UNIVERSIDAD TECNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

AREA SOCIOHUMANISTICA

TITULO DE LICENCIADO EN CIENCIAS DE LA EDUCACION MENCION INGLES

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

TRABAJO DE TITULACION

AUTOR: Loján Loján, Karla;

Romero Jiménez, Diana Carolina

DIRECTOR: Quiñonez Beltrán, Ana Lucía, Dra.

CENTRO UNIVERSITARIO LOJA

2015

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE TITULACIÓN

Doctora.

Ana Lucía Quiñonez Beltrán.

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: Factors that affect the English language teaching-learning process in Ecuadorian private high schools realizado por Karla Elizabeth Loján Loján y Diana Carolina Romero Jiménez, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Noviembre de 2015

f)……………………..

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

"Nosotras Karla Elizabeth Loján Loján y Diana Carolina Romero Jiménez, declaramos ser autoras del presente trabajo de titulación: Factors that affect the English language teaching-learning process in Ecuadorian private high schools, de la Titulación de Ciencias de la Educación mención Inglés, siendo Ana Lucía Quiñonez Beltrán 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 nuestra exclusiva responsabilidad.

Adicionalmente, declaramos conocer y aceptar la disposición del Art. 88 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "(…) forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis o trabajos de titulación que se realicen con el apoyo financiero, académico o constitucional (operativo) de la Universidad"

f………………………………….
Autor: Karla Elizabeth Loján Lojan
Cédula: 1104289465

f………..
 Autor: Diana Carolina Romero Jiménez
 Cédula: 1104599756

DEDICATION

My friend Diana and I put a lot of time, effort and hard work into this thesis. I would like to thank my husband Diego because he always helps me in everything I do and also my entire family, including my parents-in-law, who are always supportive about me and my goals.

Karla Elizabeth Loján

To my mother and father for their love, support, patience and understanding. To Diego and Daniela my lovely kids, who share their memories, experiences and adventures with me. Finally, I would like to acknowledge all of my friends, students and teachers who advised and supported our research. In particular I would like to express my gratitude and deep appreciation to my dear Fabiola whose friendship, hospitality and wisdom have supported me and Karla during this time. Thank you so much.

Diana Romero Jiménez

ACKNOWLEDGEMENT

CONTENTS

ABSTRACT

The present study investigated the factors that affect the English language teaching-learning process in Ecuadorian private high schools. This research was conducted in five randomly selected private high schools located in the city of Loja. In those institutions, fifteen English teachers and fifteen students were surveyed by means of a questionnaire. Furthermore, the fifteen teachers had to be interviewed and the same number of classes had to be monitored.

The analysis of the collected data was done in a quantitative and qualitative way. In this analysis, it was necessary to consider factors concerning teachers, students, classrooms and educational institutions.

The most important conclusion reveals that one of the factors which affect the English teaching-learning process is that not all the teachers have an English Bachelor degree because a teacher who only has a High School Diploma in their classroom shows a lack of knowledge in educational methods.

KEYWORDS: EFL teaching / private high school/ methods/ factors

Resumen

El presente estudio investiga los factores que afectan el proceso de Enseñanza-Aprendizaje del idioma Ingles en los colegios privados del Ecuador. Esta investigación fue desarrollada en la ciudad de Loja, en cinco colegios privados de la ciudad seleccionados al azar. En estas instituciones, quince profesores de inglés y quince estudiantes fueron encuestados. Además fue un requerimiento entrevistar a los quince profesores y observar el mismo número de clases.

El análisis de los datos recolectados fue realizado de manera cuantitativa y cualitativa. En este análisis fue necesario el considerar factores concernientes a los profesores, estudiantes, clases e instituciones educativas.

La conclusión más importante revela que uno de los factores que afecta el proceso de Enseñanza-Aprendizaje del idioma Ingles es que no todos los profesores poseen un título de Licenciatura en Ingles, el hecho que solo tengan un título de Bachiller muestra la falta de conocimiento en métodos para la enseñanza del inglés.

PALABRAS CLAVE: Enseñanza EFL/ Colegios privados/ métodos/ factores.

INTRODUCTION

It is well known that English is one of the most important languages around the world, not only because English is the international language of diplomacy, technology, science or business, but also because speaking and learning the English language is essential in order to interact and communicate in today´s globalization.

In Ecuador, English is taught as a foreign language in public and private institutions; however previous investigations developed in this country indicate that students are entering the university with little or no knowledge of the English language which is a huge problem because it limits the student's ability to find, understand and use the latest information and studies in their work. A lack of English language competency also means that they cannot apply for the vast majority of international programs and scholarships. For those reasons the Ministry of Education (2010) established educational politics to improve Ecuadorian students' English language level within both private and public institutions, to avoid the disadvantages in university studies.

Thus, the main reason to develop the present research is to identify the factors that influence the English language teaching learning process in Ecuadorian private high schools, which could be a guide to provide recommendations or find solutions to this problem, and to improve the English language level of Ecuadorian students.

Based on what is mentioned above, it is necessary to point out the objectives of this investigation, which are: to identify the students' English level and their needs in the classroom, determine the classroom conditions, in which the lessons take place, identify the characteristics of in-service English teachers and determine institutional facilities and norms regarding quality education.

It is important to point out that previous studies on factors which affect the English teaching-learning process have been conducted. One of them was developed by Aduwa-Ogiegbaen & Iyamu (2007) whose purpose was to find out which factors are responsible for the poor quality of teaching English as a second language in public secondary schools in Nigeria. Some of the limitations found in this study were poor policy and project implementation strategies along with a very limited or poor information infrastructure which goes against the efforts of the educational institutions.

Another study was the one performed by Chen (2008), the objective of this study was to understand how and why teachers implement information and communication technology into their language instruction and to explore the issues and barriers that teachers encounter

when trying to incorporate modern technology in their classes. The limitations of the study were the fact that data collection was confined to teachers speaking to other teachers and/or acquaintances thus the information was secondary and unreliable. The researcher was also not able to contact some of the active users in several institutions.

The third and last study was carried out by Zainol (2012) for determining the attitudes of the Libyan high school students towards ESL Learning. The results showed to be very unexpected and surprising since they revealed that the participants had a negative attitude toward learning English. They also agreed that teachers could involve affective goals according to the student`s personalities and needs.

Returning to the current investigation, it is important to mention that the present study will benefit Ecuadorian English teachers, students and educational institutions. It will do this by identifying and recognizing the factors that affect the English teaching-learning process.

To conclude this section, it is important to mention that the sample group which was studied was small; this was a limitation for the investigation. A larger group of students, teachers and private high schools could have given more view points and thus more data.

METHOD

Setting and Participants

The sample comprised of five randomly selected private high schools, fifteen English teachers and fifteen students from eighth grade to seniors, at private high schools in the city of Loja. The average age of English students was approximately 12 to 17 years old. These students have English in their schedule almost every day and most of the fifteen teachers were around 30 years old.

Procedure

An important part of the process itself was the theoretical research. Scientific support on topics such as; teaching a foreign language, learning styles, methods, teaching techniques, class size, classroom arrangement, lesson design, supplementary materials and previous studies about the research topics were investigated. All of the relevant information was then compiled and included in the literature review to support this present study.

After finishing the literature review, further information was collected by means of classroom observations, face-to-face interviews and questionnaires. The aforementioned took place within private high schools in the city of Loja.

The instruments used for collecting data were: observation sheets, questionnaires and note-taking. The questionnaires included questions which were answered by the teachers and students in a written way. The observation sheets included questions relating to the classes in general, methods applied during English classes, number of students, materials and so on.

This data was compiled and tabulated according to the questions in the survey and teacher interviews. All of the information collected was then shown on twenty graphs and quantitatively analyzed according to the factors concerning teachers, students, classrooms and educational institutions. After analyzing the information gathered during the field research, both the conclusions and recommendations of the study were drawn.

DISCUSSION

Literature Review

The Ecuadorian Ministry of Education (MinEduc 2014) admits that English is an important tool to understand people, culture and geographic boundaries. Learning and speaking more than one foreign language is crucial in order to interact and communicate in today's globalization. The importance to align the English curriculum to standards like the Common European Framework of Reference: Learning, Teaching, assessment and finally that the Communicative Approach is currently the most recognized because it comprises a theory of principles about the nature of language and of language learning and teaching.

So in the curriculum designed by the Ministry of Education (2014) the main goal is that English students achieve a B1 level of proficiency in high schools, allowing them to communicate effectively as independent users of English. Because it is important to build up the learners' communicative language competence in its linguistic, sociolinguistic, and pragmatic components through the development of the four language skills: listening, speaking, reading, and writing.

The significance of applying this curriculum is to expect 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 (i.e. science, commerce, technology) and accessing more labor and professional development opportunities either within Ecuador or abroad.

Once the pedagogical project of the Ministry of Education was briefly explained, let us focus on another segment.

Teaching Approaches and Methods

In order to improve the English teaching-learning process it is important to apply methods; since each one of them helps the learners develop different skills in the target language. This section includes five methods which are described below.

Total Physical Response: According to Richard and Rodgers (2001) this method teaches language through physical activity. James Asher, who developed this method, states that children respond physically before they begin to produce verbal responses; the general objective of Total Physical Response (TPR) is to teach oral proficiency at the beginning level and after basic speaking skills.

So with this method will produced learners who can communicate freely with native speakers. The ambition of this method is to produce learners who are skilled to communicate freely like a native speaker. The role of the learner is to listen and perform over the content of

learning, while, the role of the teacher is to act and direct the role. He or she plays with students as actors.

Communicative Language Teaching: According to Harmer (2007) the focus of this method is to have students communicate real messages, live real experience through communication and not just practice grammar. In few words, the objective of Communicative Language Teaching is to develop communicative competence. This communication can be developed through some principles in the classroom. Procedures such as: the use of language by learners through communication, the authentic and meaningful communication as the principal objective of the class, the importance of fluency in the communication and the integration of different language skills in communication.

In addition, Richards and Rogers (2001) mention that Communicative Language Teaching promotes effective communication since the learners are encouraged to communicate in the target language.

Content Based Instruction: This method refers to teach language through communication and exchanges of information. Richards and Rogers (2001) mention the learners are stimulated to think and learn through the target language. For example, if a student has to read any article, he or she does not only have to understand the information; he or she has to interpret the information as well.

The Grammar Translation Method: For Richards and Rodgers (2001), this method teaches language through grammar rules analysis and translating sentences and texts into and out of the target language. The principal objective of this method is to teach grammar through reading and writing and by presentation and study of grammar rules. Reading is made with difficult classical texts at the beginning. The classes are taught in the mother tongue and the target language is used a little, besides, the translation is done word by word to memorize the meaning of new vocabulary.

Furthermore, Brown (2001) states those classes are taught in the mother tongue with little use of the target language. Many words are taught in the form of list of isolated words.

Natural Approach: Richards and Rogers (2001) point out that this method is used with beginners' learners and it is designed to help them to become intermediates. The specific objectives depend on the learner necessities, skills and the level being taught. The principle of language is vocabulary, not grammar. This method is focus to develop basic communication skills and academic learning skills both oral and written. The role of the learner is to be involved in activities of full communication. The role of the teacher is to create a low anxiety environment and direct a rich measure of classroom activities. The role of the materials is to be real.

Managing Learning

It is important to consider the management of learning includes the role of the teacher students' groupings and troublesome behavior. Lowes &Target (1998) believe that management skills are important because they help to make sure the success of the teacher and the activities that will be used. It is very important to the success of the class that teacher organizes the activities properly. The role of the teacher is to develop activities according to the nature of activities. Then some teachers appear to be natural leaders and others feel happier when students are interacting among themselves.

