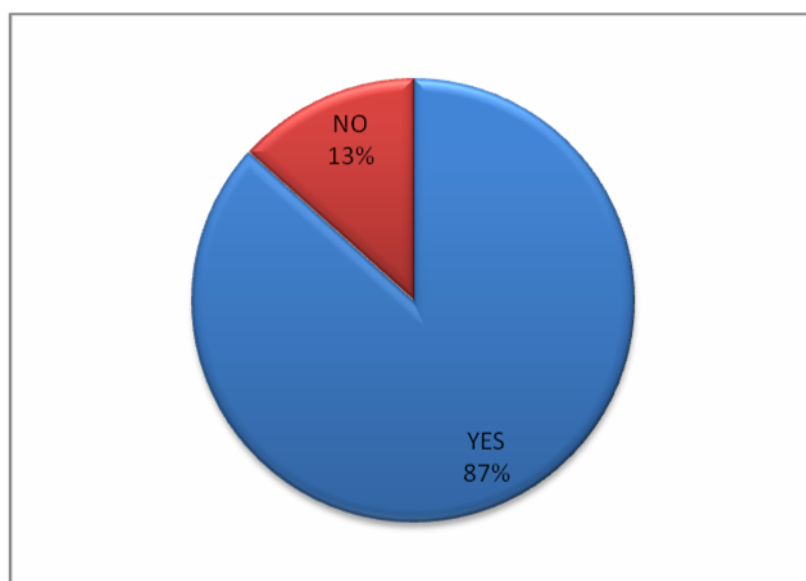
In this graph we can see that the methods for teaching English can be varied and there is not prevalence of any over the others, finding out that total Physical Response and Task-Based Language Teaching methods are slightly more used by the teachers in high schools with 15%, following by Cognitive Academic Language Learning and Content-Based Instruction that presents 13%, then Grammar Translation Method and

Communicative Language Teaching with 10%, others 8%, while Whole Language Approach and Cooperative Language Learning with 6%, and Natural Approach 4%.

In accordance with the new Ecuadorian structure for TEFL given by the National English Curriculum Guidelines, it has been pointed out that: “Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching.” As we can see, this approach is not currently being used by any of the institutions surveyed.

Do teachers use whole-group activities to teach lessons?

Graph 3



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

Analyzing the percentages we can see clearly that the teachers use whole-group activities to promote the participation of the students to make them practice more; students can analyze answers and tasks.

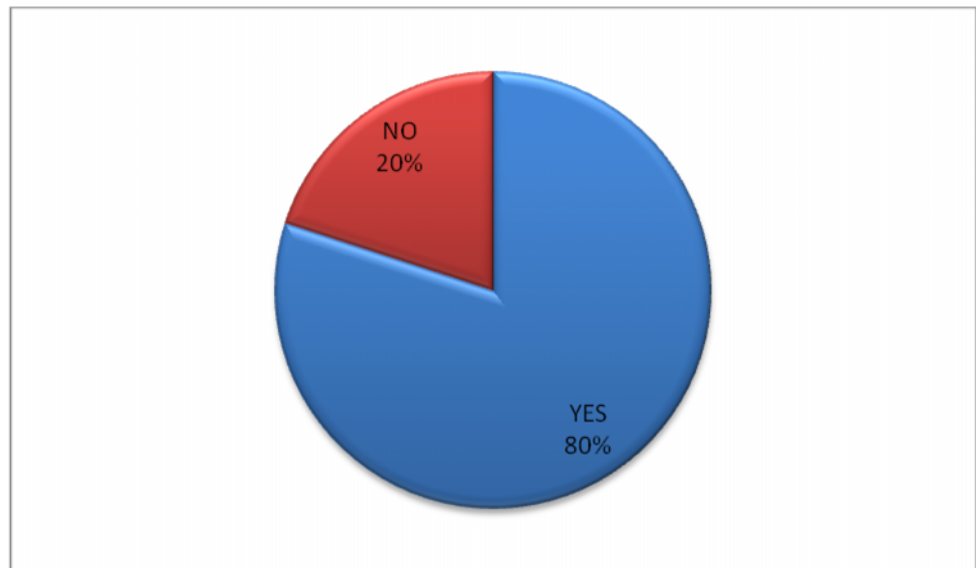
Using whole-group activities to teach lessons is not difficult, it is more dynamic and interesting because all students in class can share knowledge, practice language, interact and have effective and quick feedback.

The other 13% of teachers who do not develop this type of activities have claimed to find the reason due to the small size of their rooms and to the lack of time in their schedule. It is important to point out the fact that whole-group activities are closely related to Cooperative Language learning and to Task-based language teaching in the fact that these approaches push students toward communicative interaction based on common goals, but very often it is hard for teachers to manage the class structure in terms of organization, space and discipline when developing the steps of these methodologies.

Methods such as Cooperative Language Learning featured by Jeteo (2003), or the Project-Based Learning described by Suarez (2011), are hardly ever performed when carrying out EFL classes and instruction in the schools studied.

Do teachers use individual activities to teach lessons?

Graph 4



Author: Jimmy Zapata

Source: Private High Schools

The graph shows that 80% of the teachers use individual activities to teach lessons. When speaking about individual activities it must be said that most of the teachers mainly take into account the fact that paper activities, homework, tests and quizzes are the basic individual activities to be considered as the basis of their assessment.

