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

TRABAJO DE TITULACIÓN.

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2015

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Doctora

Ana Lucía Quiñonez Beltrán

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de titulación: The factors that affect the English language teaching-learning process in Ecuadorian public high schools, realizado por Castillo Ochoa Betsy Mireya y Sócola Escobar Edwin Fabricio, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, julio de 2015

f).....

Castillo Ochoa Betsy Mireya

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Sócola Escobar Edwin Fabricio

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Castillo Ochoa Betsy Mireya y Sócola Escobar Edwin Fabricio declaramos ser autores del presente trabajo de titulación; de la Titulación de Ciencias de la Educación mención Inglés, siendo la Dra. 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 mi exclusiva responsabilidad.

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DEDICATION

We dedicate this research to our sons: Marco Vinicio, Yokham Fabricio, and Víctor Mathías, who have always been our inspiration. Also, we thank to our parents for the support during the time we have dedicated to this work.

.....
Castillo Ochoa Betsy Mireya

.....
Sócola Escobar Edwin Fabricio

ACKNOWLEDGMENT

Thanks God for giving us the opportunity and resources to finish our career, as well as to the people who helped us to be able to complete this work.

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We cannot forget the valuable assistance of our consultant, Doctor Anita Quiñonez B, who has guided us through the process of development of this work with her patience. Endless thanks for her invaluable help.

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Castillo Ochoa Betsy Mireya

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Sócola Escobar Edwin Fabricio

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ABSTRACT

The present research “Factors that affect the English language teaching-learning process in Ecuadorian public high schools” aims to analyze the factors that affect the teaching learning process in public high schools. In order to achieve this purpose, data was collected in five public high schools of Loja-Ecuador, taking as a sample 15 English language teachers and 15 students. The quantitative approach was used for the tabulation and analysis of the information gathered. The instruments used were teachers and students surveys, classroom observations, and interviews in order to analyze factors concerning teachers, students, English classrooms, and institutions.

The findings of this investigation revealed that the factors that affect the English language teaching learning process in the researched high schools are: the number of students, lack of interactive activities, classroom space, lack of teaching resources, and percentage of English used in class.

KEY WORDS: English language, factors, teaching-learning process.

RESUMEN

La presente investigación “Factores que afectan el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios públicos ecuatorianos” tiene como objetivo analizar los factores que afectan el proceso de enseñanza-aprendizaje del Inglés en los colegios. Para este objetivo, la información fue recolectada en cinco colegios públicos de la ciudad de Loja-Ecuador. Se seleccionó una muestra de 15 profesores de Inglés y 15 estudiantes. Se utilizó un enfoque cuantitativo para la tabulación y análisis de resultados. Las herramientas utilizadas para obtener la información requerida fueron: encuesta a los profesores y estudiantes, observaciones de clase, y entrevista a los profesores con el objetivo de analizar los factores concernientes a profesores, estudiantes, las aulas, y las instituciones.

Como conclusión, los factores que afectan el proceso de enseñanza-aprendizaje del idioma inglés en los colegios públicos ecuatorianos son: el número de estudiantes, la falta de actividades interactivas, falta de espacio en las aulas, falta de materiales de enseñanza, y el porcentaje de Inglés utilizado en la clase.

PALABRAS CLAVES: Idioma Inglés, factores, proceso de enseñanza-aprendizaje.

INTRODUCTION

English language is universally spoken and applied for varied purposes in business, technology, political and educational areas all around the world; thus, it becomes a necessity for people's academic and professional advance.

For that reason, the current government of Ecuador has implemented an important project with the purpose to improve the quality of the English language teaching in the public schools offering scholarships for teachers to study in a foreign country. This initiative of the Secretary of Higher Education, Science, Technology and Innovation (SENESCYT) at first glance seems to be the solution to the problem of the quality of English teaching-learning in the Ecuadorian public schools. According to Ministry of Education (2012).

Furthermore, the use of incorrect methods and teaching techniques by some of the teachers, the large number of students in classes, lack of English use in the classrooms, lack of an adequate lesson planning, and lack of some teaching resources are some factors that affect the English language teaching learning process in public high schools. Therefore, the main objective of this research is to determine the classroom conditions in which English lessons take place, identify the characteristics of in-service English teachers, and to determine the teachers' instructional competence in order to analyze these factors that hinder English language teaching learning process in Ecuadorian public High schools.

Previous studies have been conducted in other countries related to analyze the factors that affect the English language teaching learning process, one of these studies was conducted by Sultana (2012), this study aims to investigate the impact of EIA (English in Action). A language development program to enhance students'

language competence and performance with the Communicative Language Teaching method, through the variation of techniques such as group work, pair work and role playing on secondary students. During the research the author did not find any limitation.

Another study conducted by Nel and Muller (2010) researched on the impact of teachers' limited English proficiency on ESL learners' acquisition of the language and academic progress. The purpose of this research was to find how and in what extend teachers limited English proficiency influenced their learners' written language.

In another study, Wen-chi and Chien -kuo (2008), explore the perceptions among students in EFL learning environment through three aspects: the physical environment, instructional arrangements and social interaction. Also, they examined the relationship between the learning context and students' motivation.

It is necessary to mention that the current research attempts to contribute to the teachers, students, and authorities of Ecuadorian public high schools since it identifies the main factors that hinder the English teaching - learning process; also, it can be used as a reference for future research.

This research was limited by the number of classroom observations. Only one observation does not provide enough evidence of the classroom management and the effectiveness of the strategies used in class. For future research, the technique could be applied to a bigger number classrooms in order to obtain accurate information.

METHOD

Setting and Participants

This research was conducted in Loja-Ecuador, in five public high schools. The participants of this research were 15 English language teachers and 15 students of different grades from 8th year of basic education to 3rd year of senior high school, whose ages range from 12 to 18 years old.

Procedures

This investigation started with the search of the literature related to the factors that affect the English language teaching learning process and five previous studies also related to this topic. This information was obtained from several sources that included books, newspapers, goggle books, scientific online journals, and the didactic guide provided by the university.

The approach applied to this research was quantitative. Surveys, interviews, observation, and note taking were the techniques used to gather the information which was described, analyzed, and interpreted in order to reach this study's objective. In addition, a teacher's questionnaire which contains 20 questions, a student's questionnaire which encloses 14 questions, teacher's interview and observation formats were the instruments used in this research. (annexes 1,2,3)

Furthermore, the answers to the 20 questions included in the teacher's questionnaire were represented in pie charts and organized according to the factors concerning teachers, students, classrooms, and educational institutions; its analysis was made, and the rest of the collected information was used to compare and contrast the results in order to get the conclusions of this research.

DISCUSSION

Literature Review

Importance of teaching English as a foreign language in Ecuador.

Nowadays, English language is widely used in many countries; therefore, it is officially taught in secondary schools and universities.

In this sense, the Ecuadorian Ministry of Education and Culture (MEC) developed the project named CRADLE (Curriculum Reform Aimed at the Development of the Learning of English) which is the result of a bilateral technical cooperation agreement between the governments of Ecuador and the United Kingdom for the curricular reform in the English area in public and semipublic schools.

The main purpose of this project is to grant secondary students firm basis in the handling of English, and offer them a starting point for their future. It emphasizes on the development of the four skills: listening, speaking, reading, and writing communicatively through a series of books adapted to the Ecuadorian reality.

(Ministerial Agreement No. 112)

For this purpose, the Ministry of Education concerned about improving the English teachers' professional standards in public schools, projects to give scholarships to teachers to study in foreign countries. The selection process starts with the choice of the teachers based on scores where the maximum is 100 scores, the comprising 90 percent of the score is related to the language proficiency and the ten percent of the score is related to pedagogy. In order to credit proficiency, the aspirants have to obtain minimal result of B2 based on the Common European Framework of Reference for Languages (CERF).

Teaching Approaches and Methods

Teaching English is a methodical process that requires of the application of a cautiously designed method in order to help achieve the learning objectives and some commonly used methods and approaches are described below:

For instance, the Whole Language Approach. Richards and Rodgers (2001) assert that this approach focusses on real communication, it emphasizes on reading and writing for pleasure. In this approach the teacher is a part of the learning community, becoming a facilitator and an active participant. Students become evaluators of their own work and others work with the supervision of teacher.

Another method used in English language classrooms is the Cooperative Language Learning. Anderson and Larsen-Freeman (2011) say that in the application of this method teacher teaches students collaborative or social skills so they can effectively work in groups and learn from each other. In this sense, Write (2010) augments that in this method the learners work in small groups to solve problems or complete academic tasks, obtaining comprehensible input as they interact in the group.

The same authors suggest other commonly used methods such as the Grammar Translation and Task Based Language Teaching, they state that the Grammar Translation Method, allows learners to translate from one language into another, grammar is learned from rules given by the teacher to be memorized and applied to other examples. And on the other hand, in the Task Based Language Teaching, the language is acquired by the learner through its use in order to accomplish the task, without excluding grammatical structures.

Another teaching method is the Total Physical Response which involves the association of language with physical activity. Richards and Rodgers (2001) affirm that this is a language teaching method that applies the coordination of speech and action and it attempts to teach the language through physical activity.

Besides, the same authors outline Content-Based Instruction as another teaching method that involves teaching the information in the language being learned, focusing not on the language's structure, but in the content of the lesson. In CBI the activities are specifically about the subject matter being taught, and directed to encourage students to think and learn through the use of the target language.