Furthermore, Gower, Philips & Walters (2009) explain that the function of a teacher as assessor forces students to assess the student's work in order to see how well they are acting or acted. It is important that teachers make a difference between correction and organizing feedback. For this it is essential to: make the aims and objectives of the lesson clear to the students so that they know what they are doing and why, help the students to explore their own attitude to learning, asking them to think about why they want to learn English and teachers also need to help the students to assess their strengths and weaknesses and encourage them to think about how they would like to learn.

Additionally, Harmer (2007) suggests that whatever activity the students have to do the teacher should include: the board, a tape recorder, a work book, or computer, the teacher needs to give thought to procedures to make the activities successful. The teacher has to know if they can work as a whole class, in groups, or in pairs. The time assigned for each individual activity should be controlled.

Lesson Design

Woodward (2009) mentions that the success of the class depends on the Lesson Design, for this, the teachers should take into account the following aspects in their planning:

Things to consider in a lesson plan:

The students: the teachers work with them so it is very important to consider students' own ideas and requests in order to motivate them.

Time: it is significant to be conscious of the time and know how long the classes are and how many weeks does the teacher have to work. Knowing this, the class will be structured well for starting and finishing it on time.

Content: it is important to consider the student´s perceptions of what there is to be learned and not only what the teacher normally teaches or what have the students have already learned.

How people learn: knowing the way of learning the teachers will want to make sure their lessons contain chances for students to meet new language, notice things about it and remember and use and refine it.

Materials: these can be the starting point for good lesson planning. The important functions for writing a lesson plan are: the lesson plan objective, the working document and the record. The information to be included in a lesson plan can be under the following directions:

Aims: there will be always an objective for a Lesson Plan and probably secondary objectives.

Procedure: here is going to be showed how the class is going to be developed, how the objectives are going to be achieved and what will be done in each stage and why. Also in this phase is going to be showed the approximate time and the materials which will be used in the class and the instructions or questions that teacher is going to do in the class.

Approaches: for all the steps the teacher has to think what method will be use and the activities that will achieved the succeed his or her objectives

Materials: the teacher should make a note of what materials he or she will use.

Class Size

Taking into consideration that the main objective of the curriculum design from the Ministry of Education (2014) is to help high school students to develop their communicative language skills, it is significant to consider in the curriculum design how to work with large classes. According to Woodward (2009) there is no a clear definition of large class, the real problem lies in how the number of students affects the teaching process.

These problems include noisy classes, restricted space, lack of material for everyone, difficulties for organization and of course a lack of intercommunication in the class, then Woodward (2009) remains the importance to follow some principles for working with large classes:

- Use clear eye contact with individuals.
- Keep students involved from the beginning of the lesson in a way that working atmosphere will be tranquil to develop the class.
- Plan to establish a certain amount of routine.
- Group work: it is important to plan the class well, otherwise there will be chaos. The teacher should be sure that the whole class works together, those tasks which are planed must be clear and it is important to remember to give timing warnings towards the end of the group work.

Class Space

Harmer (2007) says that English classes, as in any class, vary greatly in size. To the success of the class is important the classroom space and seating arrangement, for this, there are two basic forms for organizing space:

Personal territories: according to the position of seats will be more participation of students, and then horizontal rows will permit students to work more easily in pairs. Groups of four or circle arrangements will be the best for students' interaction and circles will be especially useful for discussions. The groups will permit students to talk, help each other, share materials and work on group task.

Interest areas: to design interest areas will have influence in students' style of working. A teacher, Carol Weinstein in 1977 was able to make changes in interest areas that helped the teacher meet her objectives of having more girls involved in the science center and having all students experiment more with a variety of manipulative materials. To form personal territories will allow the flexibility needed for small and large groups. Using moveable desks, tables or seminar chairs will be different probabilities to arrange the class, for example with horseshoe arrangement the teacher will have easily face to face contact between the students and between students and the teacher and if the class has more than sixteen students could be good to make double horseshoe arrangement.

Classroom and Teaching Resources

Barker and Westrup (2000) explain that resources available to the student and the classroom make lessons more interesting and effective. For this reason, it is relevant to take into consideration, the teaching resources which are essential to for teachers work.

According to Cross (2008) flashcards are probably the most widely used visual aids in language teaching, they are just simple pictures on a piece of card or paper, moreover, they are an advantage over the board, they motivate and catch students´ attention, furthermore, they can be used for a variety of activities in the class process and they are used principally to present new lexical items, though they may also be used for review, This author also says that Realia, which is one of the best resources because it is not necessary to draw real objects when they are in the class or the teacher can carry them to class. The teacher can make a collection of them.

In addition, Gower, Philips & Walters (2009) explain that resources like the board*,* visuals and pictures are very common and they can be used for different activities, for example to teach colors, prepositions, word stress, etc. These are versatile and useful resources for teaching for example aspects of grammar which require structure meaning. Pictures and visuals entertain and motivate students to answer better, to answer to a textbook, or to exercise from the board. These resources are very useful, especially with beginners and intermediate learners who have learning difficulties sometimes.

Classroom Observation

To see what is positive or negative in the class development it is important to have a classroom observation. Richards (2001) gives a clear definition of what observation is he

defines classroom observation as nonjudgmental description of classroom events that can be analyzed and given interpretation. By judgment he means forming an evaluative opinion of conclusion. Non judgment is the opposite holding an opinion or postponing a conclusion. By description he means a verbal or written account of classroom interaction, finally by interpretation he means understanding what went on in the classroom in a particular way, to give meaning to the observed description of teaching and classroom interaction. For him the purpose of monitoring is to evaluate teaching.

Macalister (2010) explains that through this monitoring will be possible to see if learners have or not benefit from the course. After could be done suggestions for changes. This author mentions that the major types of monitoring and assessment that can occur as part of the course are:

Placement Assessment: learners are evaluated at the beginning of the course with the purpose to place them in the correct level.

Observation learning: during the class development the students are monitored while they do their activities to see if each particular activity is likely to achieve its learning goal.

Short term achievement assessment: at regular intervals during the course, students can be monitored to see what they are learning from the course.

Diagnostic assessment: this diagnosis is important for knowing students´ strengths and weakness. This diagnosis will help the teacher to know the areas with need.

Achievement assessment: generally this is made at the end of the course with the purpose to know what students have learned in the course and evaluate the effectiveness of the course.

Proficiency assessment: with this evaluation the student will be analyzed about his or her language knowledge in relation to areas of language knowledge which are based upon an analysis of the language.

In addition, to previous explanations Gower, Philips &Walters (2009) state that monitoring what students are doing is very important because it will permit the teacher to see how his or her work is being developed and what the results with students are. To monitor is important to keep the discipline especially with students who are not motivated, or younger students who have the temptation to abandon the task or talk in the mother tongue.

Moreover, Gower, Philips &Walters (2009) explain that working day by day with students the teacher will know the entire group and of course will know their reaction to different activities taught. Then monitoring the class the teacher will notice if he or she is going too fast or too slow and if the students are going at the same rhythm as him or her.

Learning Styles

The term "learning style" has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills (Reid, 1995).

It is essential to analyze learning styles, because the ways students learn differs from one to another. This is the way individual receives, catches, processes and retains information. According to Flowerdew & Lindsay (2005) to teach effective we must be aware of how or students approach their learning in general and how they prefer to develop their skills. Because individual students have their own preferred learning style, and because these styles can sometimes be predicted by factor such as ethnicity, age, type of task and previous learning. Although students may have preferred learning styles, this is not to say that they cannot use other styles. To expose learners to other styles teachers can introduce their students to range of strategies.

It is important to point out Woolfolk (2007) criteria, he suggest that learning styles are the characteristic ways a person approaches' learning and studying. Previous research indicates that students learn more when they study in their preferred setting and manner, but most research does not show a benefit. Many students would do better to develop new and perhaps more effective way to learn.

To complete the previous idea, Page and Page (2011) mention that teachers must have in mind that not all the students learn equally in order to avoid generalizing lessons, tasks and activities.

Language Aptitude

Also it is important to think through Language Aptitude. Richard-Amato (2003) explains that attitudes are influenced by people in the immediate environment as parents, teachers and peers, in the same manner Robinson (2005) suggests that aptitude is a complex of abilities such as processing speed, short and long-terms memory, rote memory, planning time, interactional intelligence, emotional intelligence and self-efficacy.

There are two factors that influence the language aptitude:

Attitude toward self: according to Adelaide Hayde, the students who are successful at learning languages are those who have a high self-esteem than those who are unsuccessful.

Attitude toward the target language and the people who speak it: on the word of Cummins stereotypical labels frequently reflect the power relationships within society as a whole. That is the attitude that a person has toward the target language and the target group, especially to peers.

Nevertheless, is important to notice Lowes & Target (1998) explanation about language attitude, they argue that teachers try to help students learn by exposing them to English and

providing opportunities for them to practice the new language in class as well as revise and learn at home, but they cannot learn for their students. Students who are successful are those who take some responsibility for their learning. Teachers can promote this by encouraging and fostering student's ability to remember, learn, extrapolate and archive their own, besides, Woolfolk (2007) said that when students make choices, it is easier for them to believe that work is important and that work is not fun. Consequently, they tend to internalize educational goals for their own.

At this point is necessary to review the results of some studies related to the factors that influence the teaching learning process. These studies are described in the following section.

The first study was developed by Aduwa-Ogiegbaen & Iyamu (2006), this study carried out a research in 30 secondary schools in Nigeria, it was applied to 3000 senior secondary students, through research questions as if teachers use instructional resources frequently in teaching English Language, if teachers use appropriate methods frequently to teach English Language and if students in Nigeria learn English Language in environment conductive to learning.

The methodology applied in this research was made over and done with questionnaires and observations. The researchers designed the questionnaire by generating a list of items, which required students' responses to teaching strategies, instructional resources/media used by the teachers, and the teaching/learning environment.

The study revealed the dominance of textbooks, dictionaries, chalkboards, workbooks and posters in teaching process, while audio and video tapes, language laboratories, programmed texts, flash cards, computers, magazines and newspapers were rarely used. English language teachers in public secondary schools in Nigeria are still the chief performers and dispensers of knowledge in the classroom.

The observation discovered some environmental deficiencies as: schools with leaking roofs and cracked walls, schools in urban areas with 70 to 100 students in a class, schools without electricity service, without libraries among other services.

Chen (2008) made a study to analyzed different situations as: how do EFL teachers in northern Taiwanese higher education institutions use Information and Communications Technology (ICT) in their instructional practices?, English teachers´ purposes for using ICT in teaching English and the factors that influence Taiwanese EFL teachers in the use of ICT and the issues and barriers that those EFL teachers find when they try to incorporate modern technology in their teaching.

The teachers that were investigated were 22 and they were from 16 northern different universities and colleges. Six were from national universities and the rest from private ones.

The investigation was made through a basic interpretative qualitative study design and also there were made interviews.

The purpose of the study was to explore which factors influenced those teachers' use of modern technologies and explain how and why they used those technologies. The collection of information was made using the interview protocol; it was made based on reviewing literature and on research questions. The research questions were: How do EFL teachers in northern Taiwanese higher education institutions use ICT in their instructional practices? What are their purposes for using the ICT in teaching English? And what are the factors that influence these Taiwanese EFL teachers in the use of ICT and what are the issues and barriers that these EFL teachers encounter when trying to incorporate ICT into their instruction?

Consistent to these questions, teachers in Taiwan make use of internet as a resource to teach English, in this way they expand the opportunities to learn outside the classroom. In this case internet is used more to improve listening. The purposes to use ICT in teaching English were to increase motivation and interest in students, also to offer genuine update material. When teachers learnt that ICT could provide resources and tools to improve their instruction, they started applying it.