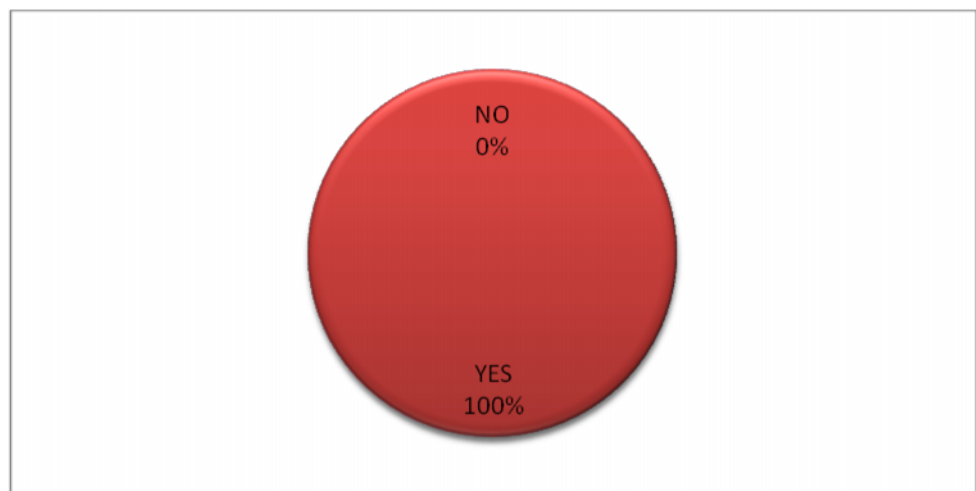
In contrast, 20% do not use individual activities since correcting a big amount of papers (written work) takes a lot of time, and they prefer developing group activities which are “easier” to evaluate such as, in-class participation by answering questions

randomly, or providing further examples and applications in written forms such as: isolate sentences or utterances on the board.

Students in their survey said that they enjoy their English classes, it was observed no motivation among the different groups, students in more than one observed class were not doing the teacher's suggested activity.

Do teachers use group work activities to teach lessons?

Graph 5



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

The graph shows that the students in the schools often work in groups, so teachers can evaluate the task group accomplishment as a whole rather than individually.

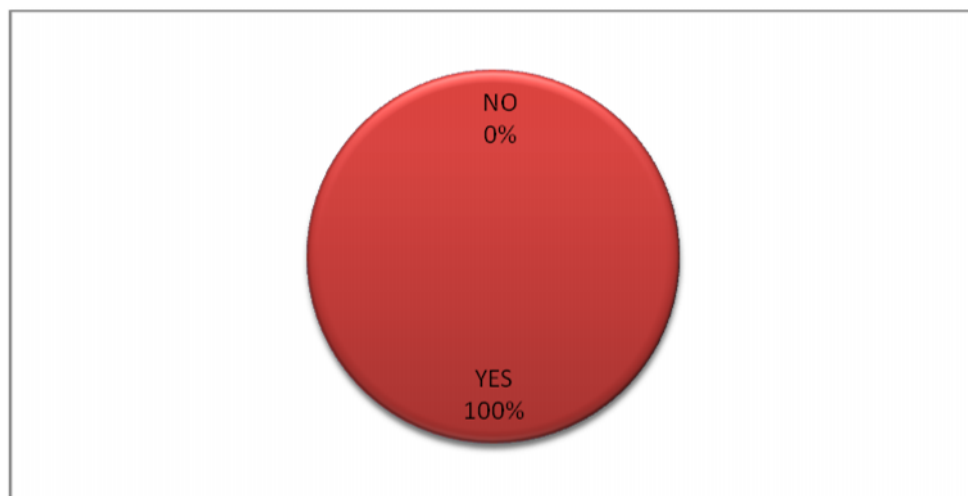
There are different types of classroom interaction that can be used to vary lesson plan. Teacher-centered activity is when the teacher controls the group. This can consist of lecturing, explaining and new grammar concept on the board, and having a whole-class discussion.

Teachers apply this technique to share communication, ideas and information among students, also to make them do research in English, and when teachers use group work activities the students can interact with each other.

Again, these results must be connected to Cooperative Language learning and to Task-based language because group work activities push students toward communicative interaction based on common goals, also finding the problems described previously. Also, it is important to remark the fact that students enjoy this type of activities more when the topics are related to day-to-day situations.

Do teachers use English most of the time in classes?

Graph 6



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

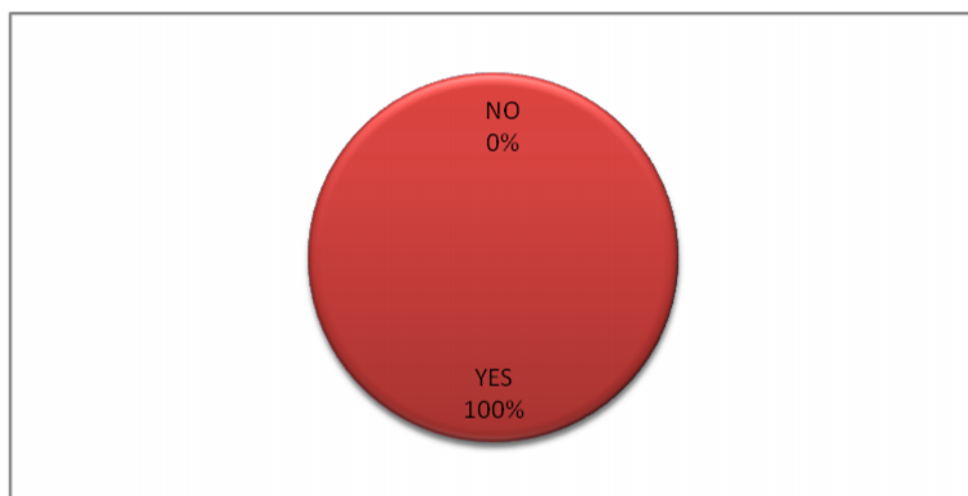
100% of teachers consider it very useful and essential that students are exposed to the foreign language all the time since it's the only way to have meaningful language learning experience. That is why the chart shows that all of them use the target language when teaching their lessons.

This is the only way to prompt students to use the language as the basic means of communication and therefore, they are pushed to a better acquisition of it in terms of real communication. As having observed the four schools, it must be said that there is a huge difference between the compulsion of using the target language as the only means of communication in the school in Tumbaco, and the almost total tendency of the other three

schools to make use of the grammar translation method with the underlying use of Spanish as a major tools to generate comprehension in a big percentage of the lessons.