Another used method in English classes is the Communicative Language Teaching. This method emphasizes interaction activities as the main resource to achieve success at teaching the language. Concerning this, Harmer (2001) asserts that CLT involve students in a realistic communication where the successful achievement of the communication tasks is as important as the accuracy of their realistic presentations.

Teaching Techniques

Teaching Techniques refers to specific activities developed in the classroom in order to pursue the learning objective. Brown (2001) describes a technique as the task, activity, procedure, practice, behavior, exercises and even strategy that either teachers or learners perform in the classroom. For instance: Warm-up activities that includes mimes, songs, jokes, etc. which get students ready for the lesson, even if there is no use of the target language involved; Drills involve fixed patterns of teacher prompting and student responding, like repetition, substitution and other

mechanical alterations. Translation of given texts; Testing to evaluate student's progress; Brainstorming as a theme preparation for the lesson; Storytelling specially generated by student to lengthy practice; Information transfer, e.g. from visual to writing; Role-plays; Games; Discussion; etc.

Managing Learning

Managing learning is an essential element that must be considered by teachers in order to succeed in the teaching-learning process. There fundamental aspects of managing learning are: instructions, feedback, and timing, to guarantee the success of the activities carried out in class and extra-class.

According to Wajnryb (1992) feedback refers to errors that students can produce during the class and that will be corrected by the teacher. As the classroom manager, the teacher has the responsibility to show learners the right way to follow in the learning process.

Moreover, Lightbown and Spada (2006) include six types of feedback: Explicit correction, Recast, Clarification request, Metalinguistic feedback, Elicitation and Repetition which examine the students' uptake.

Another important aspect to be considered in managing learning is instructions. Wajnryb (1992) considers that instruction involves both the choice of what to include and exclude, what resources are available, and what sequence is effective. He also considers that one possible paradigm for instruction-giving is: Give signal to engage class's attention, state briefly the overall nature of the task, organize seating/groups, and give instructions.

About the importance of giving clear instructions Harmer (1998) states that the instructions a teacher gives to students must be clear, simple, and logical in order to achieve success in the development of the activities. The best structured activity cannot succeed if the teacher does not make sure that students understood the teacher's instructions. This can be done by asking a student to explain what they have to do.

Timing is another important aspect of managing learning. Wajnryb (1992) states that teaching is an event that needs to be structured and planned within the parameters and constrain of timing. When teachers are in their first years working as educators they can have some problems with timing in the planning of the lesson and sometimes they do not know how to control the students' behaviors. This is the main reason why teachers should prepare their lessons considering the time required for each activity. With more experienced teachers, factors as timing and discipline come easier, they become more familiar with the students' activities and can do the lessons more relaxed to flow softly.

Lesson Design.

It is essential for a teacher to have a lesson plan that helps the teaching process to accomplish its objective. According to Woodward (2001) there are a number of reasons for planning courses and lessons. First, it could be very useful to be able to answer students' questions; second it could help you to organize the time and the type of activities for each lesson and it allows teachers to have success in it ; third, it can give confidence in students so that they can improve their knowledge; and finally, one of the most important, with a lesson design, feelings of uncertainly

or panic could be reduced and in this way learners can grow confidence to participate in class or to use the language in a better way.

Harmer (1991) describes five components that make an efficient and more organized lesson plan. The first component is the description of the class, where teacher has to include the physical conditions and/or restrictions of the group which includes, a description of the students, time of the lesson, frequency and length of the class; the second component is the teaching process itself, here the teacher needs to control the activities made by students, this component includes the activities they have been involved in, the subject and content of their lessons and the language skills that they have studied; the third component: the objectives which have to be written in general terms, as skills and language that is going to be learned ; the fourth component: the contents, here the teacher spells out exactly what he/she is going to do in class. This section has seven topics: context, activity, class organization, aids, language, possible problems and finally, the fifth component, and additional possibilities, in this section the teacher should write other activities that can be used in case it is necessary.

Class Size

There are different assumptions about class size in English language learning. According to Brown (2001), ideal language classes should have a considerable number of students; in one hand, a large number of students gives us a chance to provide diversity and students interaction, and on the other hand a small number of students amplifies the opportunity to individual attention.

However, in large size classes group work is essential in order to get all the learners to practice the language. Willis (1996) agrees with this assumption when he mentions that in larger classes, there is a greater need for small group or pair work, to give learners more chance to practice speaking.

Similarly, Harmer (1998) considers that working with large classes is difficult because teacher and students do not have enough contact among them, it is difficult to get individual attention and to organize dynamic and creative classes.

Classroom Space.

There are several opinions about the influence of classroom space in learning. For instance: Brown (2001) says that one of the most important factors in teaching a language is the classroom itself, because students can be deeply affected by what they see, hear and feel when they are in a classroom. If the classroom is clean, neat and tidy, and the chairs are appropriately arranged, if the class is free of external noise, the heating or cooling system is operating well and so on, the students could react in a better way than if they are in opposite conditions.

Moreover, Edge (1996) states that decorating bare walls with some posters or displaying students writing would be a good way to change the classroom in order to get it comfortable and motivating. According to this author, the classroom environment favors the learner's acquisition because it makes students feel immerse in the learning environment and motivates learners to practice.

Seating Arrangements.

Seating arrangement is a substantial factor that influences learner's interaction. In this sense, Hill and Lewis (1997) affirmed that the target of a spoken language is talking to each other, and that is not easy to succeed when students are

sitting in straight lines facing the back of each other's necks. Seats must be re-arranged in order to enable learners talking to each other as the most convenient possibility especially when pair and group work is a normal part of teaching.

Other authors consider important to arrange the seats according to the activity planned for the lesson. Harmer (2007) suggests: the orderly rows as a good choice at the time of explaining a grammar point, watching a video or a power point, as well as to help students to keep eye contact and express body movements; another includes students seating in groups on separated tables and teacher walking around the tables which help students to enable positive academic and behavioral outcomes; and finally, horseshoe and circle seating to give a potential opportunity to students to share feelings and information through talking, eye contact or expressive body movements (eyebrow-raising, shoulder-shrugging, etc.)

Classroom and/or teaching resources.

Teaching resources are the tools that a teacher uses to stimulate learners' senses and motivate them to learn. According to Haycraft (1996), there are different aids for each specific purpose, for instance objects and pictures, using objects can be more evocative than pictures, and on the other hand, some pictures can be more motivating than objects and be easily handled; to make dialogues or situations the teacher can use wall chart with objects at the same time. Drawing, can also be used by teacher to make students try to determine what was drawn; mimic, It is useful to teach verbs or actions such as eating, drinking, jumping, tripping, etc.; pictures, can be found in magazines, newspapers, or books to teach specific vocabulary such as: kitchens, clothes, cars, inside and outside parts and so on; the blackboard, provides a focal point of attention for the whole class, it is inexpensive, available and one of the

most important visual aids; flash cards, can be drawn or printed and they are used for consolidating vocabulary, practicing structure and word order or for a variety of games.

Additionally, Wright (1998) describes other teacher's resources such as: wallposters which are useful to represent simple actions or objects and in advertising; wallpictures represent subjects containing a mass of information; finally tops, clocks and games could be used by teachers to improve listening comprehension and intensive reading being relevant to group work.

Classroom observation

Classroom observation is used to evaluate the teaching-learning process. In this sense, Gebhard & Oprandy (1998) describe Classroom Observation as a nonjudgmental description of events that can be analyzed to give an interpretation with several different purposes: to identify strengths and weaknesses in teacher's performance to help him/her improve, to learn to teach as in the case of pre-service teachers, to practice observational techniques, for research purposes classroom observation serves as a tool for data collection, and also to become more self-aware and improve the teachers own teaching.

On the contrary, McGrath (1997) mentions a negative aspect of classroom observation. This author states that however classroom observation has its place, in teacher training and accreditation or classroom research, it can be a damaging practice, which stunts rather than stimulate, though it operates in the assumption that schools and classrooms are effective learning environments, and teaching success depend on being properly managed. This partly explains the tendency for observation to focus on teacher rather than on learner behavior.

Students' Motivation

Motivation is another factor that influences language learning. Harmer (2007) defines motivation as some kind of internal drive which pushes someone to do things in order to accomplish something. This author makes a particular distinction between extrinsic motivation that is the result of a number of outside factors such as financial reward or the need to endorse an exam; and intrinsic motivation that comes from within the individual like the enjoyment of the learning process itself or the desire to feel better.

Learning Styles

Learning styles are the student's natural ways of absorbing, processing and retaining new information. For instance, visual learners learn from seeing; the called 'aural' learners learn from hearing; 'kinesthetic' learners are the ones who learn from physical actions like role-play. Lightbown and Spada (2006)

Similarly, Lowes and Target (1998) described these learning styles in the following categories: within the Sensory Preference we have the Visual Learners, Auditory Learners, and Physical or Kinaesthetic Learners; within The Concrete Abstract: the Concrete Learners like hands-on, practical activities while the Abstract Learners are happy with theory and may be good at thinking rationally and logically; and finally the Sequential Random learners, who tend to be more creative and intuitive: they may come up with original ways of looking at things and new ideas. Of course, any individual could have a combination of characteristics, it is very unusual for anyone to be a pure example of one learning style; often, people who learn best use an assortment of learning styles.