In summary, ICT integration instruction is primarily in the experimental phase and half of these interviewed teachers use ICT to try out innovative methods in their instruction. Most use Internet resources as a source of supplementary materials and several have started trying blended teaching for a change of curriculum. While these teachers have unique strategies for different curricular areas, most use online resources to develop their students' listening skills. They take advantage of the Internet to provide authentic, updated, and multimedia instructional materials. Their ICT integration instruction aims to enhance students' motivation and interest and to assist students in developing autonomous and lifelong learning. Nevertheless, there are various issues, barriers, and challenges facing these interviewed teachers, or even today's language teachers. Therefore, most teachers expressed the need for support, particularly continuing professional development, to confront and accept the challenges ahead.

Additionally, a study developed by Zainol (2012) who wanted to: determine Libyan secondary school student`s attitudes towards learning English in terms of the behavioral, emotional and cognitive; and if there is any significant difference in the student`s attitude toward English language based on their demographic profiles.

The researcher used the process of questionnaires, were 180 students answer them and express their own personal perceptions about their attitude toward English Learning.

The results proved to be very surprising since they revealed that the participants had a negative attitude toward learning English. They also agreed that they did not believe that learning English would prove beneficial to them once they left school. They conclude that teachers might involve affective goals according to the student`s personalities and needs.

The fourth study, who was conducted by Taatabaei & Molavi (2012), they wanted to distinguish the motivated and demotivated EFL learners in terms of their EFL learning and determine which factors affect EFL learning of Iranian Islamic seminary students.

In this investigation the qualitative data were gathered though an interviews and two questionaaries; for this Fifty Iranian EFL seminary students were selected thought simple random sampling to answer the interview and the questionries. After identifyng the students opinion and attidutes, three English teachers and the head of foreign language deparment were interviewed to elicit their opinions about the aims of this study. Finally a general english profiency test was administered to check the students Englich profiency.

They conclude that there are so many factors that affect student motivation, not the least of which is the role of the teacher. Demotivation is a frequent and common phenomenon in L2 learning. The results of the study suggest that as with the other few studies in the field, factors like the high frequency of classes during a week, some more important subjects to be studied other than English, lack of English usage in daily life, lack of enough self confidence among seminary students and finally difficulties in understanding what they listen to in English, could demotivate learners if they are perceived negatively.

Finally, Rahimi & Rizi (2008) conducted a study to examine the use of language learning strategies by post-secondary level Persian EFL learners. They paid attention to the variables affecting learners' choice of strategies, and the relationship, if any, between these variables and learners' patterns of strategy use.

They used different instruments to collect the data of one hundred ninety-six participants. First to determine the proficiency level of the participants, by a reduced version of the TOEFL, then they answer a questionnaire related to the six strategies categories; the next instrument was the motivation questionnaire that wanted to determine the participants' degree of motivation in general. Finally, in order to determine the years of language study as a factor investigated in this study, the participants were asked to report how long they had been involved in learning English.

The results of the present research show that the context of language learning plays an important role in determining the nature and extent of this effect. However, students' learning experience and their awareness of the learning processes seem to have an impact on their choice of LLSs in this study. Similarly, the strong link found here between the level of motivation and strategy use once again points to the significance of higher motivation for language learning in EFL contexts like Iran where the lack of exposure to the target language outside the language class results in the lack of integrative motivation among language learners. It is, therefore, important that, curriculum developers, especially at early stages of language learning, provide adequate links between the objectives of the language course and their application to real-life contexts. It is also essential to modify the language curriculum to include activities that involve the students in the actual use of the target language.

**Description, Analysis, and Interpretation of Results**

This section quantitatively analyzes the information collected through the surveys which were administered to the teachers and students who participated in this study. This information was then compared with the results obtained from the teachers' interviews and the classroom observations which were carried out during the field research.

The following segments interpret the information in a cohesive manner so as to identify the factors, pertaining to teachers, students, classrooms and educational institutions, which affect the English teaching-learning process within Ecuadorian private high schools.

Quantitative Analysis

Factors concerning to teachers

Which level of education do teachers have?

Graph_1

13%

20%

67%

■ High School Diploma

■ English Bachelor Degree

■ English Master Degree
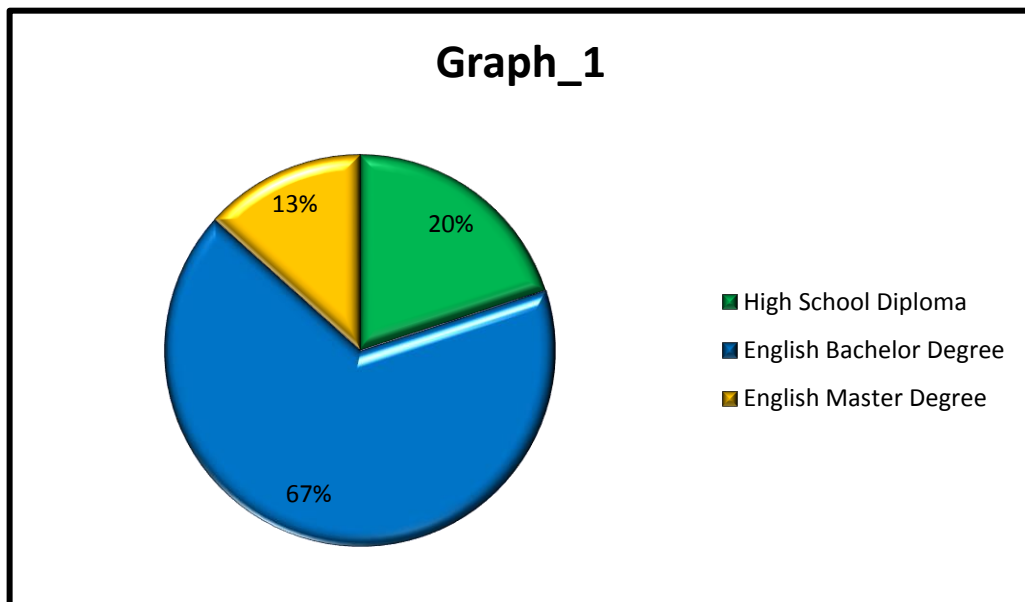
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

The survey showed that out of the fifteen teachers interviewed, 67% of them have an English Bachelor's degree, 20% have a high school diploma and just 13% have an English Master's degree. These findings mentioned before reveal our teaching reality.

The 67% of teachers who obtained an English Bachelor's degree went to college, in other words, they finished the university and obtained their English's bachelor's Degree. These teachers were observed and categorized as having a CEFR B2 or C1 level of proficiency as they express their English abilities clearly, conveying their ideas, thoughts and perceptions with fluency.
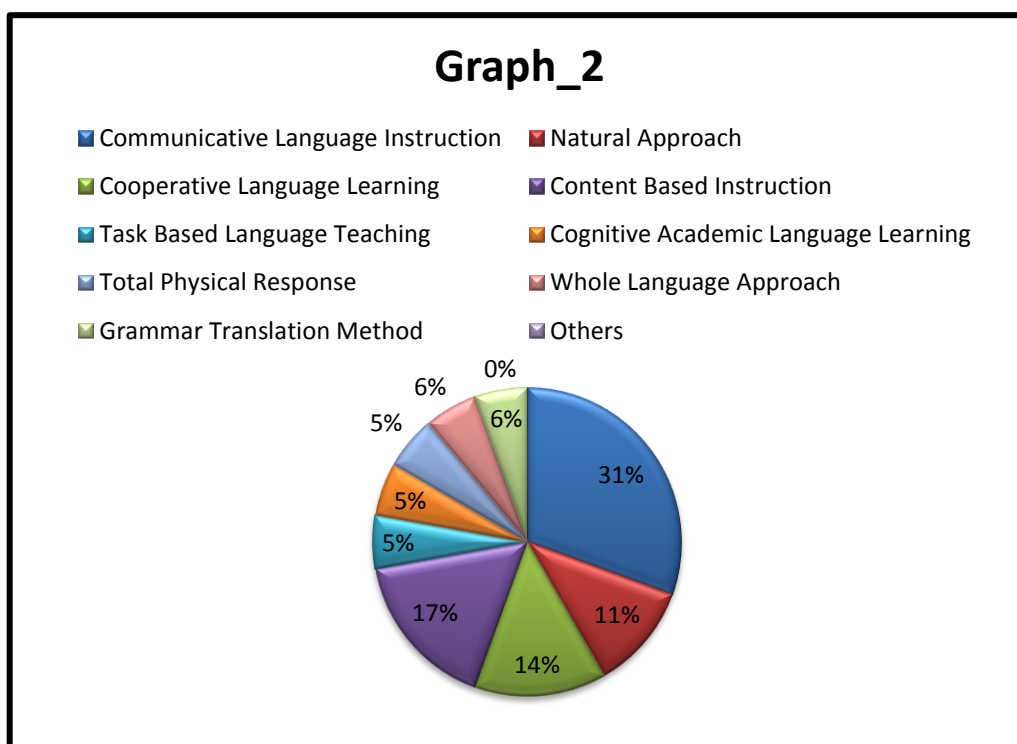
Additionally, these teachers expressed their desire prepared themselves, continue studying and further improve their English skills, which is beneficial for them and for their English students.

Graph 1 indicates that 20% of the teachers who took part in this investigation are not specialized and have no formal teaching qualification; nevertheless they participate in the teaching-learning process. These people are not qualified to be English teachers, not even to guide a class or be an active element during the students' acquisition of knowledge. This lack of formal training and teaching awareness affects the educational environment, since these non-professionals are asked to apply educational methods and teaching techniques which they are not familiar or able to deal with.

On the other hand, the 13% of the teachers represented in Graph 1 hold an English Master's degree. One of the institutions which forms part of the 13%, had a teacher who holds three PhD's in education. He is from Australia and teaches the preparation course for the TOEFL test, he has dedicated almost seventeen years to teaching English and has over sixty years of experience as a teacher. In addition to his vast experience and education, he has good language proficiency which facilitated the students' acquisition of the target language and they understood the information that they were learning and were engaged in an active and motivating way from the onset.

Which of the following methods were used in this class?

Graph_2

- ■ Communicative Language Instruction
- ■ 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

0%
6%
6%
5%
31%
5%
5%
17%
11%
14%

AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

According to the teachers' survey, 31% of them mentioned that they use the Communicative Language Teaching method. In the teachers' questionnaires was evident that the vast majority of them were unaware of the methods they use, however, there was a small number of teachers who knew exactly what method they were applying.

Most of the teachers who take part in the study agreed that Communicative Language Teaching is essential for teaching English. Richards and Rodgers (2001) explain that the main belief of this method is that language learners acquire the target language through using it to communicate. With this in mind, the main characteristic of all classroom activities should be authentic and meaningful communication.

Furthermore, an important dimension of communication is fluency because it involves the integration of different language skills. Considering all of this and the previous results, it is easy to understand why Communicative Language Teaching is the preferred teaching method within the private high schools of Loja.

During the observations it was also evidenced that the use of Content Based Instruction (whose main goal is to teach through communication and exchanges of information) and Natural Approach (which is focused on developing basic communication

19

and academic learning skills, both oral and written) are very frequently used specially with beginner English learners.

Throughout the entire classroom observations that were conducted, not once did we see the teachers apply Cooperative Language Learning. During the investigation it was evidenced that there was not one superior method for teaching a foreign language, rather it is better to apply specific methods based on the lesson that would be taught.