Do teachers plan lessons?

Graph 7



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

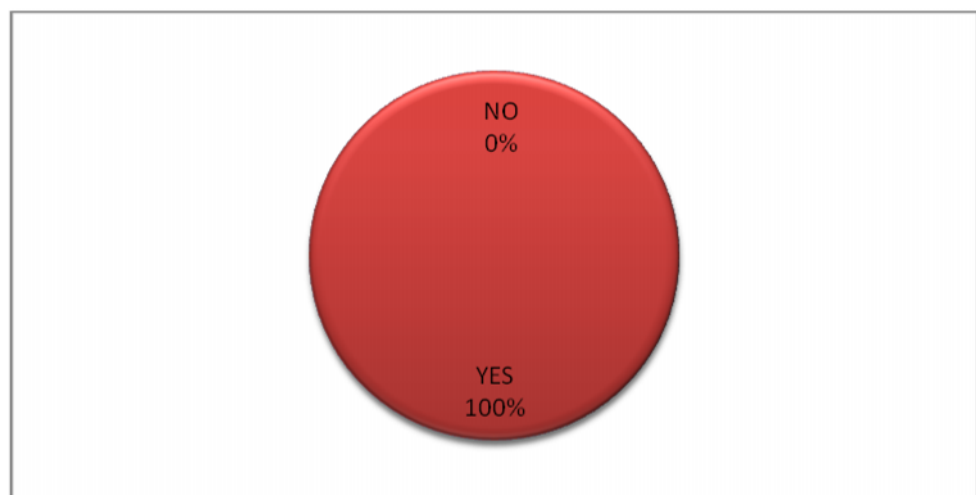
The graph shows that 100% of teachers plan their lessons. There was seen some variety of planning formats along the development of the survey. Some teachers literally take the textbook's planning formats provided by the different publishing companies that design the syllabus guiding the book.

About this issue, the Ministry of Education has portrayed the guidelines for the planning design and it is thought to be applied more broadly it cannot be coming as we are in year 2015. As on observation point it must be said that the only planning designs

that had signatures and checks with names of responsibilities registered were seen in two out of the four schools where the surveys and observations took place.

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

Graph 8



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

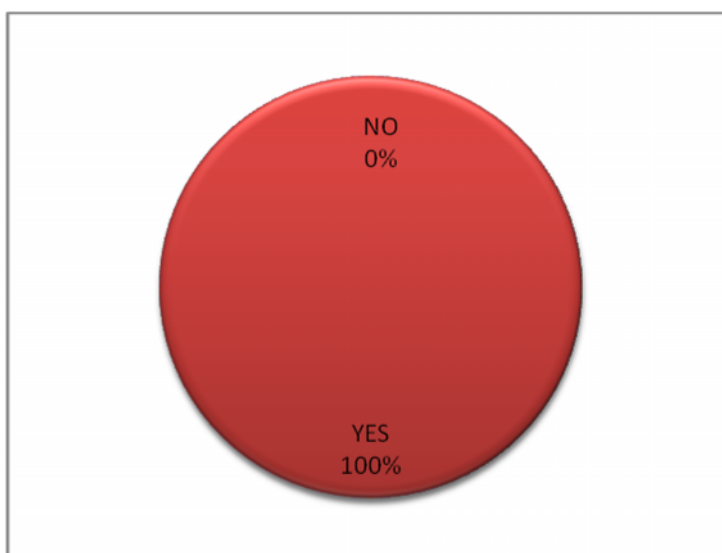
Aspects such as discipline, time, feedback and instruction to teach English lessons are the basis of planning for all the teachers interviewed for this investigation. They all consider it mandatory to have effective discipline management, accurate time organization of the teaching time, appropriate feedback from students in order to find out weaknesses or gaps, and the ultimate aims and objective of each lesson as the foundation of instruction.

It was seen during the observation that in spite of the fact that all the teachers plan their lessons mainly taking time into account, the type of activities carried out did not result in effective communicational and effective feedback, especially in one school in Checa, where the weekly rationale is of 5 and 3 hours weekly. This was totally opposite in the school in Tumbaco, where the feedback was better due to the fact that they have 10 and more EFL lessons weekly.

Factors Concerning Students

Do the institutions consider student needs to teach English successfully?

Graph 9



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

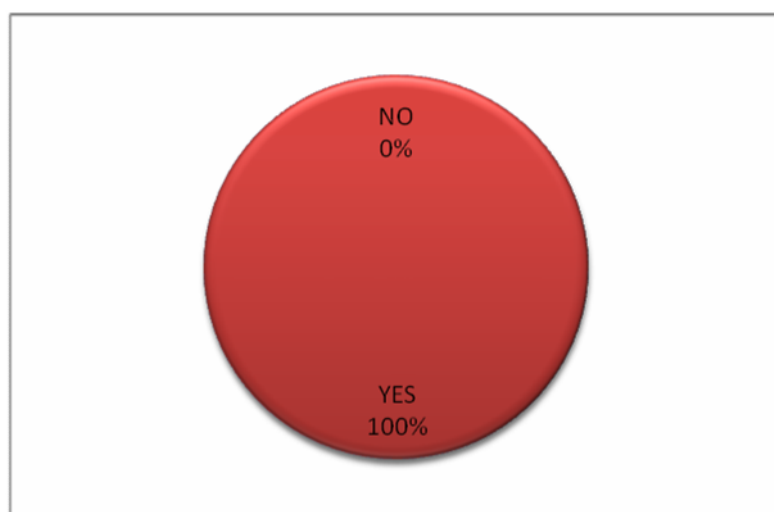
100% of teachers consider that it is very useful and essential to detect the needs, restlessness or potential problems that students have in their institutions or in their personal, social and cultural environment.