Moreover, Woolfolk (2007) describes two types of learning styles: deep-processing approach and surface processing approach; individuals who have a deep-processing approach tend to learn for the sake of learning and are less concerned about how their performance is evaluated; in this approach motivation plays an important role to teach a language. Students who take a surface-processing approach focus on memorizing the learning materials, not understanding them. These students tend to be motivated by rewards, grades, external standards, and the desire to be evaluated positively by others.

Every situation determines the learning style; and whether learners know what their strengths are, they can develop strategies to balance weaknesses for a more successful learning experience.

Student's Intelligence or Aptitude to Learn English

Aptitude to learn refers to the natural talent that learner shows in the acquisition of a language. According to Lightbown and Spada (2006) the term 'intelligence' traditionally used to refer to performance on tests related to success in school; over the years it has been shown that IQ scores were a good means of predicting success in second language learning when it comes to learning that involve language analysis and rule learning, which plays a less important role in classrooms that focus on communication and interaction; therefore, it is possible that students whose general academic performance is weak can experience success in second language learning.

Likewise, McDonough (1981) asserts that intelligence plays an important role to language learning; therefore, there should exist a specific aptitude or talent which

not everybody possesses for languages; aptitude generally refers to a disposition to be able to do something well. This author analyzes two categories of ability: the language knowledge and auditory ability. In the language knowledge he includes the MLAT (modern language aptitude test) and adds a test of L1 grammatical sensitivity. In the auditory ability, he includes the PLAB (postgraduate language assessment board) and concludes that auditory ability is the most important single factor in language aptitude.

The existence of many factors influencing the English language teaching-learning process has unleashed the interest of many researchers, as result some useful studies have been used for this theme the same ones that are analyzed below:

The first study aims to prove the effects of social interaction activities suggested by Communicative Language Teaching method on English language classes. This study was conducted by Sultana (2012), investigated about the impact of EIA (English in Action. A language development program to enhance students' language competence and performance with the Communicative Language Teaching method, through the variation of techniques such as group work, pair work, role playing, and choral dialogue) applied on secondary students. Five of ten high schools were the population of this research, taking as a sample 200 students and 5 English language teachers.

The data was collected through the application of a questionnaire and a semi-structured interview to teachers in order to confirm the application of EIA program in these classes, the same tools were used to collect data from students. Quantitative and qualitative analysis of the open-ended and closed-ended questions was made in order to obtain the results.

The findings were that Teachers are using the teaching techniques suggested by EIA, they expressed that the application of EIA makes them become facilitators to the student's learning, encouraging students to use English regularly, the use of a variation of teaching techniques get students to improve language competence and performance in class.

Teachers consider that EIA is improving the learning process, they showed a noticeable preference for group work, pair work, role playing, and choral dialogue, rather than other techniques because it promotes students' interaction among them and use of the English language.

The second study proves that teacher's language proficiency affects learners' acquisition of the language. This study was conducted by Nel and Muller (2010), they researched on the impact of teachers' limited English proficiency on ESL learners' acquisition of the language. This was a mixed model research, for this purpose, the researcher analyzed teachers' and students' portfolios in order to calculate in what extend teachers language transference influenced their learners written language, as the qualitative component of the study; then, for the quantitative component, the researcher applied a questionnaire designed to elicit information about school environment, resources available, and the language used in class.

Althout the results of the quantitative study indicated that teachers were proficient in English and teachers used the target language in class, the qualitative component of the study evidenced that there is a poor teachers English language proficiency and there are errors transfer from teacher to learner.

In the third study, Wen-chi and Chien-kuo (2008) researched about the impact of motivation on the learning process. For this purpose, they explored the

perceptions among students in EFL learning environment through three aspects: the physical environment, instructional arrangements and social interaction. Moreover, they examine the relationship between the learning context and students' motivation. The study is developed in a quantitative manner using two existing survey tools including Gardner's Attitude/Motivation Test Battery and the California Foreign Language Project and related literature. The instrument has two sections with a total 54 surveys.

The most important result in this study was that the lack of motivation was affecting the learning process. On the other hand, social interaction has the minimum negative impact on language proficiency, because it is not perceived as a learning facilitator. Moreover, if educational environment could improve, it might increase the students' motivation and thereby students proficiency and achievement. If the educational institution uses English language as a necessary part of an authentic environment, students might understand that they can improve the environment just by using English, and teachers would not feel so bound by the textbook and old-fashioned teaching methods.

The fourth study evidences that there exist negative effects of large class size on students' achievement. This study was conducted by Subedi (2003), he explores how student classroom achievement is affected by class size, resources available in the classroom and use of such resources by teachers in the grades 9 and 10 of 30 high schools of Lalitpur- Nepal, representative random selected.

For data collection purposes, questionnaires were administered to the teachers based on the number of classes (one form for each class), student's scores (based on the past year's final exam results) of the related classrooms were tabulated and

compared in relation to the teacher's questionnaires. Requiring that participant teachers provide the factual information fairly and independently.

The findings of this study are a positive effect of resources and a negative effect of class size on students' achievement. In the classroom there was a significant effect in students' achievement by the class size. Teachers who used the available resources effectively in the classroom were able to increase the achievement. The availability of resources and the correct use of such resources by teachers contributed to reduce the class size effect, and class size influenced negatively the students' achievement. In conclusion, large size classes are likely to decrease the average level of achievement.

The fifth study evidences that the use of teaching resources affects students' environment. Aduwa-Ogiegbain and Iyama (2006), develop their study considering some factors such as the instructional resources and the frequency of their use in the classroom, the use of correct methods to teach a language, and whether environment is the most appropriate to teach a language. In the study the researchers use mainly questionnaires and observation schedules. The questionnaire has four sections dealing with demographic items such as school type and location; instructional resources/media used by the teachers frequently, methods teachers frequently adopted for teaching English language, and the school environment. For the observation, the researchers observed each class and some classroom procedures in order to analyze the features or characteristics of the learning environment.

The findings of this study have revealed the importance of text books; dictionaries, chalkboards, workbooks and posters in the English teaching-learning process in the secondary schools and also it could be mentioned that resources such

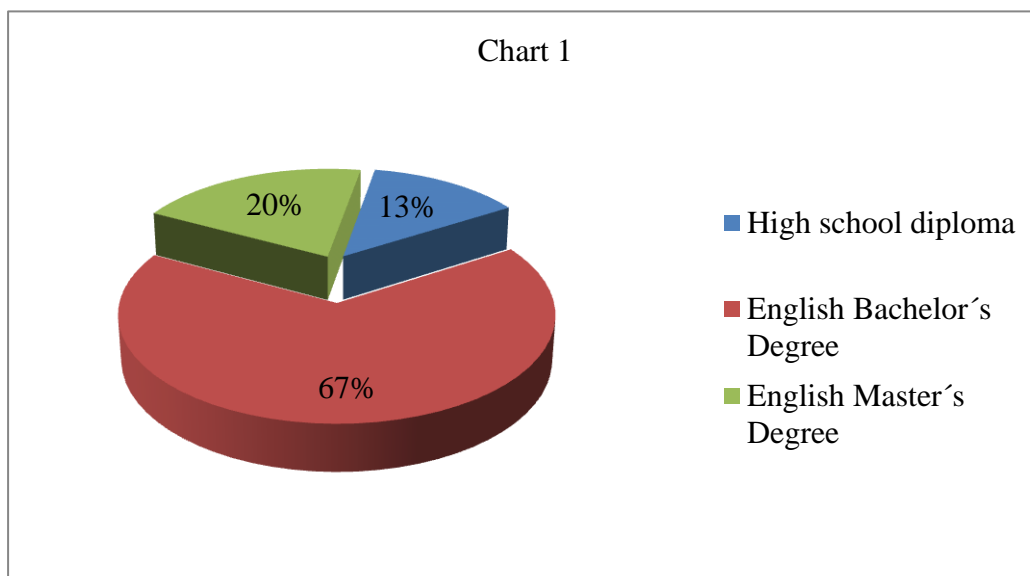
as computers, video tapes, language laboratories and so on are rarely used in classrooms according to our observations. All these factors affect the student's environment because they might not have had enough knowledge to get good results in their English learning process.

Description, Analysis, and Interpretation of the Results

This section comprises the data gathered from the surveys applied to students and teachers which has been analyzed and tabulated through a quantitative method. Questions in the teaching questionnaire are represented through pie charts, followed by its analysis which is supported or contrasted by the information collected in the student's questionnaire, classroom observations, and teachers' interviews. These information is distributed into factors concerning teachers, factors concerning students, factors concerning classrooms, and factors concerning institutions.