In addition, the students' point of view was also considered. According to the students' questionnaire, most of them (75%) were pleased and felt comfortable with the way their teacher presents English lessons. Classes were easy to understand and in some cases the enthusiastic atmosphere was clearly evident.

Continuing with the analysis and description of the results, the rest of the percentages were as follows: Content Based Instruction was used by 17% of teachers; Cooperative Language Learning by 14%; 11% used the Natural Approach; 6% the Grammar Translation Method and the Whole Language Approach; and finally Task Based Language Teaching, Cognitive Academic Language Learning and Total Physical Response were used by just 5% of the teachers.

Throughout the classroom observations, it was noticed that the majority of the teachers were familiar with most of the methods because most of them recognize every method. Nevertheless, there were a few of them who could not apply the methods in the correct manner. Teachers explained during the interviews that it was impossible to use only one method because they needed to account for the students learning styles hence they preferred to apply a variety of techniques

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

Graph_3

7%

93%

YES
NO
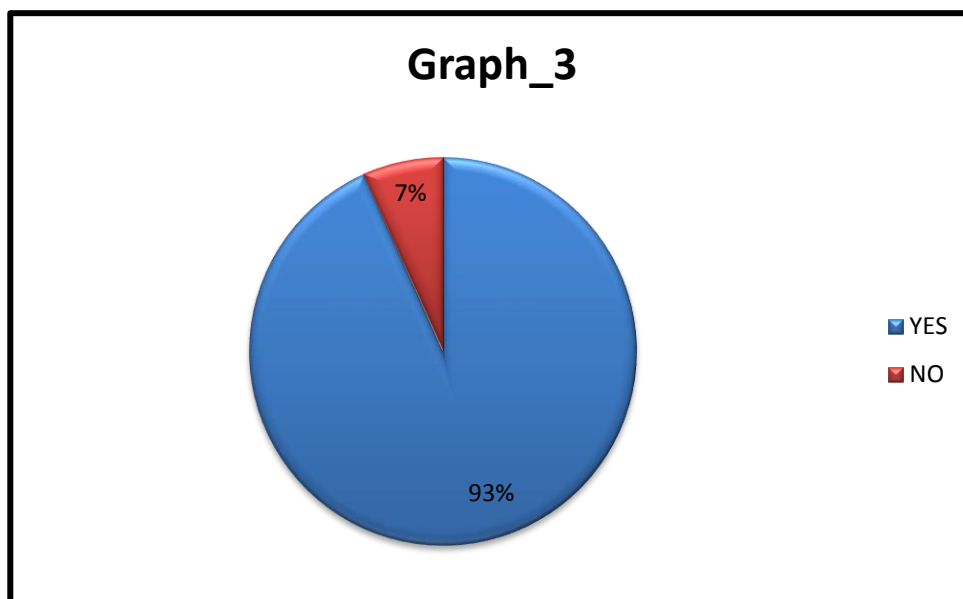
AUTHORS: Karla Loján, Diana Romero
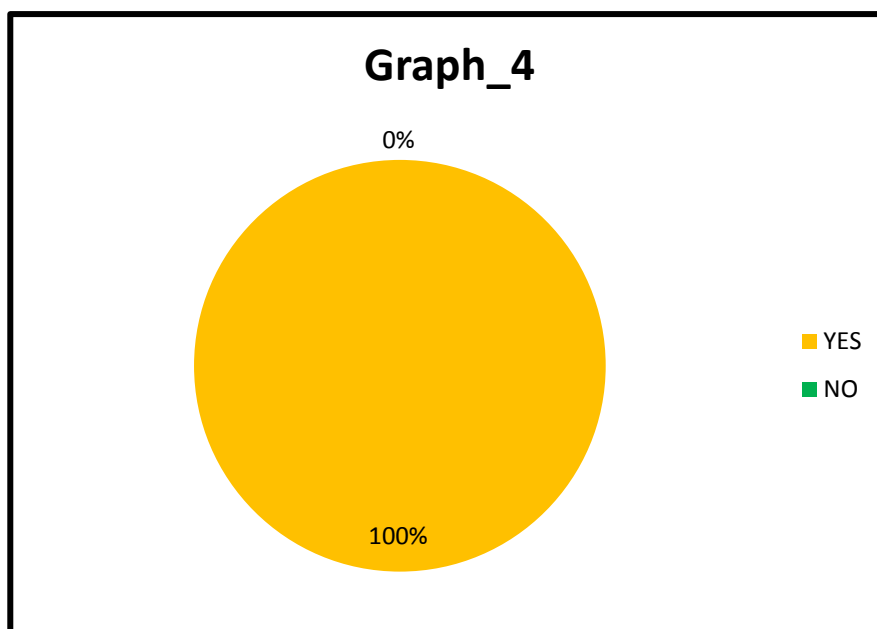**SOURCE: Teachers' Questionnaire**

Graph 3 shows that 93% of the teachers who were observed stated that they use whole-group activities in their classes in order to clarify a point of a lesson to all of the students simultaneously and help them construct their own knowledge through interacting with other classmates. It therefore appears to confirm what Pollard (2005) states about using whole-group activities during class, for example that the kinds of organizational procedures mentioned above, may give the teacher a chance to instruct the class more directly and efficiently.

On the other hand, Graph 3 shows that 7% of the teachers questioned, indicated that they do not use whole-group activities since they believe that these types of tasks are not useful when teaching English. This is especially true when they work with large classes as it is too difficult for them to supervise such a large number of students. Another reason for their way of thinking was that not all students are focused during these types of classes and thus do not actively participate.

In the students' questionnaire, 75% of them affirmed that whole-group activities motivated and encouraged them to learn the target language. In spite of this fact, during the observations it was evident that not all of the learners worked in a motivated way, some were uninterested, unfocused and were concentrating on other things rather than paying attention to what they were supposed to be learning.

However there were some teachers who motivated and interacted with the students by encouraging them to participate and express their ideas and opinions.

Do you use individual activities to teach your lessons?

Graph_4

0%

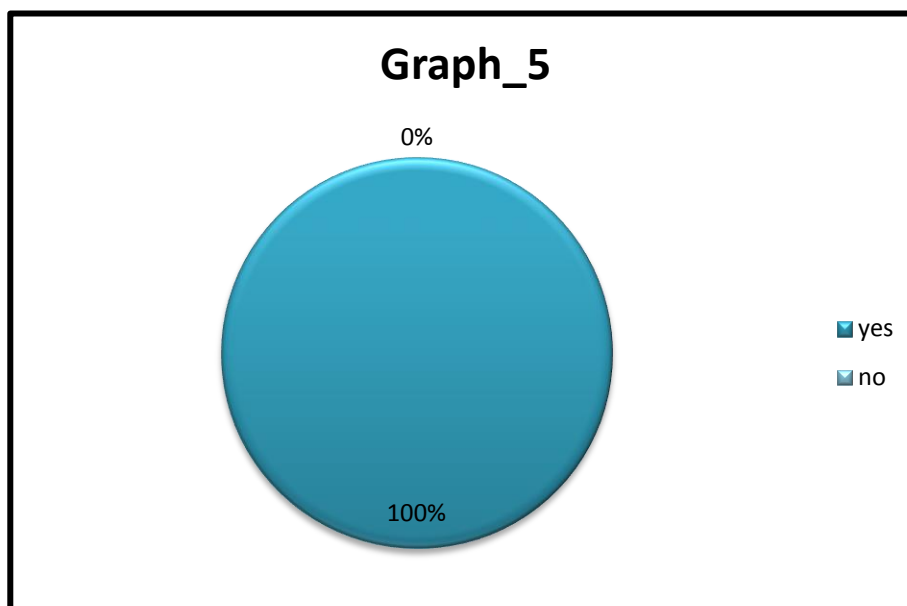100%

- YES
- NO

AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 4 represents the use of individual activities during English classes. According to the results of the survey 100% of the teachers use individual activities to teach their lessons, these include: oral tests, written activities, activities in students' books, class participation and so on. During the class observation it was noticeable that students make a great effort when they work alone, without the teacher's supervision.

All teachers confirmed that individual activities are very helpful, since by assigning individual tasks, they are able to identify the strengths and weaknesses of the students. Moreover, some teachers commented that they prefer to use individual activities rather than whole-group work activities, because in whole-group work activities students do not work well and they talk with their partners about unrelated subjects.

Furthermore, teachers do not have enough time to plan and prepare whole- group work activities especially when the seating arrangement and classroom space are not suitable for carrying out these kinds of activities.

Do you use group work activities to teach your lessons?

Graph_5

0%

100%

yes

no

AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

According to Graph 5, 100% of the English teachers who participated in this study use group work activities in their classes. Teachers want their students to express their ideas by encouraging the application of Communicative Language Teaching (CTL). Additionally, Woodward (2009) mention that in a group work it is important to plan the class well, otherwise there will be a chaos. The teacher should be sure that the whole class works together.

According to the teacher's interview, teachers agreed with this perception hence it is one of the reasons for use group work activities during English classes.

Furthermore, teachers indicated that group work activities are important strategies for English learners to increase their confidence and improve their use of the target language. In spite of this common opinion, not all of the teachers monitor their students while they are working in groups; they simply sit down and wait until the activities are finished, thus negating the whole point of group work activities and their benefits. It is essential to note that, fortunately, this is not the case for all teachers, as some walk around and monitor the class to make sure that students are working and making progress with the assigned tasks, this is the proper way to contribute towards the students learning process.

Students were asked if the activities developed in groups motivate them, 15 learners affirmed that this kind of task motivates them and creates a good atmosphere in class.

In the classes that were observed, most students felt motivated when they were working with their classmates, since they had the opportunity to share their thoughts and debate ideas on various topics.

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

Graph_6

0%

100%

■ YES
■ NO
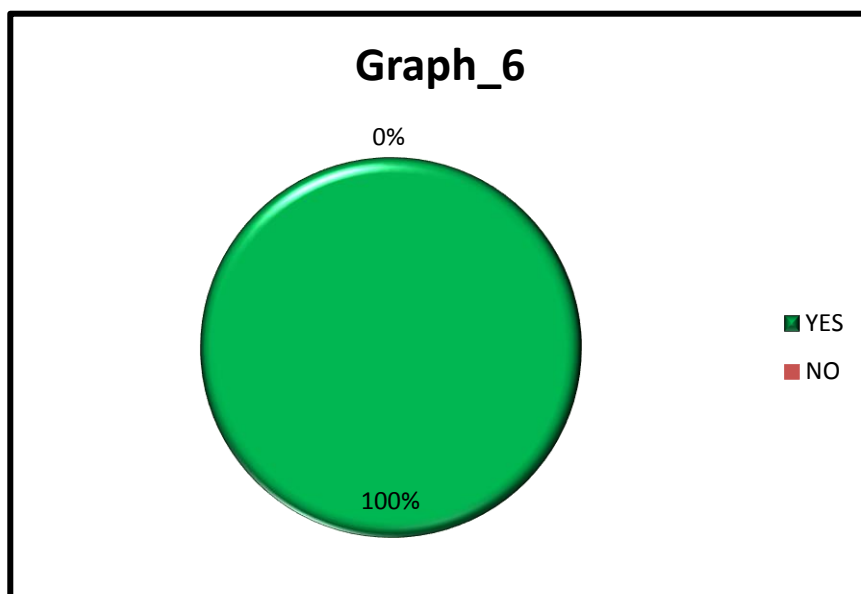
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 6 reveals that 100% of the English teachers indicated that they speak English for the majority of the time in their classes. However, the 80% of English students indicated that their teachers use English most of the time contradicting the results of the teachers' survey. Coinciding with the students' judgment, the classroom observations revealed that only eight of the teachers actually used English 100% of the time, four of them used it 65% of the time and three of them only 45% of the time. The teachers who used less English have problems with pronunciation and grammatical structures hence they explained vocabulary sections in Spanish for a "better" comprehension.