It is important that the authorities of each institution take into account the needs and personal backgrounds of the students for better English language teaching since the social environment is an essential element to determine the quality of instruction and achievements. Needs might be varied and in very different degree of affection to the learning process. For instance, in the observations carried out along this research, it could

be seen basic differences among the four schools as follows. In two of the four schools the authorities consider the EFL instruction as an “obligatory subject” to be taught more than a primary communicational tool for a globalized society. On the other hand, in the other two schools they do believe students need to manage English as a basic communicational tool effectively in order to face cultural and social challenges in the near future.

Do the institutions consider student level to teach English successfully?

Graph 10



Author: Zapata, Jimmy

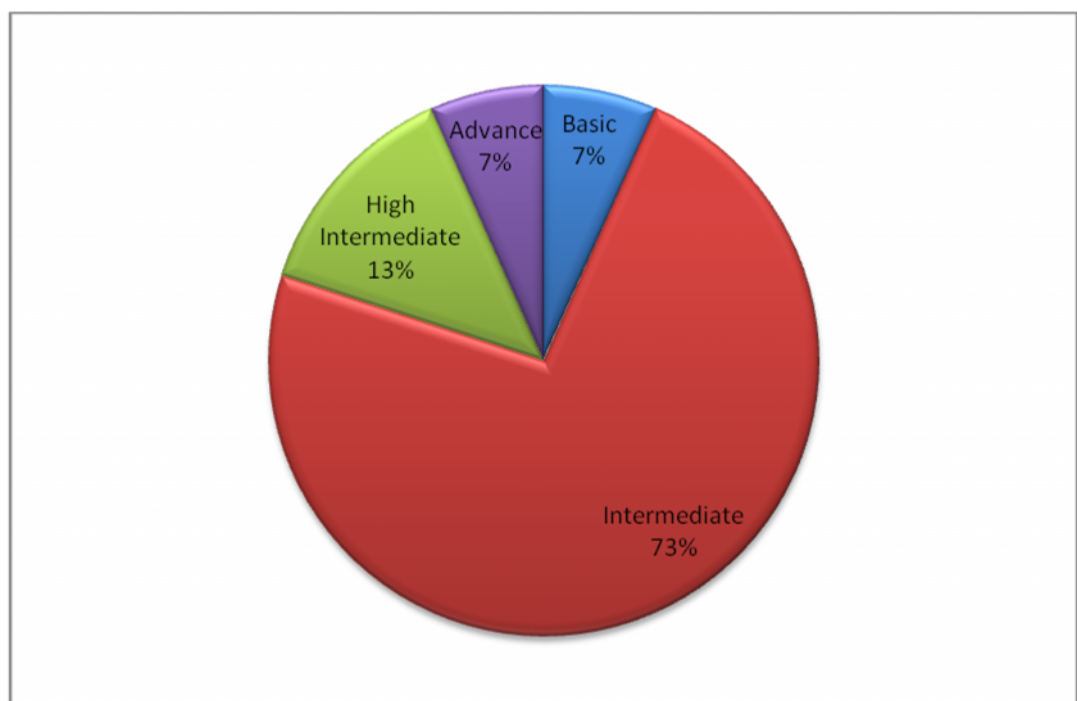
Source: Ecuadorian private high schools

In spite of the fact that 100% of the teachers regard the students' level when planning their lessons, it is not always seen as a challenging factor but a negative agent for their instruction due to the fact that having heterogeneous levels in each classroom can cause gaps or failure in students with lower levels of English proficiency. However,

there are standardized criteria that prevail when designing the syllabus instead of taking or developing careful or different activities for those students within the same work group. Ultimately, an academic balance needs to be obtained when designing lessons. When asked about the elements of this balance, all fifteen teachers agreed on three specific elements that should be achieved: first, content, when speaking about the basic information and skills that students need to learn; second, process that refers to how students make sense of the content being taught; and, third, product, in terms of how efficiently students demonstrate what they have learned.

What is the level of the students?

Graph 11



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

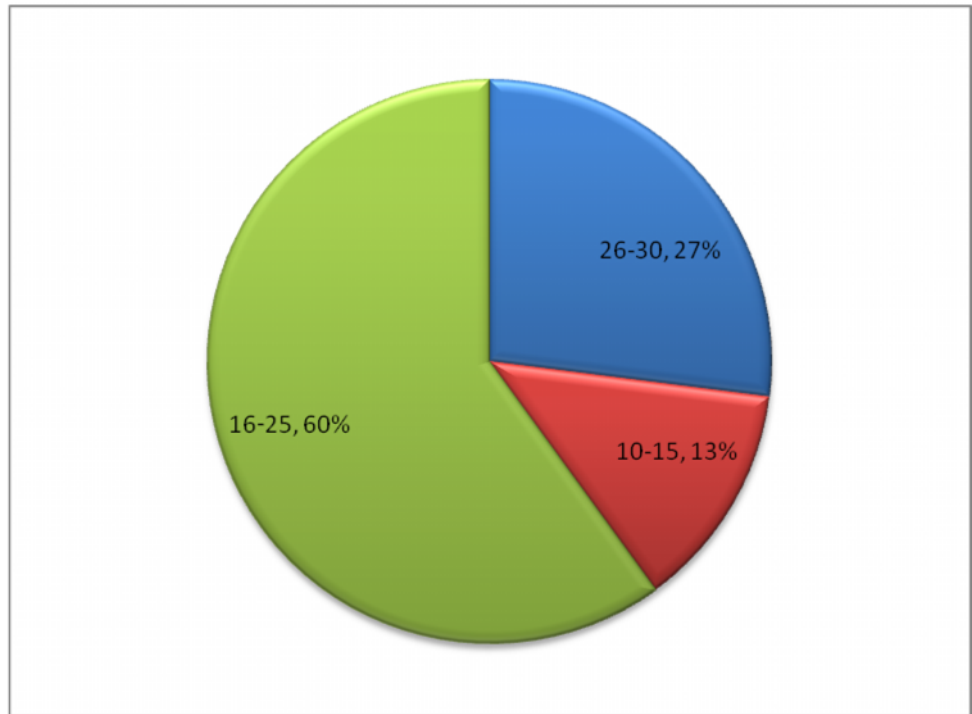
The graph shows that 73% of teachers have students with an intermediate level and 13% with high intermediate level, while 7% of them consider having students with basic and elementary level of English.