Factors Concerning Teachers

Which level of education do teachers have?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

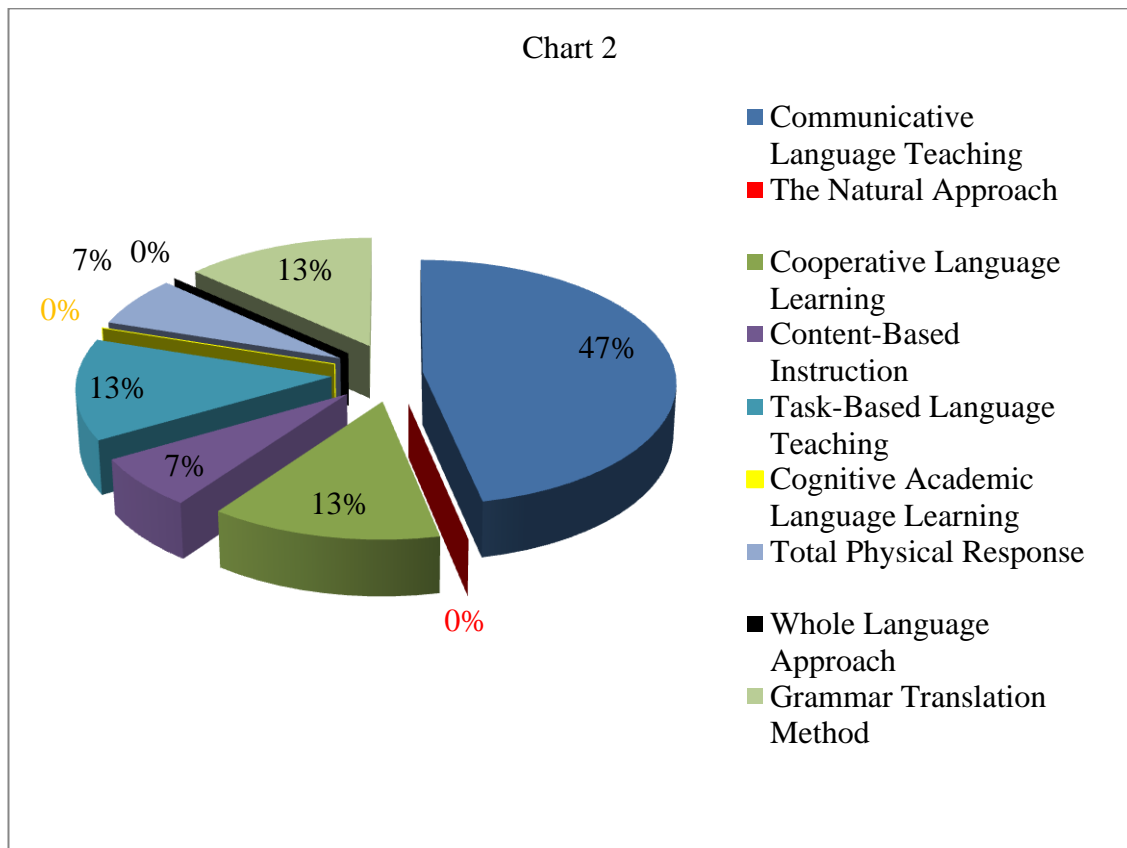
Graphic reveals that the 67% of the teachers who participated in this research have an English Bachelor's Degree, 13% of them have a High school certificate or a Bachelor's Degree in another subject, and only the 20% of the teachers have gotten an English Master's degree.

The results clearly show that the majority of the participant teachers have the required level of instruction to teach English in primary school as well as in secondary school. Teacher's training is important because it provides them pedagogical knowledge and the necessary linguistic competence to teach English efficiently.

Through the teachers' interview it was evidenced that the participant who have gotten a Master's Degree have a good domain of the English language reaching easily the B1 level according to Common European Framework of Reference for Languages. Moreover, interviewed teachers who have a Bachelor's Degree demonstrated a lower knowledge of the language. Meanwhile, the teachers who have a degree in other subjects showed a worryingly lack of domain of the language.

During the classroom observations it was evidenced that the 87% of the observed teachers have the necessary pedagogical knowledge and linguistic competence to manage the classroom. On the contrary, the remaining 13% of them do not have the adequate academic preparation in English language teaching; therefore, they do not have a good management of the classroom, which doesn't favor learners' development of linguistic competence.

Which of the following methods is the most used in the English classes?



Authors: Sócola Fabricio and Castillo Betsy
 Source: Teacher's questionnaire

Graph above shows that Communicative Language Teaching (CLT) method is the most used, the 47% of them prefer to use this teaching method which according to Harmer (2001) involve students in a realistic communication where the successful achievement of the communicate tasks is as important as the accuracy of their realistic presentations.

The 13% of the teachers said they used Cooperative Language Learning. According to Anderson and Larsen Freeman (2011) this is a method where teachers teach students collaborative or social skills so they can effectively work in groups and learn from each other.

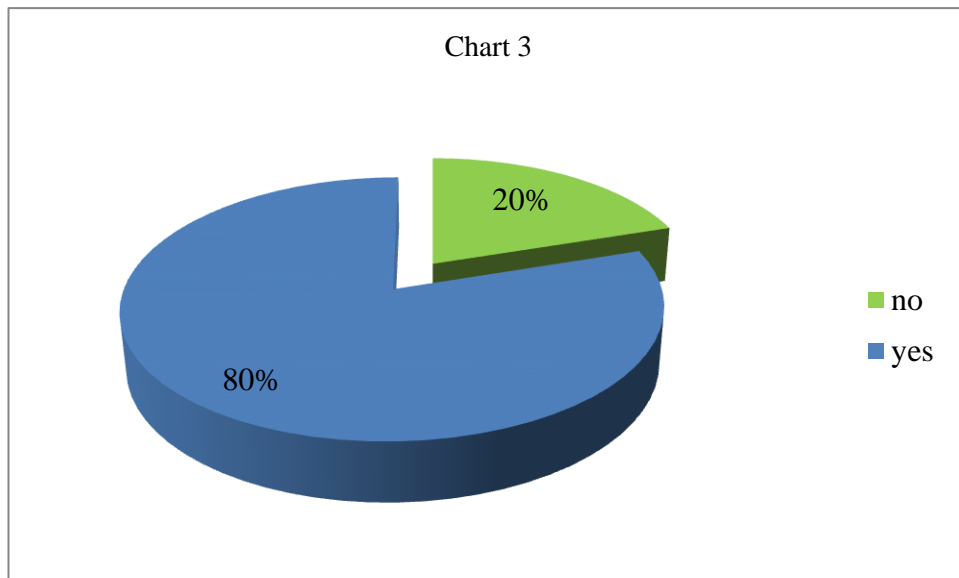
Task Based Language teaching was the method used by another 13% of the surveyed teachers, in this method the language is acquired by the learner through its use in order to accomplish the task. (Anderson and Larsen Freeman 2001). Another 13% of the surveyed teachers answered that they used the Grammar translation method which allows learners to translate from one language into another, grammar is learned from rules given by the teacher to be memorized and applied to other examples, according to the same author.

Furthermore, the 7% of the surveyed teachers answered that they used Total Physical Response which is described by Richards and Rodgers (2001) as a method that attempts to teach the language through physical activity. In the same way, this authors described Content-Based Instruction as another teaching method that involves teaching the information in the language being learned, focusing not in the language's structure, but in the content of the lesson, classroom activities specifically about the subject matter and directed to students to learn through the use of the target language. This method is used by another 7% of the answers.

However, the classroom observations evidenced that the most applied method for the observed classes was the Grammar Translation Method. For instance, vocabulary was taught through translation, grammar structures of the language were explained in Spanish and applied to other examples. By contrast, interaction classroom activities suggested by Communicative Language Teaching or Cooperative Language Learning methods are rarely applied in the researched classes, as well as meaning focused activities suggested by Content Based Instruction, or Task Based Language Teaching.

It is important to mention that English language was used by the majority of the teachers only in a 50% of the lesson.

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



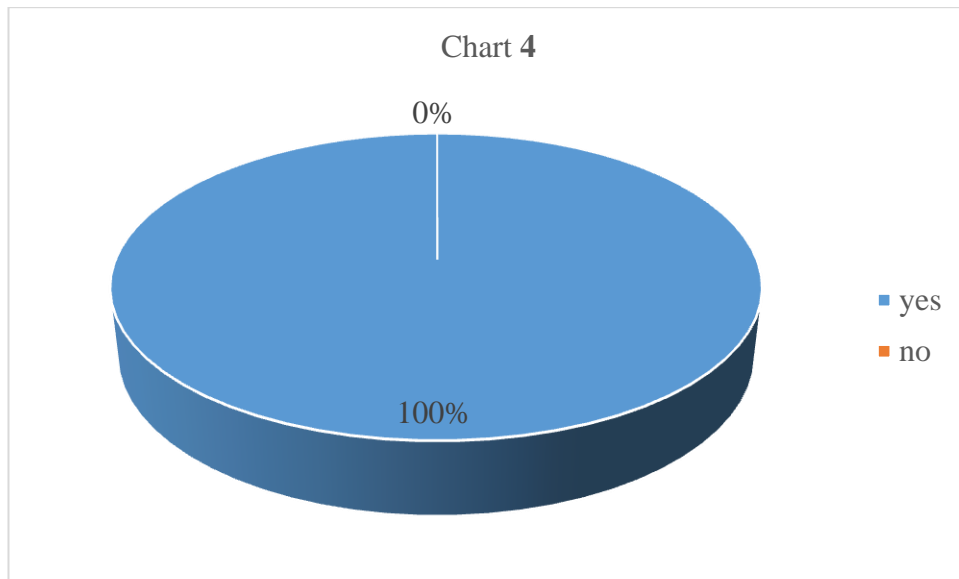
Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

Graph 3 allows seeing that an 80% of the surveyed teachers prefer to use whole groups activities. They mentioned that working with the whole group is a good teaching technique especially in the classes with a large number of students, they think that in whole-group activities discipline is easier to control.

On the other hand, the 20% of the surveyed teachers assert that they do not use whole group activities because students become very excited and the level of noise increases a lot.

However, it was noticed in the classroom observations that this technique was used in the majority of the lesson and some students were not comfortable with this kind of activity because they didn't have enough time to participate as they wish and they could not practice the language.

Do Teachers use individual activities to teach their lessons?