For 27% of the teachers who have students with a basic level of English, (see question 11) Spanish is "necessary" to explain grammatical rules or to get the students attention. For many teachers, giving English classes using Spanish to give explanations to students is a limitation, because they cannot use English 100% of the time owing to the fact that the students do not understand their explanations and/or instructions. The class observations also revealed that the higher English level classes (high-intermediate, advanced and TOEFL) were taught in English, 100% of the time.

Do you plan your lessons?

Graph_7

0%

YES

NO

100%
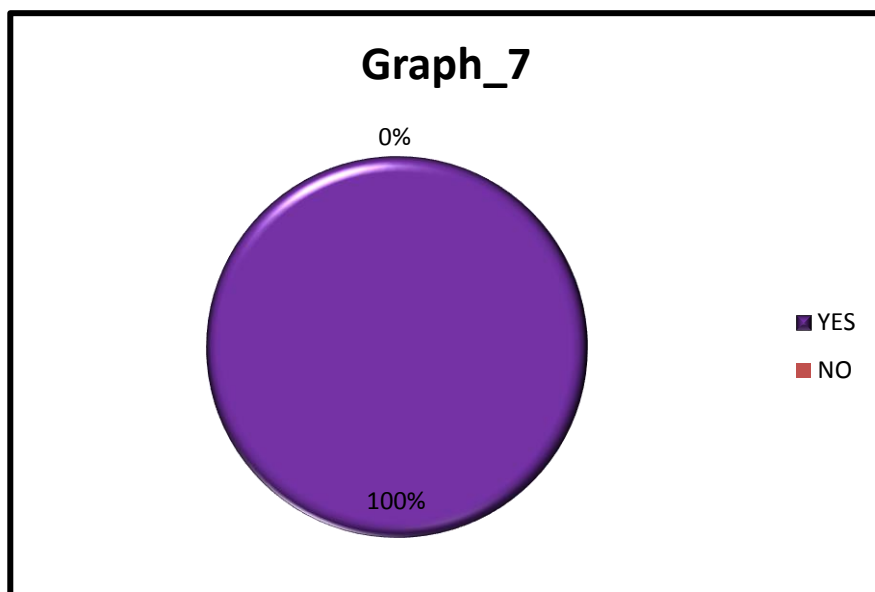
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

According to Gower, Philips &Walters (2009) a lesson plan is an aid to planning, a working document and a record. A lesson plan allows a teacher to have a written record and clear idea of what he or she expects the students to be able to do by the end of the lesson. In addition, a lesson plan also gives the teacher something to refer to in the lesson to help keep them focused and on target. Finally, a lesson plan can act as a record for the future, enabling a teacher or supervisor to see what the students have been taught and how. Furthermore, they can then use this to plan future lessons using similar ideas or variations of themes based on what worked and did not work in the past.

During the classroom observations, it was apparent that 100% of the English teachers plan their lessons in advance. Some of them mentioned that they have a lesson plan because it is a prerequisite of the institutions. When writing a lesson plan they take into account the following aspects: topic of the lesson, objectives, warm up activities, introduction to the new topic, guided individual and group practice, review/assessment/feedback plus materials and resources.

Of course, the uses of the aforementioned aspects depend on each teacher´s plan. Nevertheless, one thing is simply writing a lesson plan and another is using it in class. This issue was raised throughout our observations, as only 6 of the teachers actually followed their plan. Teachers who chose not to use their lesson plans merely continued with the

activities proposed in the book, as observers, we do not believe that those teachers achieved the goals that they proposed in their plans.

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

Graph_8

0%

100%

■ YES
■ NO
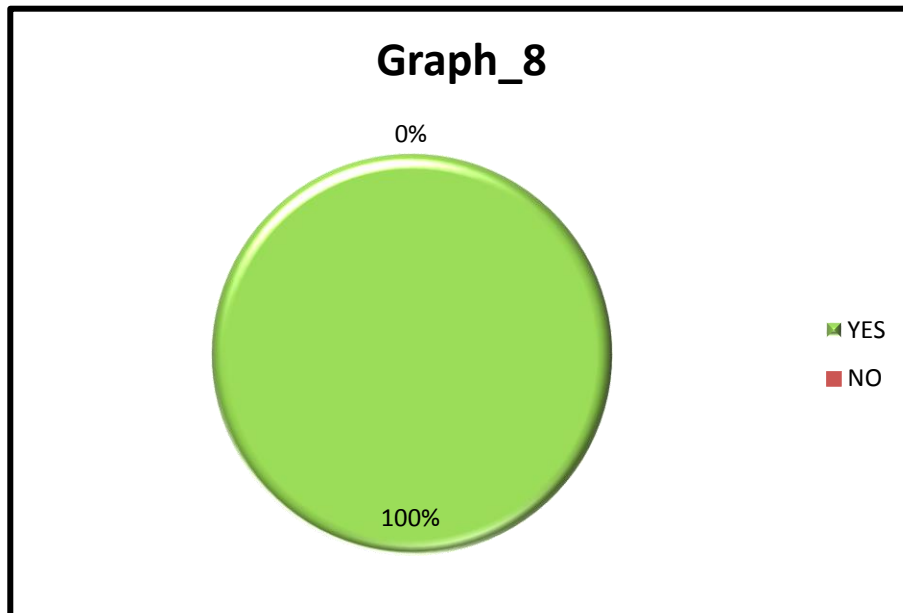
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 8 shows that 100% of the teachers, who participated in the survey, stated that they consider these aspects such as: discipline, timing, feedback and instructions when teaching their classes. Nevertheless, only six educators asked their students if they had understood the lesson of the day. It is important to remember that "By providing ongoing feedback you can help your students evaluate their success and progress. Feedback can take a number of forms: giving praise and encouragement; correcting; setting regular tests; having discussions about how the group as a whole is doing; giving individual tutorials…" (Gower, Philips & Walters, 2009).

Discipline in any classroom is an important aspect of the teaching-learning process. It was verified in the private high schools that on the whole students were well behaved; however, there were a few exceptions of those who did not follow the teacher´s rules. Some students seemed to enjoy participating during the class; nevertheless, there were others who interrupted with jokes and/or spoke with their classmates about things which were not related to the topic at hand. These disruptions tend to disturb the teacher and his/her class. Only eight of the educators who were under observation, controlled their students and made them pay attention to the whole class.

Teachers with little experience struggle with the kinds of problems previously mentioned; consequently, it is very difficult for them to control the class. For this reason, it is important to plan motivating classes, taking into consideration how they can control students and how they can keep them engaged for the duration of the class. In these circumstances, time plays an important role.

Classes only last 45 minutes, therefore teachers do not have enough time to provide the necessary feedback for the students, likewise students do not have enough time to complete their tasks and activities. Thus, it is important that the teacher gives clear concise instructions and does not waste time with impromptu activities.

According to the students' questionnaire, 92% of the participants expressed that their English teachers give clear instructions to help them complete their tasks, while 8% of the students do not always understand.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Graph_9

0%

100%

- YES
- NO
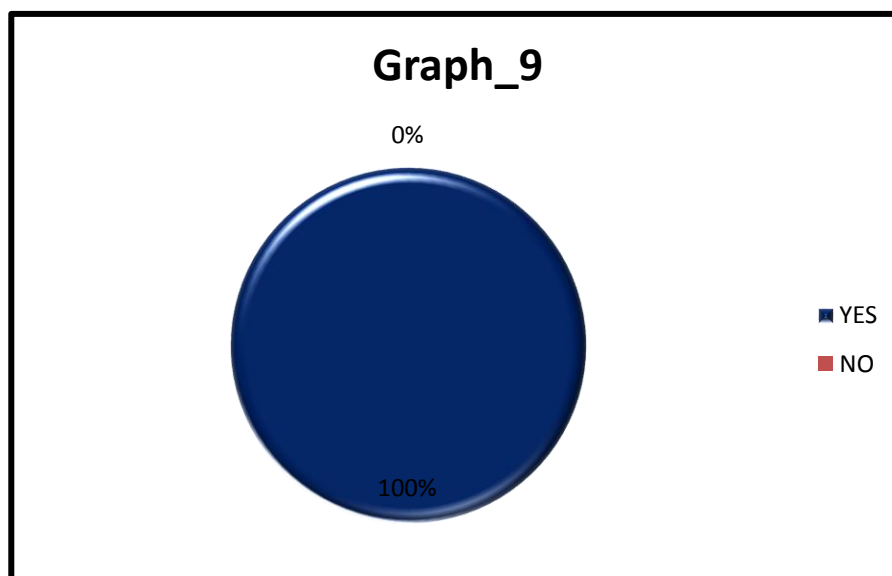
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Lightbown and Spada (2006) argue that there are a number of different learning styles that exist in today's world, among them are: perceptual based learning which caters to visual learners who learn something by seeing it, aural based learning which focuses on pupils who learn something by hearing it and finally, kinesthetic learning which provides for learners who acquire knowledge by performing physical actions.

Graph 9 reveals that 100% of the teachers who took part in the questionnaire confirmed that they consider their students' needs (age, personality, attitude, aptitude and learning style) while teaching their English class. They also argued that by considering those aspects they are able to personalize the class and as a result obtain better outcomes.

Eighty percent (80%) of the teachers assigned listening, speaking and reading activities based on the students' English level and age. Furthermore, since the students' needs were taken into account, most of the activities carried out during the English classes were stimulating and interesting for them.

On the other hand, it is necessary to point out that 20% of the teachers claimed that they consider their students' needs, actually they did not. This was clearly evident during the classroom observations, in light of the fact that the topic of the lesson was not introduced in the correct way and the tools plus materials employed were not appropriate for the students' level.

Based on these findings, we can verify that it is important for teachers to consider the learning styles of each student. It is essential for teachers to know the right way to obtain and maintain their students' attention; this usually relies on a mix of a good method, a well-planned lesson and the flexibility to modify the contents of the lessons according to students' needs.

Do you consider students' level to teach English successfully?