An intermediate level is actually high in terms of student production, and this is the level of the programs being used by the teachers interviewed for this research. It must be said that three out of the four schools studied attempted to feature the level of their students without any valid standardized measurement such as a test or placement instrument, while the teachers of one of the schools spoke about the level of the students obtained from official information resulting from a standardized placement test for this effect, the CELT test which is administered there by an external viewer. Finally, according to the current LOEI which is based on the CEFR, an intermediate level of proficiency in English is portrayed as level B1, the high intermediate is B2, the advanced is C1 and the Basic (low intermediate) is A2. After the observations, it is clear that the level of English proficiency of the teachers is heterogeneous since it varies from school to school and, even from teacher to teacher. Only 4 of them are legally and documented to perform a B2 level of EFL proficiency, which is the minimum standard demanded by the Ministry of Education in Ecuador.

Factors Concerning Classroom

How many students do teachers have in class?

Graph 12



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

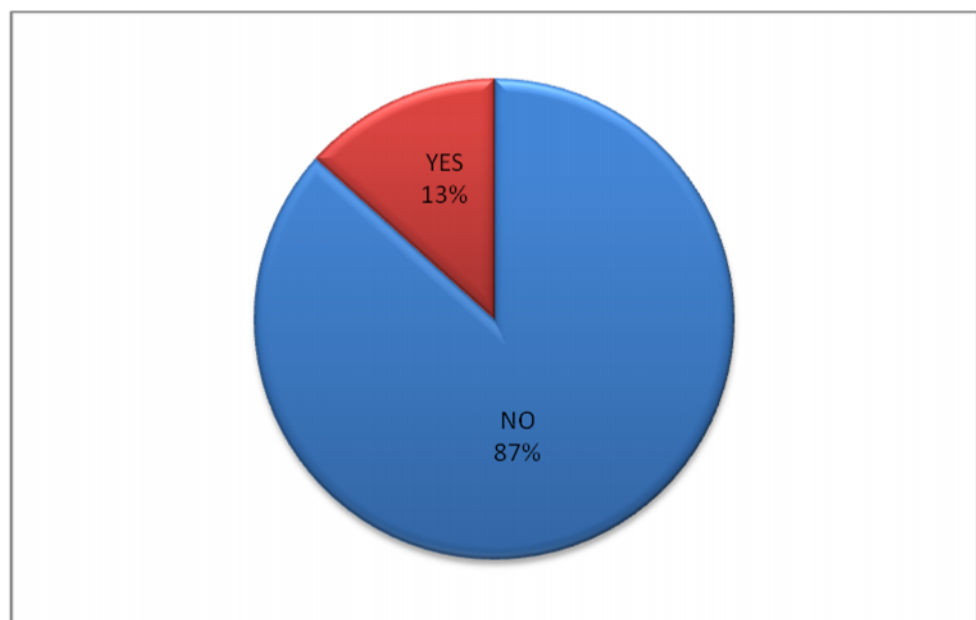
The graph shows that 60% of the teachers work with 16-25 students per room, 27% with 26-30 students per room, and 13% with 10-15 students in the classroom.

Regarding class size teachers in private schools still believe some of them have large groups of students which is a factor that complicates teaching of English language. The teachers who work with groups of 26 to 30 students consider these amounts as anti-didactic in terms of getting accurate feedback, because the teacher should not work with

more than 20 students for more interaction. There is also a built-in class size problem for these teachers in one of the schools, where the rooms are not suitable enough for these numbers of students. During the observations, it could be seen that group work activities and close teacher-students interaction is sometimes hard to be carried out due to this fact. Therefore, individual work is more often used as the main technique.

Do teachers feel comfortable working with this number of students?

Graph 13



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

To this question 87% of the teachers answered no, and 13% yes.

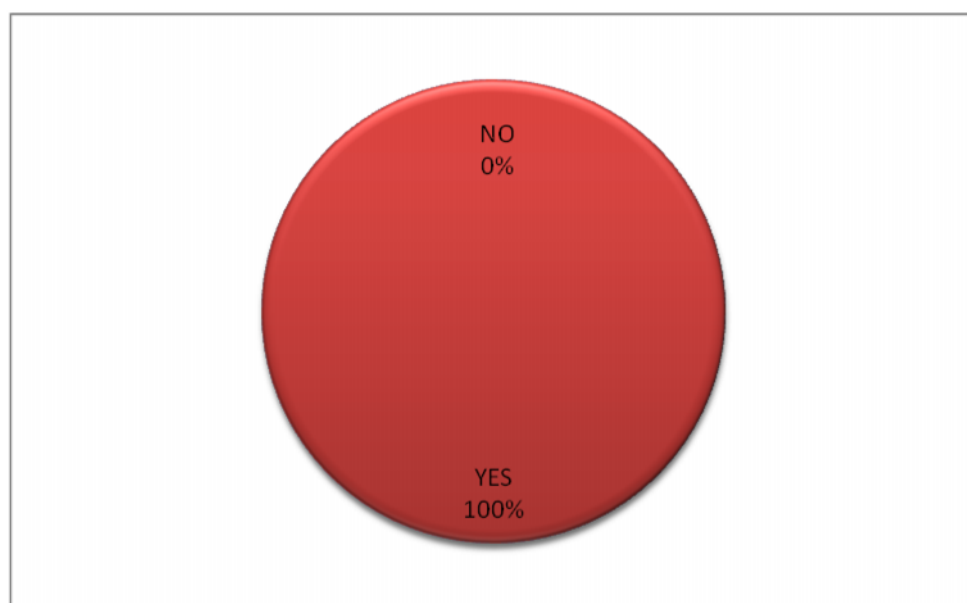
The graph shows that it is difficult to work with a large sized group, and as evidence in the above chart we see the results of the survey. These teachers consider this

as a problem because there is not enough and effective interaction among students, and between teacher and students. In their opinion, the optimal amount of learners in a language room should be between 16 to 20 students per class.