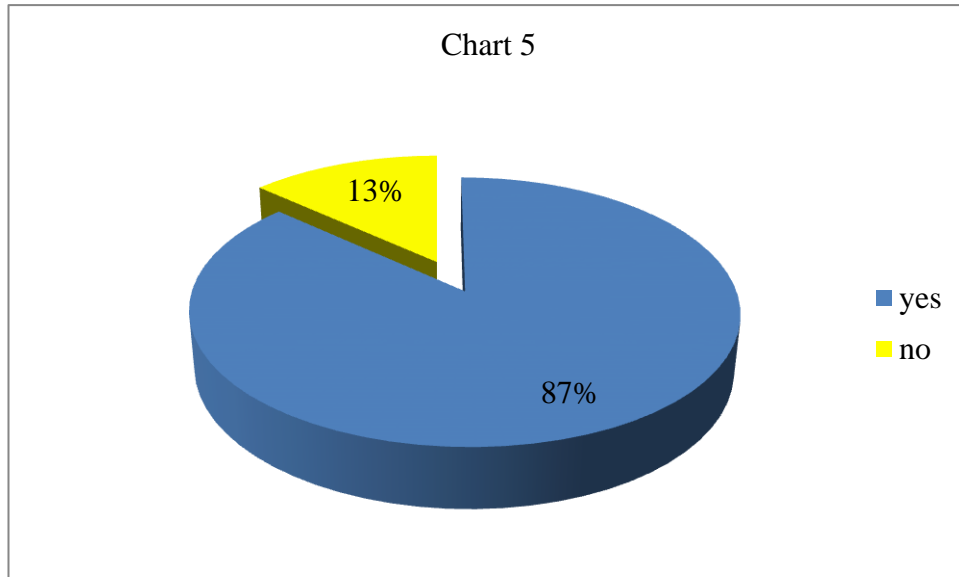
Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

As it can be seen in the graph above the 100% of the surveyed teachers prefer to use individual activities in their classes because students can do the tasks in their appropriate speed and learning style.

Nevertheless, during the classroom observations the application of individual activities could be evidenced only in few classrooms with less number of students. For this type of individual work the teacher provided a task for each student, and suggested to students try to improve in the skill they were working with. It was noticed that some students enjoyed to work on their own and could concentrate well without distractions caused by other students. In this sense, Harmer (1991) says that one disadvantage of individual work is that it can lead to isolation of individual students especially with the ones who have no social-educational component and run the risk of idling. To avoid such problems the teacher should prepare some extra activities with more than one task for quicker students and also the teacher's attitude

has to be active and work with responsibility in order to support and control the students' individual work.

Do teachers use group work activities to teach their lessons?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

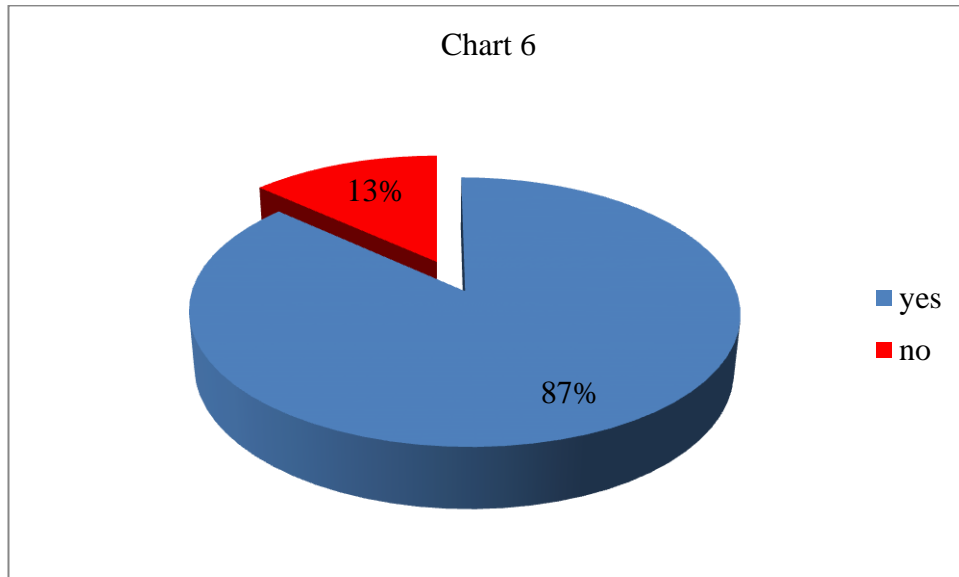
As it is shown in graph five, the 87% of the surveyed teachers answered that they use group work activities. The use of this technique benefits the teaching-learning process because students share their own experiences with partners. In relation to this, Brown (2001) states that working in groups help people to build meaningful connections between school learning and students experiences.

On the other hand, the 13% of the teachers answered that they do not use group work activities because the students' discipline is very difficult to control and there is not enough space in the classrooms to do it.

However, it was evidenced in the classroom observations that only a 25% of the teachers used group work activities despite the classroom's physical conditions that are not appropriate to apply this technique. Furthermore, in the classes where

group work activities were applied students were motivated to use the language for interaction in the group.

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



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

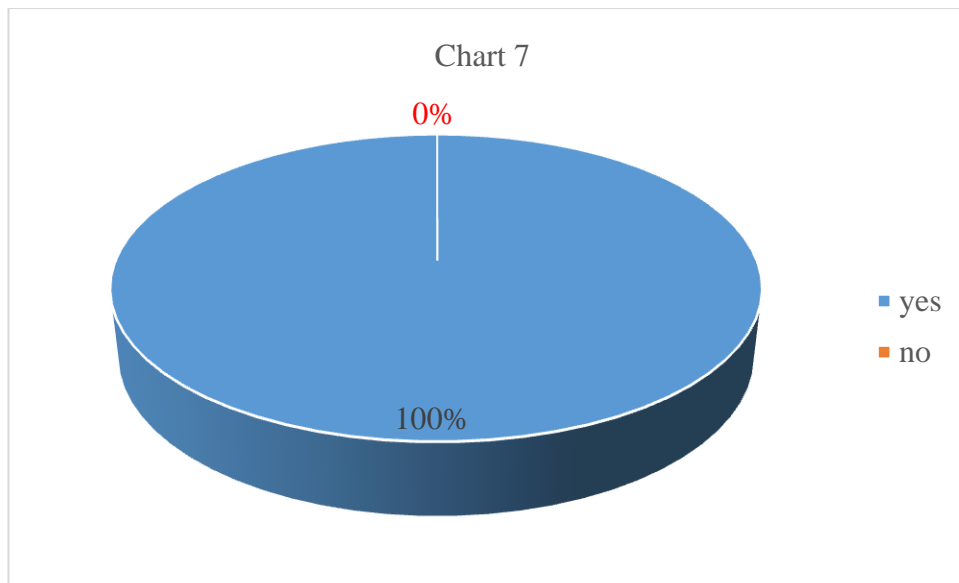
As it is shown in the graph above, the 87% of the surveyed teachers answered that they use English language most of the time in their classes. And only the 13% of the teachers answered that they do not use English most of the time in their classes.

On the contrary, According to the students' surveys, the majority of the teachers speak Spanish most of the time in the class, they mentioned that they don't have the opportunity to practice the language because the teacher only speaks English when he reads a sentence or when he is translating the meaning of one word.

These results are discouraging taking into consideration that the majority of the teachers reached the level B1 in the European Framework of Reference for Languages which shows that they are able to manage the whole class in English, and that way encourage students to practice the learned.

Furthermore, in the classroom observations it was evidenced that the majority of the teachers spoke English only the 50% of the lesson. Therefore, students were not encouraged to think in English and to react in English so they used translation.

Do teachers plan their lessons?



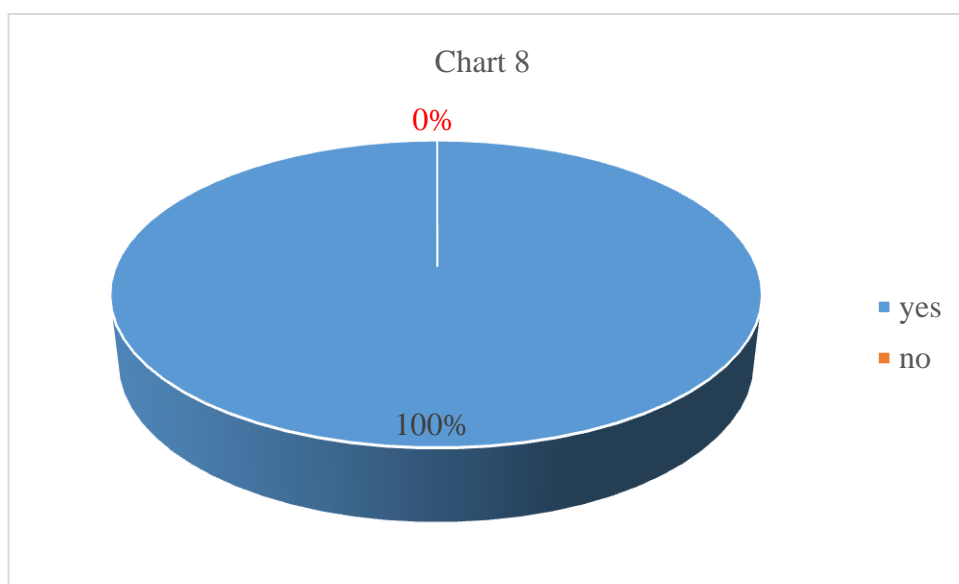
Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

As seen in graph 7, 100% of the surveyed teachers answered that their lessons are planned. According Woodward (2007) planning lessons is essential for a teacher in order to be prepared to answer students' questions, organize the time and appropriate activities for each lesson, it gives confidence to students.