Graph_10

0%

100%

■ YES
■ NO
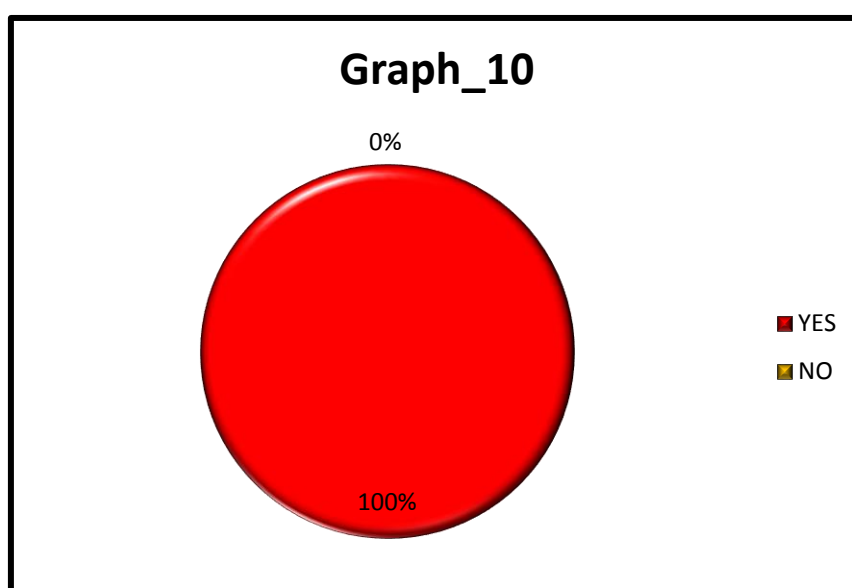
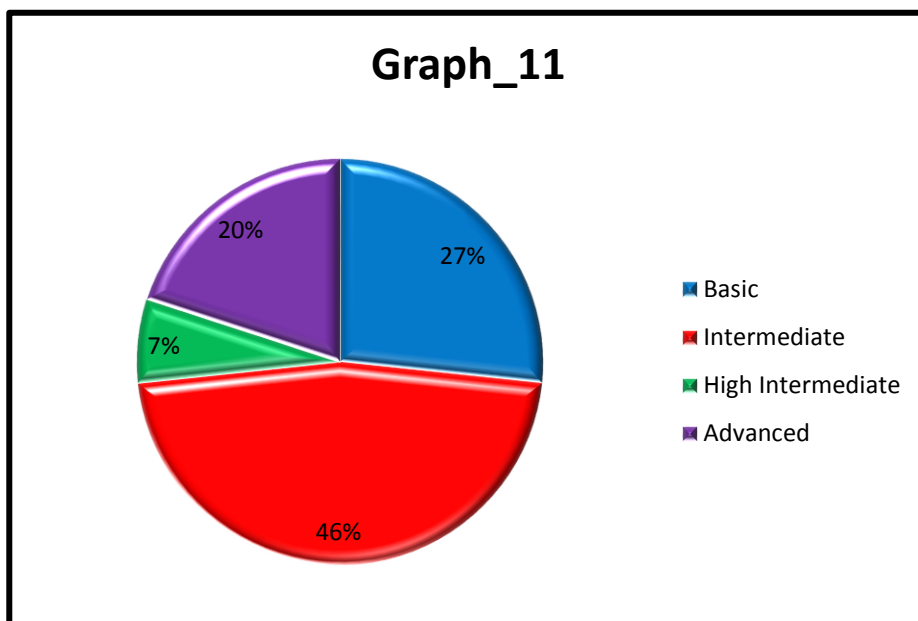**AUTHORS: Karla Loján, Diana Romero**
SOURCE: Teachers' Questionnaire

Graph 10 shows the results of the question 'Do you consider students' level to teach English successfully? Of the teachers who participated in the survey, 100% answered positively about considering the students English level before giving classes. Teachers who are trained in teaching English as a Second Language (ESL) or as a Foreign Language (EFL) are able to define the most appropriate way to test the students' level of language development, both, in his/her native language and in English.

During the observation process, it was witnessed that some private high schools have different ways to teach English; one is to divide students by levels (mix students from different courses and ages) and another is according to the students' school year (students stay in their class, their English level is not significant). Although inconclusive, teachers insisted that their students were in the correct class corresponding to their level.

Whilst carrying out the classroom observations we administered the students' survey to pupils in the basic, intermediate, high intermediate and advanced classes. According to the results, 100% of them felt comfortable in their current level because the activities were easy to solve

Which is the level of your students?

Graph_11

Legend:
- Basic
- Intermediate
- High Intermediate
- Advanced

Values: 27%, 46%, 7%, 20%

AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 11 shows how the teachers rated their students level of English, the findings were: Basic 27%, Intermediate 46%, High Intermediate 7% and Advanced 20%.

As you can see 46% of students fit into an intermediate level, in this level most of the students understand the commands given by the teacher; learners have been exposed to most of the basic grammatical structures in English, and will be familiar with simple past, present and future tenses. At this level, however, learners must begin to master many new structures, including most of the verb forms used in English.

The basic level was represented by 27% of the students, here most of the students were not familiar with grammatical structures and only knew some basic phrases and some had not had any previous contact with the target language.

Twenty percent of the students who study in private high schools in the city of Loja were categorized as having an advanced knowledge of English. This level represents students who have a vast vocabulary, dominate grammatical rules, interact with confidence and understand texts. Additionally they have a good understanding of collocations, phrasal verbs, colloquial expressions and idioms.

Only 7% of the students were placed in the high intermediate level, they have limited grammatical awareness, however, they do have good comprehension and their participation is very good. These students are continuously trying to improve upon what they learn during class; they contribute a great deal in lessons and interact with their classmates using the target language.

Factors relating to the classroom

How many students are there in the observed classrooms?

Graph_12

- 10-15 students
- 16-25 students
- 26-30 students
- 31+ students

0%

13%

40%

47%
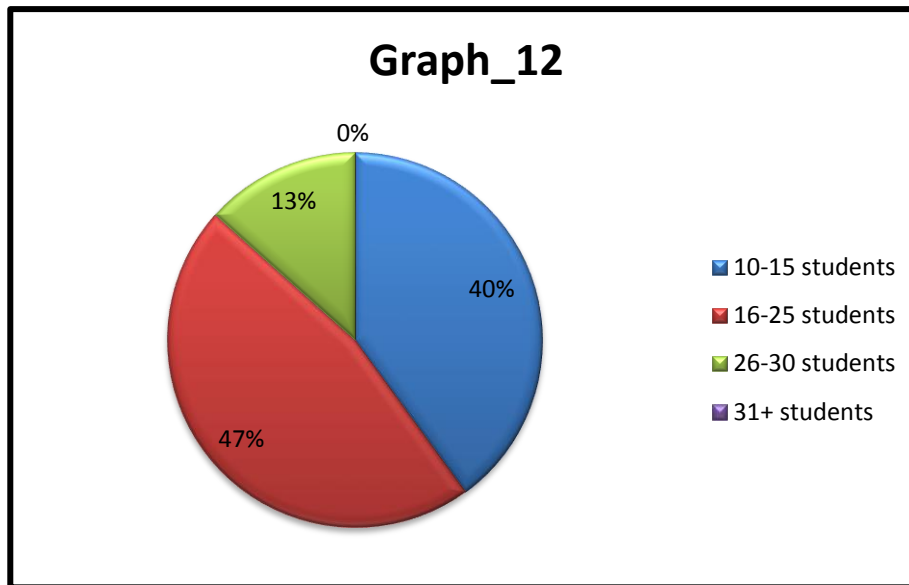
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 12 shows the number of students per English class within private institutions. It reveals that 47% of the English classes have 16-25 students, 40% have 10-15 students, 13% have 26-30 students and finally 0% has 31 students or more. Classes with 10-15 students permit the teacher to interact on a more personal level with the pupils, thus stimulating their learning experience. The classes with 26-30 students present discipline and classroom management issues.

It should be noted that Woodward (2009) argues that most of the problems associated with large classes include noise because there are too many people. There was a situation in one high school where the pupils felt that the number of students in the class directly influenced the English learning process. Teaching large classes can be counterproductive in terms of timing, resources and knowledge acquisition.

Moreover, according to classroom observation, working with small groups of students can be more dynamic, motivating and promote a more productive learning atmosphere.

By means of the classroom observations, it was apparent that the number of students present in some of the classes did not contribute to the quality of education in a positive way.

This was due to the fact that the teachers were unable to check the tasks of the whole class to make sure that all the students were learning English.

According to the students' surveys, 100% of them felt comfortable studying in the same classroom, be it with a large or small number of students. This may be because they are accustomed to working in those conditions.

Do you feel comfortable working with this number of students?

Graph_13

0%

100%

■ YES
■ NO
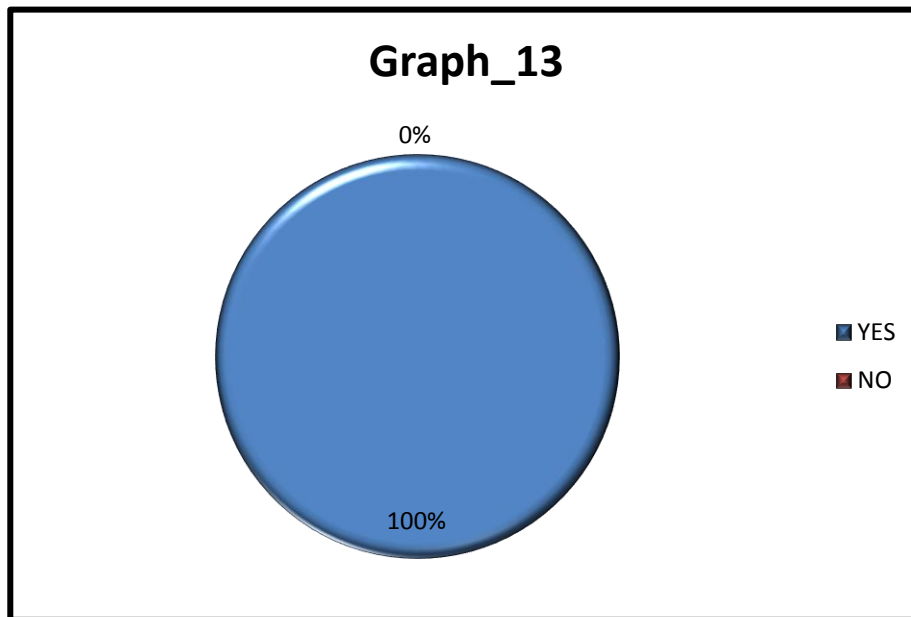
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 13 illustrates that 100% of the teachers felt comfortable teaching English to the number to students they work with. Although most of the classes had 16-25 students per classroom, even the teachers who had more than 26 students expressed the same feeling. These educators were willing to use a variety of activities to encourage the whole class to learn the foreign language.

For teachers who work with large classes it is important to follow the principles defined by Woodward (2009):

- Make clear eye contact with individuals.
- Keep students engaged from the beginning of the lesson, in such a way that the working atmosphere will be calm and controlled thus permitting the advancement of the class towards its objectives.
- Plan to establish a certain amount of routine.

- Group work: The teacher should make certain that the whole class works together. Tasks must be concise and it is essential to remember to give timing warnings towards the end of the group work.

However, the above principles are not necessary for the private high schools that were observed, since only one class was considered large and even that only one had 30 students. Considering this, it was duly noted that the teachers' beliefs were corroborated by the classroom observations as they all seemed to feel comfortable with the number of students they were working with. Besides, the teachers declared that they were not willing to work with 50 English students per class because the development of the activities and tasks would not be effective and not productive for the students in a class of this size.

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

Graph_14

13%

■ Yes
■ No

87%
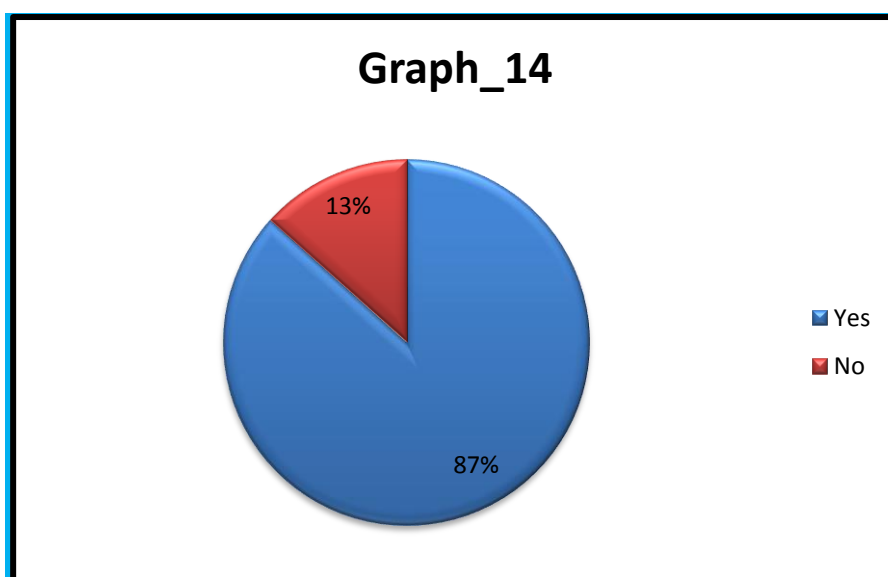
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 13 indicated that 100% of the teachers, who were observed, felt comfortable with the number of students in each class. However, Graph 14 shows that when it comes to classroom space only 87% of the teachers were satisfied. The other 13% complained that the classrooms were too small for classes of more than 25 students.