Teachers have difficulties to pay attention to the needs of students, because they cannot control tasks, activities and discipline as effectively as if the groups were smaller. It could be seen that class-size and class space are closely related specially in the class management system due to the fact that smaller groups have more chance to communicative interaction. This could be seen in two of the four schools, while in the other two not all the students had good chance to participate actively.

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

Graph 14



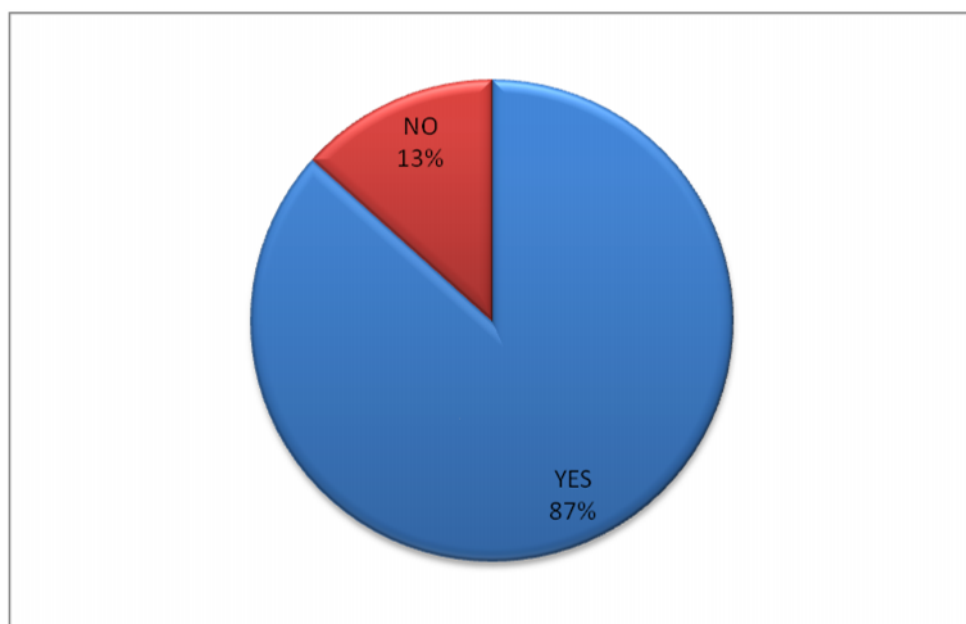
Author: Jimmy Zapata

Source: Ecuadorian private high schools

Even though all teachers agreed on that they work without problems in the classrooms assigned in their schools, they claim it is sometimes hard to carry out new and more creative ideas and activities. The fact that they manage to teach their lessons without problems is a positive factor seen in the private school and this actually results in disciplined groups. It was observed that there is a larger group of interactive and innovative ideas in rooms of 15 up to 25 students. This is the case of two schools, while larger groups in the other two schools tend to be taught more with oral interaction and didactic material, though.

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

Graph 15



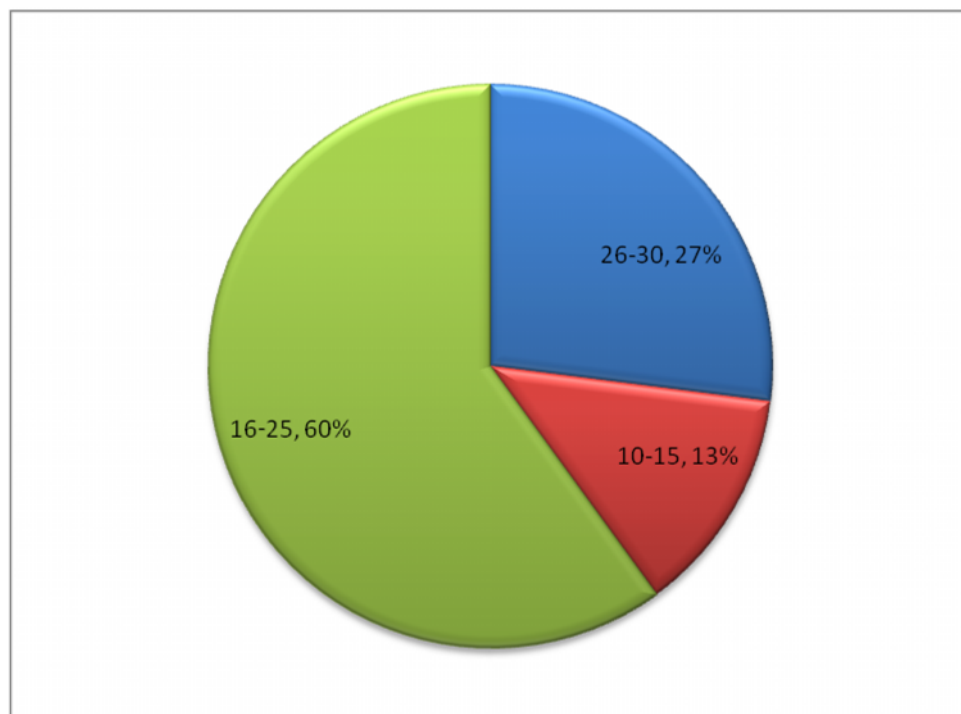
Author: Zapata, Jimmy

Source: Ecuadorian private high schools

To this question 87% of the teachers answered yes, and 13% no. Most of the teachers organize the students in their classes in relation to the activities planned, because this is a factor to be taken into account when planning the class to make sure that all students work and avoid distractions in the classroom in order to achieve an optimal environment for the teaching of English. The 13% of teachers who answered no corresponds to those teachers with large size rooms where the physical seating organization makes it really hard to arrange seats often. On the other hand, it must be said that the other 87% of the teachers do not only manage to accommodate their rooms regarding the lesson goals, but they also make use of other areas of their schools to work, such as: library, video rooms, lab, garden, and even sports outside the classroom to make their teaching more effective and motivating, as suggested by Acosta (2012).