Nevertheless, during the classroom observations it was evidenced that teachers did not have a written format for each lesson that helps them register an overall plan to be considered during the lesson development. In this sense, some teacher argued that lesson planning does not give them flexibility of choosing and organizing the appropriate classroom activities for each topic of the class and they usually follow instructions given in the teacher's guide.

Furthermore, in the observed classes teachers were bounded to conduct students on the development of the activities suggested by the course book, and the activities they considered not useful were left apart, that way a great number of classes were a routine and students look bored.

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



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

The graph above shows that 100% of the surveyed teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons.

However, it was noticed in the classroom observations that the discipline is not controlled the entire time, it was not easy for the teachers to create a safe learning environment for both students and teachers therefore some students were not engaged in the lessons and didn't cooperate in the process. Teachers could not deliver an effective lesson development, especially in the classrooms with a large number of students, and students couldn't learn in a good way because of the

constant distractions. Although, in the student's survey the 83% of them answered that their teachers control discipline in the classroom.

Regarding the time assigned for the activities, it was controlled by most of the teachers. In the observed classes when students were working on the task the teachers prevented students about the remaining minutes to finish as recommended by Richards & Lockhart (1996) who mentions that the allocate time must be specified and time for tasks must be controlled. Although, according to the students' survey, the majority of the teachers do not assign specific time for each activity.

Regarding feedback. Wajnryb (1992) refers to errors that students can produce during the lesson and that will be corrected by the teacher. It was evidenced in the classroom observations that feedback was done by the majority of the teachers after students finished their activities in order to make sure that students make a proper use of the learned in the lesson. But, most of the students answered that their teachers don't correct their mistakes.

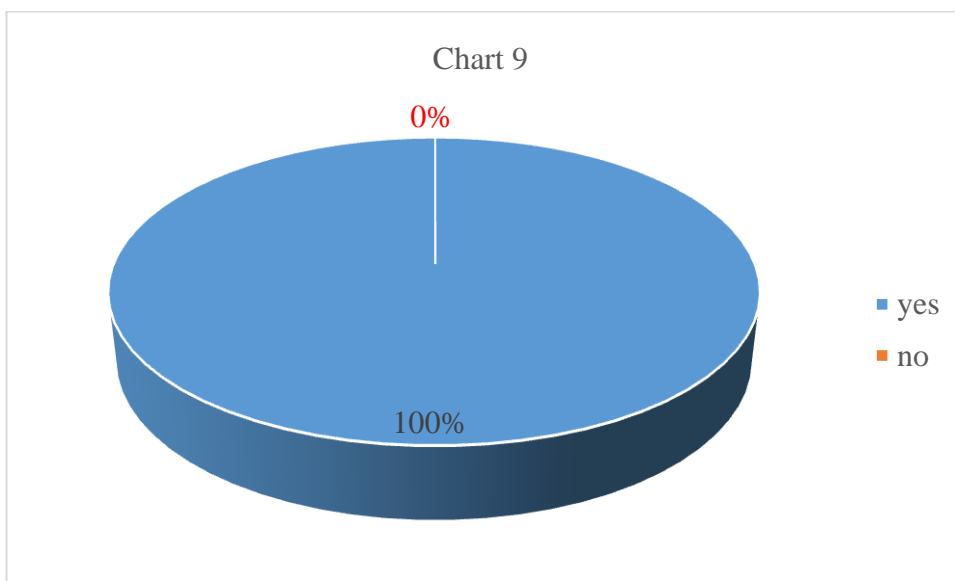
Giving instructions consists in explaining what to include and exclude in an activity, what resources are available, and what the effective sequence is. Wajnryb (1992). Regarding this, in the classroom observation, it was evidenced that the 83% of the teachers gave clear instructions to the students, taking into consideration that it is fundamental to make sure that students understood what they have to do. Although, in the students' surveys this question had a 53% of negative answers.

To summarize the results, it has been confirmed by the classroom observations and student's surveys that the surveyed teachers do consider aspects such as discipline, timing, feedback and instructions to teach their lessons. Although,

the student's surveys evidenced that teachers do not consider this aspects to teach their lessons.

Factors Concerning Students

Do teachers consider student's needs to teach English successfully?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

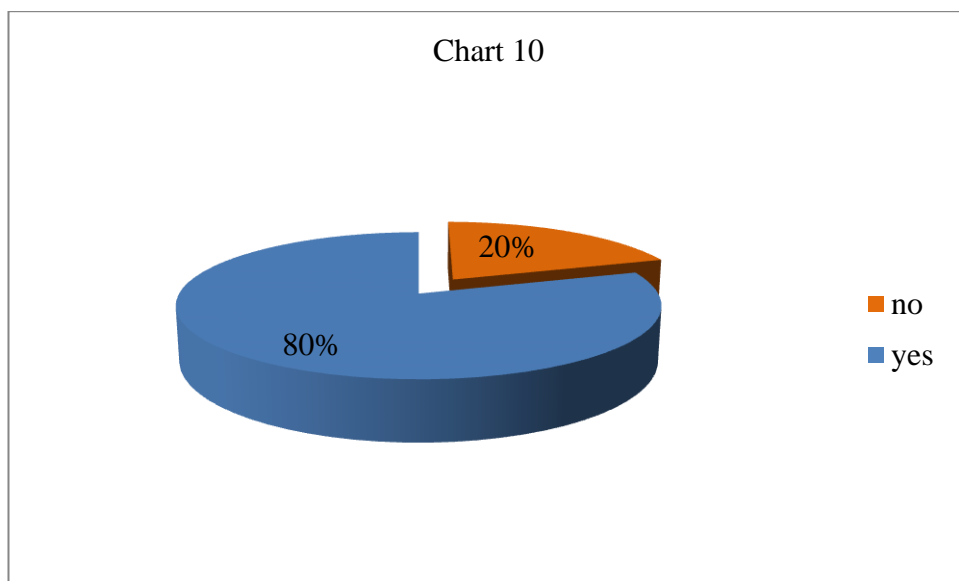
In graph 9 results show that 100% of the surveyed teachers consider Student's needs such as age, personality, attitude, aptitude, motivation, and learning styles to teach English successfully.

However, during the classroom observations it could be evidenced that the majority of the teachers were not taking into consideration learning styles and aptitude to learn, because they didn't provide students with natural ways of absorbing, processing and retaining new information which according Lightbown and Spada (2006) can be reached through a little variation of the classroom activities (storytelling, music, role play) directed to the different learning styles that seem to

help on the learning process. Teaching was all about explaining instructions given by the textbook.

Furthermore, motivation is not being taken into consideration by teachers to teach English successfully. The results of the classroom observations confirmed this because only the 13% of the teachers started the lesson with a warm-up activity. There was only one teacher that organized a vocabulary contest with a reward for the winner which according to Harmer (2007) is an extrinsic motivation for learners.

Do Teachers consider Student's level to teach English successfully?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

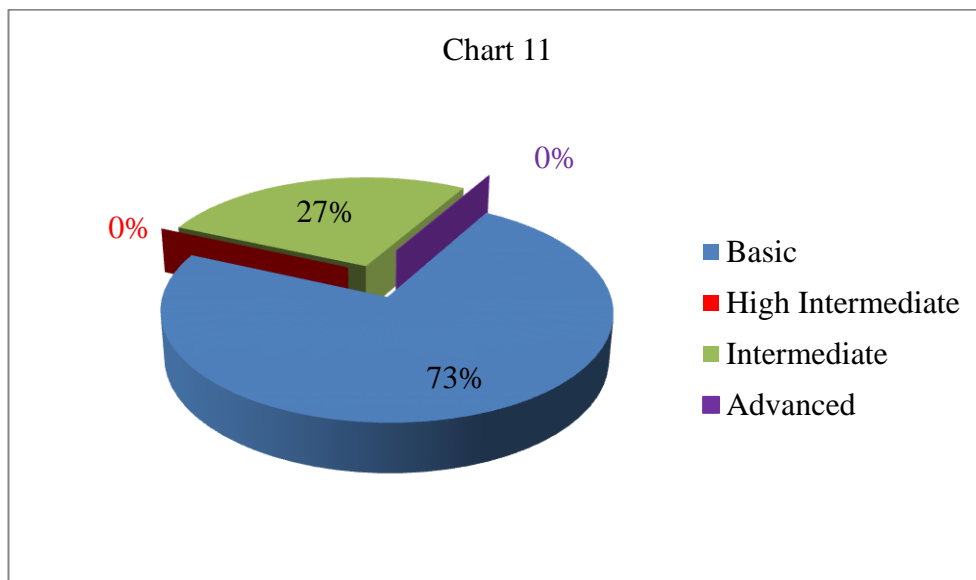
As the graph 10 shows, the 80% of the surveyed teachers stated that they consider Student's level to teach English successfully. On the other hand, the 20% of them answered that they don't consider student's level to teach English.

Taking into consideration teacher's answers to the survey, all the teachers were aware of the student's level of knowledge which allows them to direct their lessons accordingly.