The 87% of teachers who responded affirmatively did so because the private high schools have enough space in their classrooms and green areas. As a result it is easy to plan and carry out entertaining activities, inside or outside of the classroom. However, the 13% of the teachers indicated that the classrooms that they were given were not large

enough to teach and to learn effectively. For teachers is complicated to move in and develop activities for English students.

During the observations, it was apparent that the space within most of the classrooms enabled the teachers to interact with the whole class, since they had an adequate amount of room to maneuver. According to the results of the students' questionnaire, fifteen learners (100%) stated that the amount of students' in the classroom space does not affect whether they learn English in a comfortable environment or an uncomfortable one.

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

GRAPH_15

Yes
No

20%

80%
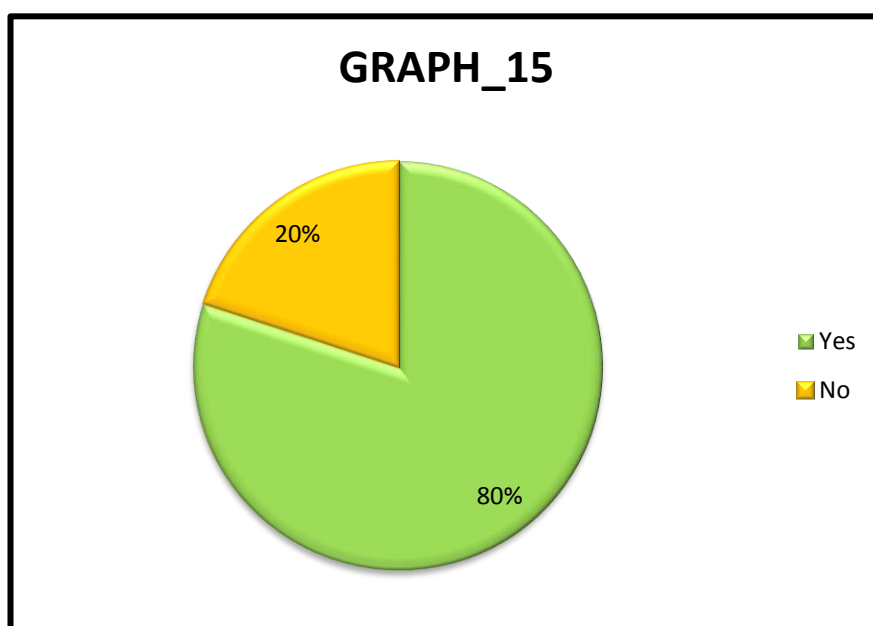
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 15 displays the results of the question *"*Do you arrange students' seats in relation to the activities planned for your classes?" These results show that 80% of the teachers answered that they do indeed arrange students' seats in relation to the activities planned for their classes. On the other hand, 20% answered the opposite; they claimed that seating arrangements are unnecessary, thus they allow students to choose their own seating arrangement.

The questionnaires and observations showed that most of the classes (80%) were in the appropriate seating arrangement for the teaching-learning process, because the students view of the board and teacher were not obstructed which enabled them to concentrate entirely on the lesson.

The most common arrangements were horizontal rows for those classes that were with more than 20 students and a horseshoe pattern for those classes that had fewer

students; the space available was ample for both of these arrangements. The majority of students (75%) felt comfortable with their class seating plan.

According to Harmer (2007) the English classes, as in any class, vary greatly in size. To the success of the class is important to take into account the classroom space and seating arrangement, because the classroom furniture always affects the learning atmosphere in any level; however the choice will almost certainly be outside the teachers' control. Inevitably, teachers can only have flexible seating arrangements if the institution collaborates with its staff and permits it.

However, some students (25%) who belong to large classes and whose classroom space was limited disagree with the previous students' perception. These students felt that their classroom arrangement did not permit them to focus properly; this was confirmed by some of the classroom observations.

How many students do you think is the appropriate number to teach English?
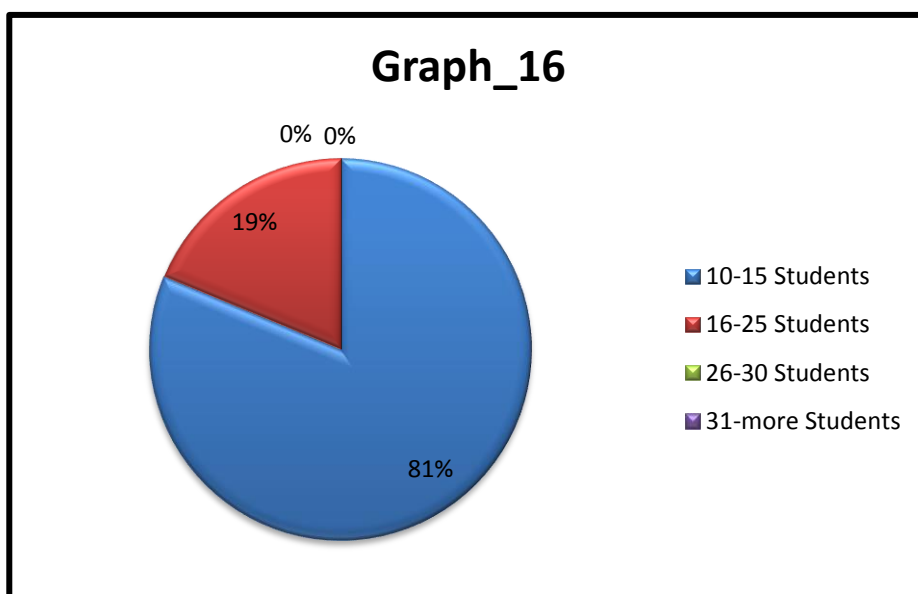
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Eighty-one percent (81%) of the teachers who took part in the survey believe that the optimum number of students to teach in any given class is 10-15, the other 19% of teachers think that the most favorable number to teach is 16-25 students. This is because it is customary for them to teach more than 16 students per class (especially in private high schools). However, none of the teachers (0%) believed that 26 students or more is a good number, because it is difficult and presents challenges for both the students and the teacher.

Based on the observations, it was the same view with the previous perceptions that the appropriate number to teach is 10-15 students. This is due to the fact that the students have enough space to work and the teacher can arrange the seats according to their needs. Most importantly however, students and teachers can interact more sincerely thus encouraging a higher level of participation, consequently the students benefit and have a richer learning experience.

In addition, Byram (2000) states that the problems experienced in large classes include issues relating to: management and classroom control, ensuring that all students are involved in classroom interactions and assessing each individual learner. Regarding these, all teachers agreed that a situation change in the short term would benefit the students' level of learning. Although some students may learn, one cannot guarantee that all of them will.

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

Graph_17

0%

100%

- YES
- NO
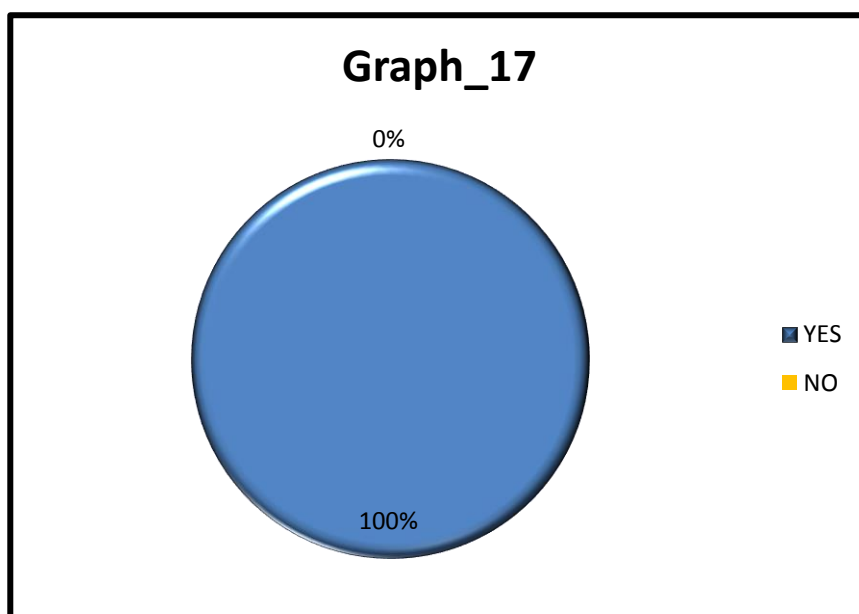
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 17 reveals that 100% of the teachers answered that they use teaching resources and supplementary materials; the results indicated that 20% use TVs, 100% use CD recorders, 26.67% use computers, 53.33% use projectors, 0% use smart boards and 46.67% use supplementary materials for classes.

According to Harmer (2007) teaching resources are very important in an English class. The material which the teacher incorporates into his/her lessons must fulfill some requirements such as relevance and appropriateness, if it does so, it will likely empower the

lesson and accomplish the objective. A teacher is driven to create his/her own material when it is necessary.

Teachers used other teaching resources, such as: computers, projectors and supplementary material like worksheets, boards, markers and flash cards. According to the students' surveys, English teachers used resources to make classes more dynamic, interesting and motivational. Nevertheless, they said that teachers need to increase the use of more sophisticated materials.

Do you consider appropriate the resources you have in class?

Graph_18

53% 47%

■ Yes
■ No
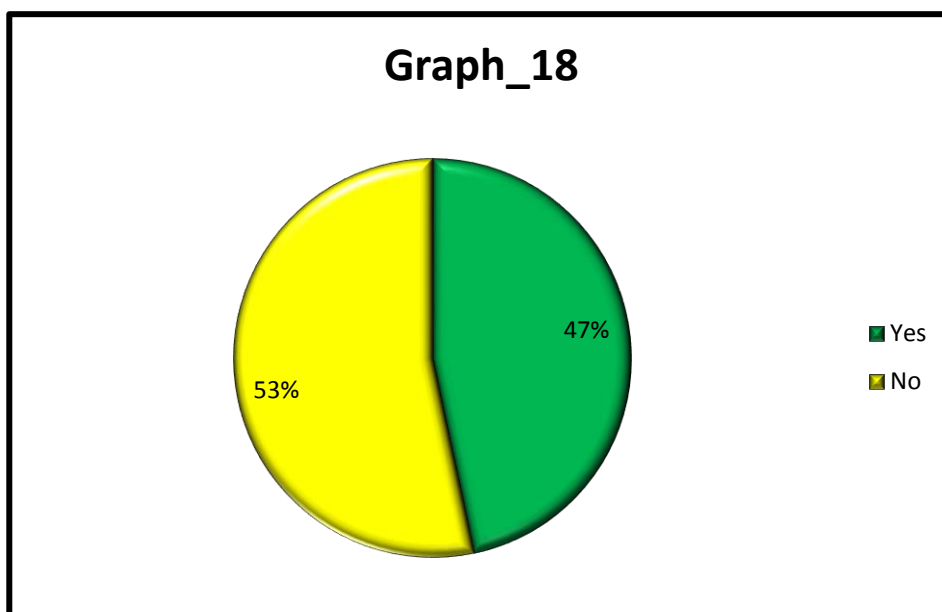
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

In Graph 18 just 47% of teachers felt comfortable with the resources that were made available to them for teaching English. The other 53% of teachers did not share the same opinion, as they believe that they needed more material to work with owing to the fact that the resources provided by the private high schools must be shared among the whole English department. Actually, most of them (75%) complement their instruction by making their own teaching aids like flash cards, word cards, posters, pictures, maps, etc.