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

Graph 16



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

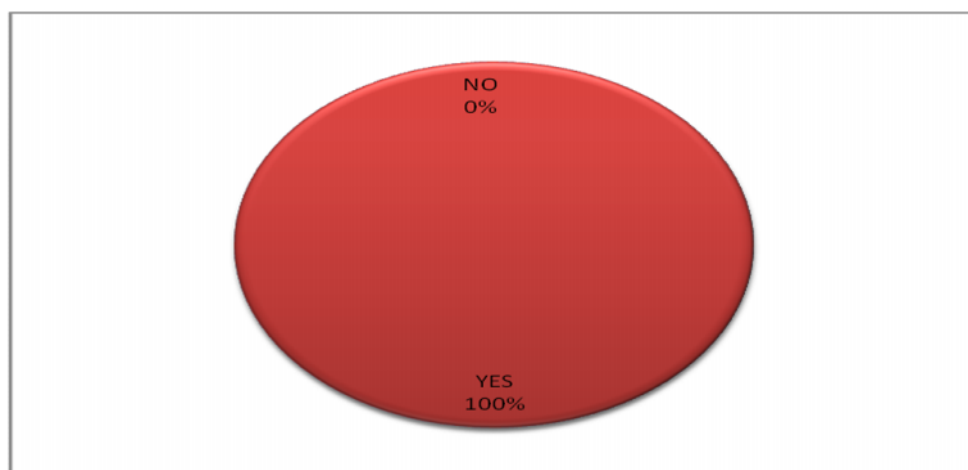
60% of teachers consider that it is appropriate to work with 16-25 students per class, other 27% with 26-30 students per class, and 13% of teachers think that it is better to work with 10-15 students per class which shows that the teacher prefers working with small groups in order to control discipline, tasks, games, etc.

Teachers think that it is more appropriate to conduct a class with medium sized groups, because there is more interaction and control. To develop teaching methodologies as the project-based learning, by Suárez (2011), the cooperative language learning or the

task-based language teaching, all teachers agreed on the fact that the class size is a determining factor in terms of getting positive, meaningful and accurate feedback from all students. That way, all the students might feel more motivated and eager to learn and practice the language actively.

Do teachers use teaching resources (TV, Tape/Cd recorder, Computers, Projectors, Smart board, and supplementary materials)?

Graph 17



Author: Zapata, Jimmy

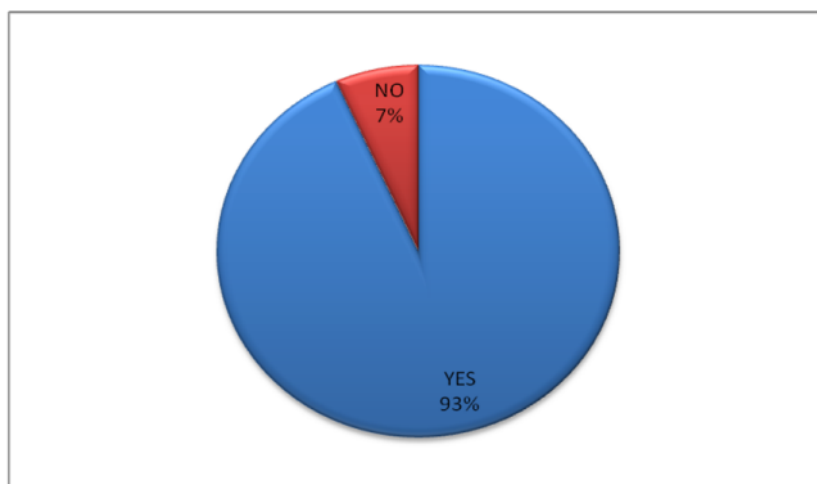
Source: Ecuadorian private high schools

The data show that an English teacher used to use any type of educational material as tape, CD recorder, computer, and projectors with the objective of making his or her instruction more understandable and meaningful, and this motivates the students. Teachers performed and developed several activities and they could create their own materials depending on the topic and activities in the classroom, but the most important thing is that students are always motivated as concluded by the observations made by

Acosta (2012). For example: use of music, use of visual aids such as pictures, slides, photographs, posters, drawings, etc., reading texts by means of newspaper articles, catalogs, postcards, word cards and others. In the observations carried out, in two of the four schools teachers make permanent use of different resources such as: teaching cards, posters, audio-visual resources, music, radios and handouts; while in the other two school, the use of the white board is the common and primary resource, as well as the course books.

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

Graph 18



Author: Zapata, Jimmy

Source: Ecuadorian Private High Schools

We can see that 93% of the teachers answered yes, while another 7% answered no to this question.

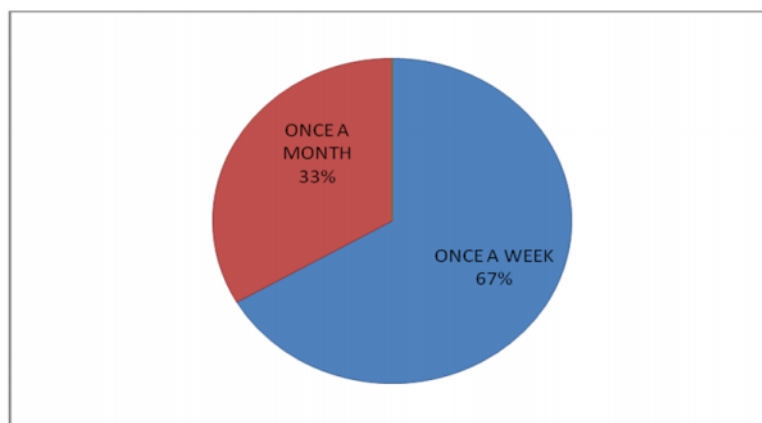
All of the textbooks and English programs currently available in the market provide teachers with some and in some cases with many and varied types of appropriate resources to support and reinforce the teaching process. In addition, the teacher's guides provide lots of ideas and tips to make use of other new and creative material beyond the one given in the programs themselves.