However, during the classroom observations, it was evidenced that the majority of the teachers follow the format of the text and work book assigned by the institution which contents classroom activities directed to basic and intermediate level of students.

Nevertheless, the 46% of the surveyed students answered that they consider the classroom activities difficult. It is not the majority, but it is still a considerable percentage to whom perhaps a little variation on the classroom activities can match both basic and intermediate level of the students so these students' acquisition is not negatively affected by the level of difficulty.

Which is the level of the students?



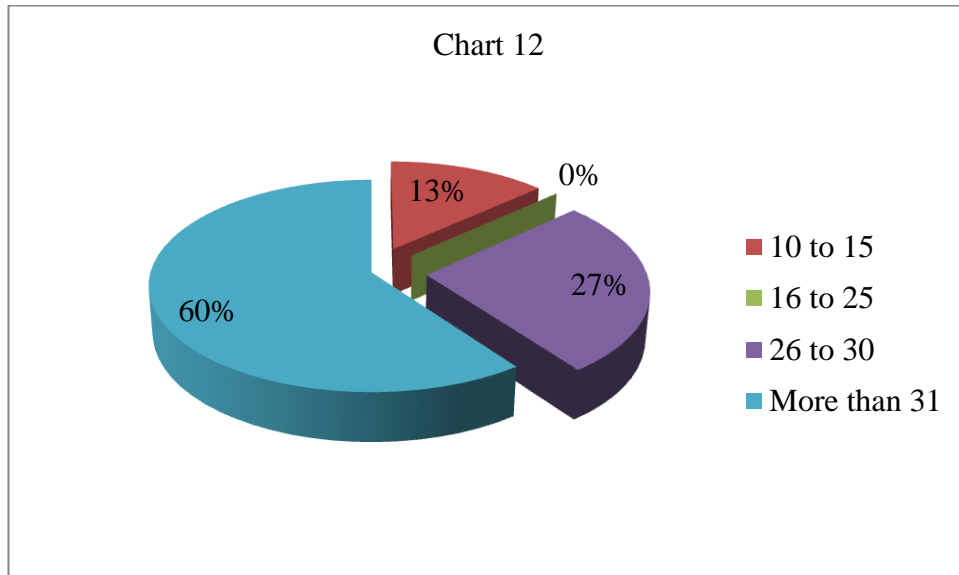
Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

As it can be seen in the graph above, the students' level-knowledge of the language is divided into two percentages. The 73% of the students are in the basic level; whilst the 27% are in the intermediate level according to the surveyed teachers.

However, during the classroom observations it could be evidenced that the observed teachers did not use any instrument for determining the students' English level, their assertions about students' level were based in that some learners show a better performance of the language skills. Furthermore, it could be confirmed based on the students' participations in the observed classes that the majority of them are in a basic level-knowledge of the language (A1-A2), taking as reference the characteristics detailed in the Common European Framework of Reference for Languages. The activities assigned to the students do not represent a challenge for the ones who have the higher level because the grade of difficulty is very easy so these students were not really motivated to work and to learn. They claimed that they feel bored because each teacher is working and assigning tasks according to the instructions of the book, and the book has basic information, so it is good for students who have basic knowledge.

Factors Concerning Classrooms

How many Students are there in each class?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

Concerning the number of students in each classroom, Brown (2001) asserts that ideal language classes should have a considerable number of students; in one hand, a large number of students gives us a chance to provide diversity and students interaction, and on the other hand a small number of students amplifies the opportunity to individual attention.

In this case, the 60% of the surveyed teachers answered that they work with groups of more than 31 students. Which was confirmed in the classroom observations where the 60% of the classrooms had 40-45 students which causes several difficulties to the teaching learning process. For instance, students' discipline was difficult to control, and interaction among student was not easy to monitor because of the number of groups. Therefore, large number of students minimize the opportunity of the teacher to monitor the tasks and to provide students individual

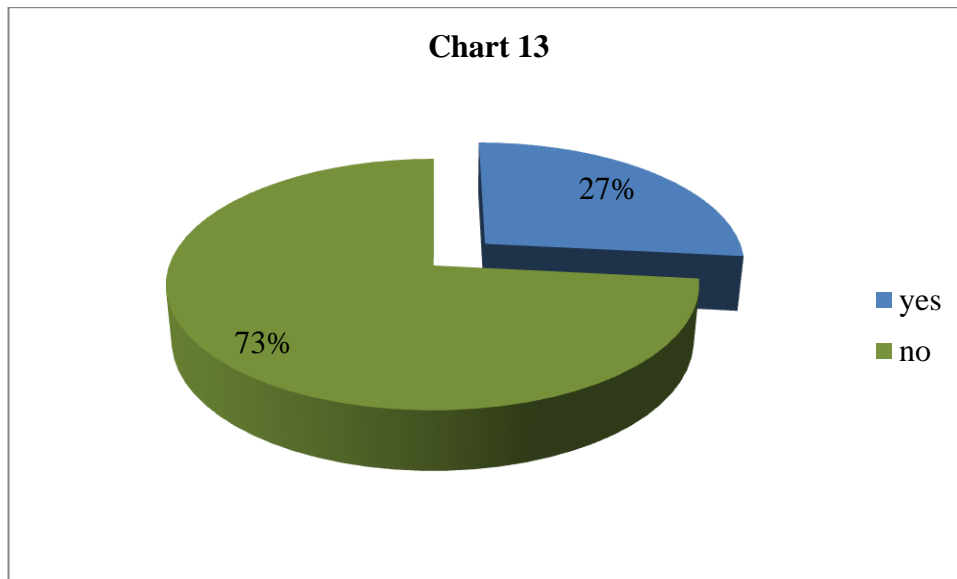
attention. In this sense, Harmer (1998) considers that working with large classes is difficult because teacher and students do not have enough contact among them.

Another 27% of the surveyed teachers answered that they have groups of 26-30 students. These teachers mentioned that this number of students is still difficult to work with. In the classroom observations, it was confirmed that in classrooms with 26-30 students the factor discipline is not easy to be controlled, pair work activities are difficult to monitor, and there is minimal contact among teacher and learners, and English language was used by students only when talking to the teacher.

The remaining 10% of the surveyed teachers have groups of 10-15 students. Classroom with this number of students, according to the classroom observations, are more productive than other classes with more students, this number of students allowed the teacher to involve the whole class in the teaching-learning process and students' opportunity to take part of the lesson were bigger. Also, individual activities and group work activities were commonly used.

Moreover, answers to the students' surveys revealed that the 80% of the students do not feel comfortable working with this number of students in the classroom. They think that it difficult the interaction and reduces their opportunities of performing in class in order to be corrected by the teacher. On the other hand, the 20% of them answer that they feel comfortable working with a small number of students.

Do teachers feel comfortable working with this number of students?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

As it can be seen in the graph, the 73% of the surveyed teachers indicated that they do not feel comfortable working with the number of students they have in the classrooms, they argued that they consider it is not an appropriate number to succeed on the teaching-learning process. Moreover, in large classes teacher and students do not have enough contact among them, it is difficult for students to get individual attention and for teachers to organize dynamic and creative classes. Harmer (1998).

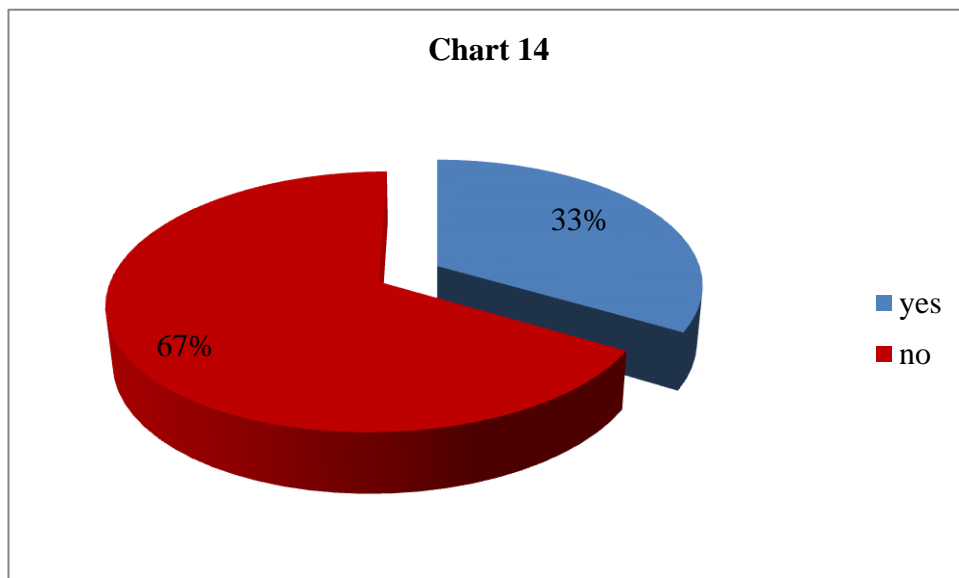
On the other hand, the 27% of the surveyed teachers consider that the number of students they are working with benefits the teaching learning process. They said that with small number of students it is easy to monitor the activities developed in the classroom and interaction activities are more common.

In fact, the classroom observations evidenced that working with small number of students benefits the teaching learning process. In these classes, interaction between teacher and students flew and there were less students' discipline

problems as occurred in classes with large number of students, and group work was more common. Conversely, in the large size classes, the teaching learning process was negatively affected, teachers were not comfortable when monitoring interaction activities, students showed discomfort because they didn't have the opportunity to participate, and attention deficit was evident, reducing the efficient comprehension of the subject.