The classroom observations detected that teachers need more material for their lessons, because the lack of resources did not allow them to develop certain activities. Despite 100% of the students stating that their teachers use good materials for classes, classroom observations showed otherwise. The findings concluded that, indeed, there is a lack of resources within private high schools subsequently it is vital that the authorities supply more materials for English lessons.

Factors concerning the Educational Institutions

Does the institution review your lesson plans?

Graph_19

0%

YES
NO

100%
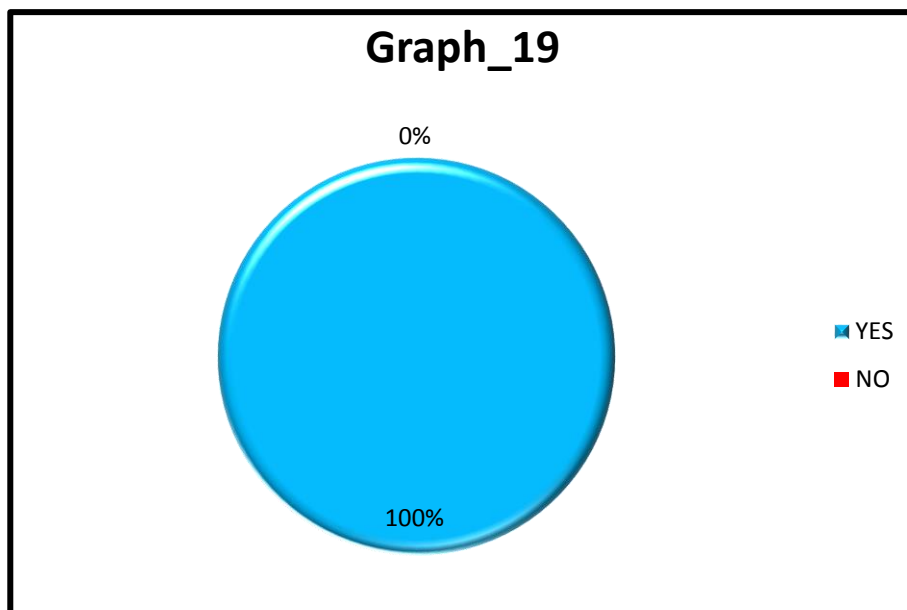
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Graph 19 indicates that 100% of private institutions review their teachers' lesson plans. The findings of the investigation reveal that 80% of the teachers affirm that the institution, for which they work, monitors their lesson plans once a month. The remaining 20% of teachers declared that the institution monitors their lesson plans once a week.

Macalister (2010) explains that through the monitoring will be possible to see if learners have or not benefit from the course. After could be done suggestions for changes. The conclusion of the interviews confirmed this. Additionally, all of the teachers stated that the review of the lesson plan is an important tool for them as it allows them to establish the time that they are going to spend on each activity during class. Planning is more than just controlling class time and private institutions are aware of this, so they use them as a way to control the activities that teachers are developing for their classes.

To conclude, teachers believe that a good lesson plan helps them to achieve their teaching goals and objectives in the allotted time.

Does the institution monitor your teaching?

Graph_20

0%

27%

73%

- Once a week
- Once a month
- Other
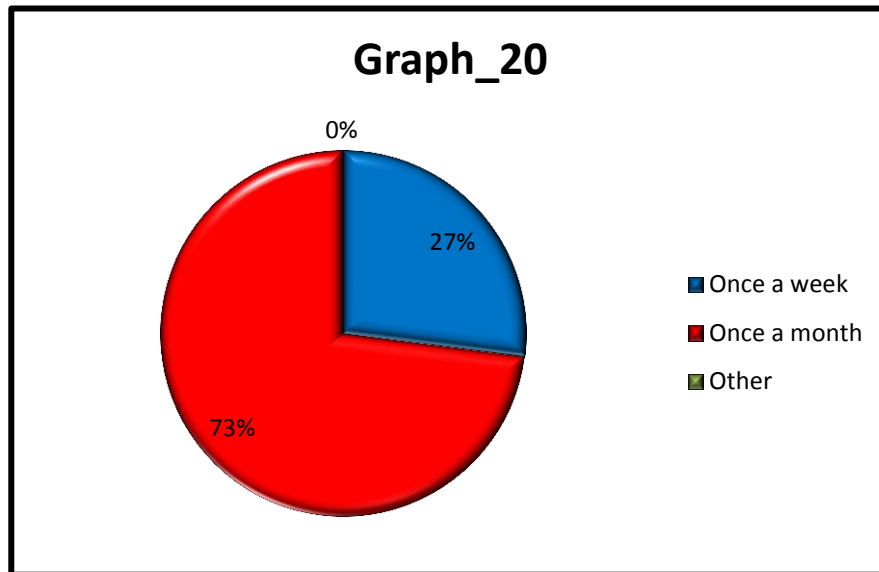
AUTHORS: Karla Loján, Diana Romero
SOURCE: Teachers' Questionnaire

Monitoring is a tool that allows authorities to assess the teachers' performance. Graph 20 reveals that 100% of the private institutions in city of Loja monitor the teaching process. Most of the institutions have an English Department which has a director who monitors English teachers according to the material they use within classes and whether they achieve the objectives of their plans.

Richards and Rogers (2001) indicate that it is essential to monitor teachers' performance in the classroom because supervisors can identify problems in the teaching-learning process and find possible solutions.

It is important to remind ourselves that the frequency of monitoring lessons depends on the institution's organization. Some of them monitor once a week, as is the case in 27% of the private institutions, the remaining 73% monitor once a month. This is frequent as classes are advancing one or two units per month.

At this point, it is important to mention that educators are monitored regularly so they may constantly improve and increase their teaching quality based on the suggestions of the observer. Most private high schools monitor classes to avoid a decrease in teaching quality.

CONCLUSIONS

- The present investigation showed that the 67% of teachers have their English Bachelor Degree. The 20% of teachers only have a High School Diploma so in their classroom they showed a lack of knowledge in teaching methods.

- The 46% of private high school students have an intermediate level of the English language. Most of them demonstrated that they understand the commands given by the teacher; they also showed that they are familiar with the grammatical structures.

- Another factor that affects the teaching-learning process is the lack of appropriate resources within private high schools. The 53% of teachers and observations show the necessity of supplementary resources.

- The 87% of English teachers consider that they have enough space to work with groups of students so that teachers can plan and carry out the students activities. This helps because most of classes have less than 25 students per class.

- The research indicates that 100% of the private high schools monitor English classes and review the lesson plans, the 73% of teachers affirm that the institution monitors their lesson plans once a month. For this reason teachers are always improving and increasing their teaching quality based on the suggestions of the observer.

RECOMMENDATIONS

- All the teachers in the private high school should have at least a Bachelor Degree or a Master Degree in order to improve the teaching-learning process in Ecuadorian private high school.

- The private high school should include in their classes more attractive supplementary materials to improve English classes and motivated high school students to learn English.

- Institutions should continue monitoring lesson plans because this let teachers and students organize time and resources according to the objectives of the lesson plan, and therefore, the teaching learning process will be improved.

REFERENCES

Aduwa-Ogiegbaen, S. E., & Iyamu, E. O. (2006). Factors affecting quality of English language teaching and learning in secondary schools in Nigeria. *College Student Journal, 40 (3),* 494-504.

Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York: Addison Wesley Longman, Inc.

Celce-Murcia & M. Hilles, S. (1988). *Techniques and resources in teaching grammar*. Oxford: University Press.

Chen, Y. (2008). Factors affecting the integration of information and communications technology in teaching English in Taiwan. *Asian EFL Journal,* No 7, 1-44.

Cross, D. (2008). *A practical handbook of language teaching,* New York: Ed. Phoenix.

Flowerdew, J. & Lindsay, M. (2005). *Second Language listening theory and practice*. Cambridge: University press.

Gower, R., Phillips, D., & Walters, S. (2009). *Teaching practice: A handbook for teachers in training.* Oxford: Macmillan Education.

Harfitt, G. J. (2012). Class size and language learning in Hong Kong: the student´s perspective. *Educational Research, 54*, 331-342.

Harmer, J.(2007). *The practice of English language teaching* (4th ed.). England: Person Education Limited.

Lightbown, P. M., & Spada, N. (2006) How languages are learned (3rd ed). Oxford University Press.

Ministerio de Educación del Ecuador. (2012, August 18). *National English Curriculum Guidelines.* Retrieved from: http://webcache.googleusercontent.com/search?q=cache:http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf

Macalister, J. (2010). *Language Curriculum Design.* New York: Rout Ledge.

Richard-Amato, P. (2003) *Make it happen: from interactive to participatory language teaching: theory practice.* New York: Longman.

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). New York NY: Cambridge University Press.

Rahimi, M; Rizi, A; & Saif, S. (2008). An investigation into the factors affecting the use of language learning strategies by Persian EFL learners. *RCLA-CJAL*, 31-60.

Saville- Troike, M. (2009). *Introducing second language acquisition.* Cambridge: University Press.

SENESCYT*. National English Curriculum Guideleness, eighth–ninth–tenth year educación general básica first–second–third year bachillerato Retrieved November 5, 2012, from:* http://www.senescyt.gob.ec/documents/240658/394760/BASES_PROFESORES_DE_INGLES+14-03-12+ultimas.pdf.

Taatabaei, O., & Molavi, A. (2012). *Demonstrative Factors Affecting EFL Learning of Iranian Seminary Students. International Education Studies, 5,* 181-190.

Thaher, M. (2005). The Effects of large class on EFL Students at An-Najah National University.*An-Najah Univ. J. Res. (H. Sc.),* 19, 1047 – 1092.

Woodward, T. (2009). *Planning lessons and courses*. U.K.: Cambridge University Press.

Woolfolk, A. (2007). *Educational Psychology* (10th ed.). Boston: Pearson Education, Inc.

Zainol, J.M. (2012) EFL Students Attiudes towards Learning English Language: The case of Libyan Secondary School Students. Asian Social Science, 8 (2), 119-124.

ANEXES

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
ANEXO 1

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 ( )

STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____	

3. Consideras que las actividades realizadas en clase son:

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

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

SI ( )	NO ( )
¿Por qué? _____	

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué?	
_____	

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

SI ( )	NO ( )
¿Por qué?	
_____	

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

SI ( )	NO ( )
¿Por qué?	
_____	

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

SI ( )	NO ( )

GRACIAS!!!!!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

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

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

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )

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

YES ( )	NO ( )
Why? _____	

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

YES ( )	NO ( )
Why? _____	

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

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

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

YES ( )	NO ( )
Why? _____	

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

YES ( )	NO ( )

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

YES ( )	NO ( )
Why? _____	

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

10 - 15 ( )	16 - 25 ( )	26 - 30 ( )	31 - more ( )
Why? _____			

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

YES ( )	NO ( )
Which ones? _____	

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

YES ( )	NO ( )
Why? _____	

19. Does the institution review your lesson plans?

YES ( )	NO ( )	
If yes, how frequently?		
Once a week	Once a month	Other_____

20. Does the institution monitor your teaching?

YES ( )	NO ( )	
If yes, how frequently?		
Once a week	Once a month	Other_____

Thanks for your cooperation!!!!!!