Observing the lessons, it can be said that the use of the basic didactic resources – the textbooks, white-board, and notebook- is effective in terms of accuracy and effectiveness. The use of handouts, supplementary material and especially technological devices such as CDs and recorders was often seen as quite motivating and meaningful.

Factors Concerning Educational Institutions

Does the institution review lesson plans?

Graph 19



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

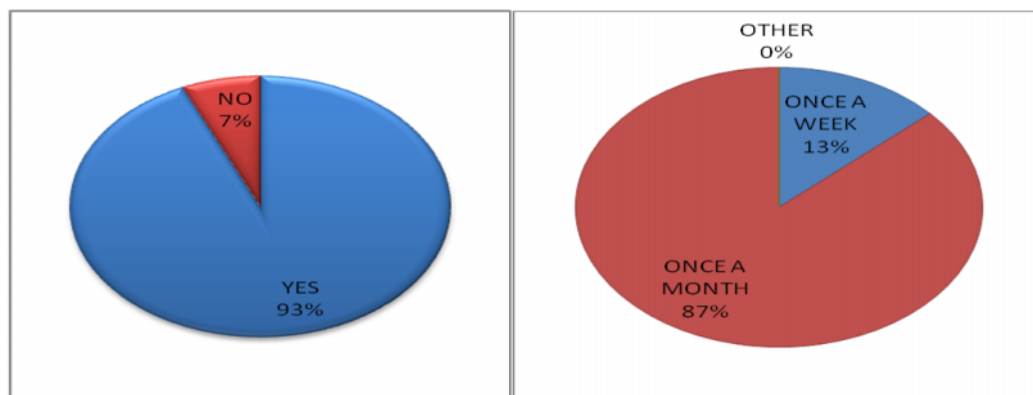
67% of the institutions surveyed review the lesson plans once a week and, 39% carry out this review once a month.

The data show that the lesson plans are reviewed deeply by the coordinator or director of the English area, but it is only signed by the authority. It could be seen that the paper format contains the essential information required by the national curriculum specifications: informative data, contents, assessment indicators, resources, class activities, objectives and rationale, according to English Planning Guidelines (2013). It was also observed that all schools have made their own adaptations to the basic formats provided by the national guideline in the unit plan, annual plan and lesson plan, but they have basically kept the foundation and basics provided by the authority (ME).

According to the English Planning Guidelines (2013), adaptations are welcome since the planning formats were passed as models to be accommodated by schools so that they suit their syllabus and their academic organization. During the observations two of the school showed to be currently applying the planning format suggested by the ME with some necessary adaptations according to their timetables and syllabus. On the other hand, the other two schools showed to have used planning systems which are totally different to the one suggested by the ME, and when the teachers were asked about it, their answers indicated that the planning format responds to institutional requirements.

Does the institution observe the teaching process?

Graph 20



Author: Zapata, Jimmy

Source: Ecuadorian private high schools

The principal has the obligation to observe the class of the teachers, therefore this occurs in all educational institutions; this is the reality as shown in the graph with 93% of the teachers with the exception of 7% of teachers who claim no to be observed. But generally it is done once a month demonstrated by 87% of the sample.

The LOEI and more recently the Standards of Ecuadorian Education have featured the foundations of efficient teaching processes along with the principles of efficient teachers. Hence, schools all around Ecuador have been adding and improving observation processes to follow up and keep track of the teaching process in the schools. However, the effectiveness of these processes has not been evaluated and once the schools manage to have their own programs for evaluating their faculty, there should be an organized follow-up of the teaching process.

CONCLUSIONS

- In private institutions the attitudes of students towards English teachers are more interactive. In addition, the relationship between their attitudes and the English learning environment were established; and the influence of variables such as tuition, textbooks, course for English beginners, grades, gender and social class influence in the learning process.
- This research shows that motivation is an important element when studying English. When teachers in private schools make their classes more motivational, students find learning English as a real tool to expand personal horizons in their lives.
- During the course of this investigation I personally conclude that EFL Teacher have to be included in project to innovate, update and obtain the necessary to improve the quality of the teaching learning process.
- The number of students per class affects the teaching process, when there are a few students in the classroom they have more opportunities to handle the language in the different skills (reading, listening, speaking and writing). In addition, they are controlled and monitored by the teacher, moreover, they focus more attention on the target language.
- The Ministry of Education, through educational authorities and institutions, includes the study of the English language at an earliest age possible, the same that promotes this language study at all levels. This is a very interesting idea that eventually concludes with a very positive effect on the attitudes of most students who are reluctant to English language.

RECOMMENDATIONS

- There are as many different learning styles as students' personalities and that is why it is advisable to keep close track of the learning style or styles that fit every classroom for every teacher and that should be a permanent element when designing the syllabus and instruction itself.
- Determining punctual and accurate placement standards to measure the real level of EFL acquisition is highly recommended as part of the institutional internal evaluation.
- Permanent teacher training and updating is needed as part of every yearly institutional program in order to keep staff aware of innovation and upgrading.
- It is highly recommended that in each institution the authorities control the lessons and plans that English teachers design, so, strict supervision is necessary.

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ANNEXES

- TEACHERS'S QUESTIONNAIRE
- STUDENTS'S QUESTIONNAIRE
- OBSERVATION SHEETS



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
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ABIERTA Y A DISTANCIA CARRERA
DE INGLÉS

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	()



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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 aprende 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!!!!



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TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

Students' needs (<i>age, personality, attitude, aptitude, motivation, and learning styles</i>)	
YES ()	NO ()

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

Students' Level (<i>Basic, Intermediate, High Intermediate, and Advanced</i>)	
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!!!!!!