Regarding the students' survey, the 80% of the students do not feel comfortable working with this number of students in the classroom. They think that it difficult the interaction and reduces their opportunities of participating in class. On the other hand, the 20% of them answer that they feel comfortable working with a small number of students.

Do Teachers have enough space to work with this number of Students?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

As seen in Graph 14, the 33% of the surveyed Teachers answered that they have enough space to work with the number of students they have been assigned. On

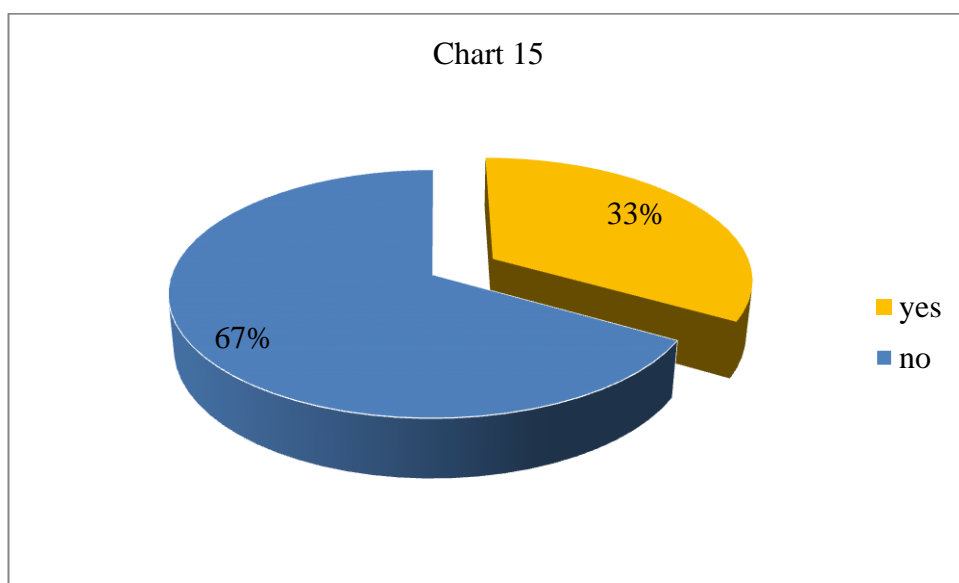
the contrary, the 67% of teachers assert that they do not feel comfortable with the classroom space. Concerning classroom space, Brown (2001) says that one of the most important factors in teaching a language is the classroom itself, because students can be deeply affected by what they see, hear and feel when they are in a classroom.

However, information gathered from the classroom observations showed that the majority of the teachers do not have enough space to develop the classroom activities comfortably, and discipline is not controlled adequately. For instance, some of the observed classrooms, with more than 40 students did not have enough space for the teacher to walk around the students, in one of these classrooms the teacher had to conduct all the activities from the front of the class, without any chance to monitor the students' work. In another classroom, students had to move to the library because the classroom assigned for them was too small for 36 students and it had only a very small window. On the other hand, the classrooms with less number of the students had an adequate classroom space to work. Activities were adequately monitored, teachers had enough space to organize individual or group work activities as well as enough space to move freely.

Moreover, according to the students' questionnaire, the majority of the students are not comfortable with the classroom space available for English language classes. They claimed the classrooms are too small in relation to the number of students, and some classrooms do not have natural light and ventilation. On the contrary, the students from the less populated classrooms asserted that they feel comfortable with the classroom space available. In this case, the classroom environment is favorable to the learners, which matches the opinion of Edge (1996)

who expressed that the classroom environment favors the learners acquisition because it makes students feel immerse in the learning environment and motivates learners to practice.

Do Teachers arrange Student´s seats in relation to the activities planned for their classes?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

Regarding the importance of seating arrangements, Tice (1997) affirms that the way the classroom is organized and a proper use of the space has a powerful influence on classroom dynamics and learning potential. If the classroom is badly laid out and neither teacher nor student move, some students could soon stop paying attention to the lesson.

In this sense, 33% of the surveyed teachers stated that they arrange student´s seats in relation to the activities planned for their lessons. On the contrary, the 67%

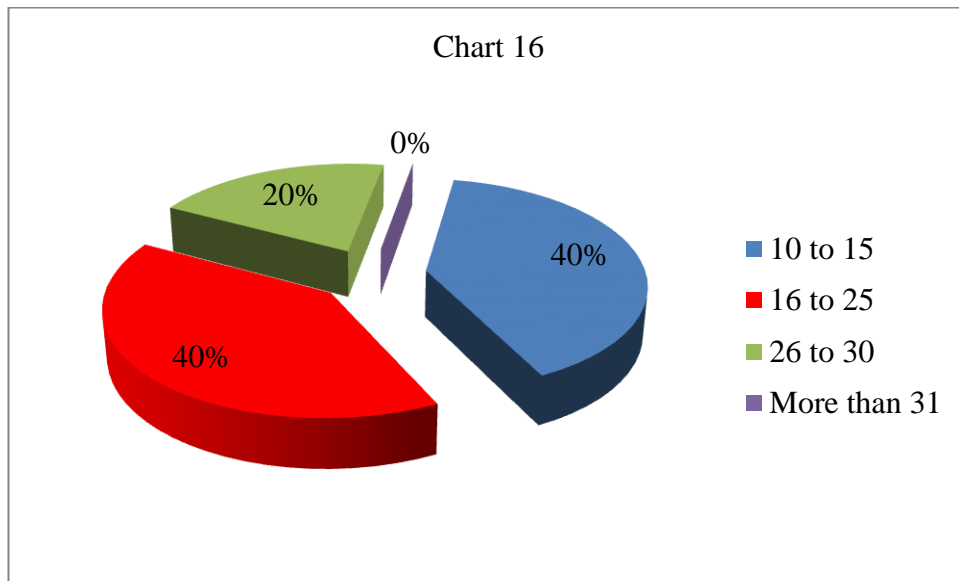
of teachers answered that they don't arrange students' seats in relation to the classroom activities.

This was confirmed in the classroom observations where a 33% of the teachers arranged the students' seats according to the classroom activities planned, specifically the classrooms with shorter number of students, it was noticed that seating arrangement plays an important role for a better performance in class, helping to control the discipline and keeping students focused on the lesson. With regards to seating arrangement, Hill and Lewis (1997) stated that the target of a spoken language is talking to each other, and seats must be re-arranged for this purpose as the most convenient possibility especially when pair and group work is a normal part of teaching.

On the contrary, during the classroom observations, the 67% of the teachers chose to work with the students sitting in rows because it was difficult to arrange seats in a different way in the classrooms that are not big enough in relation to the number of students. In these classes the learning process was not the correct because of the uncomfortable physical conditions of the classroom, students were not able to practice direct communication in the target language.

Furthermore, the results of the students' survey showed that they are not comfortable with the way that their seats are arranged in the classroom. They argued that the same seating arrangement for every activity does not motivate them to learn the language.

How many Students do Teachers think is the appropriate number to teach English?



Authors: Sócola Fabricio and Castillo Betsy

Source: Teacher's questionnaire

As it can be seen in the graph, the 40% of teachers think that 10-15 students is an appropriate number to teach English. They contend that working with this number of students increase interaction with students and possibilities of individual activities.

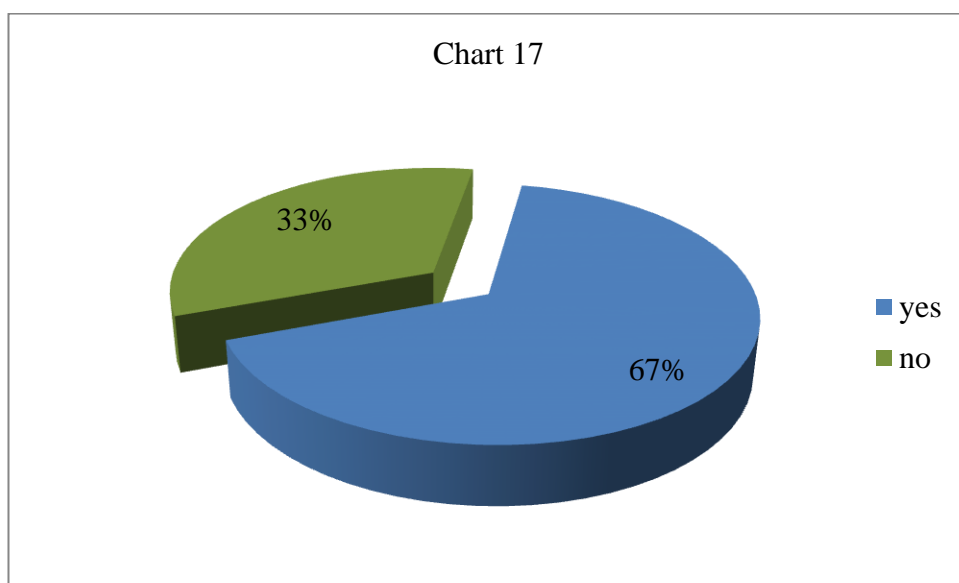
Regarding the benefits of individual activities, Woodward (2001) states that in individual work the teacher can be adjusted to student's pace and interests and would have authentic conversations.

Another 40% of the teachers answered that they believe that 16 to 25 students are the appropriate number to teach English arguing that this number of students would be ideal to group-work activities, and in the same time, the classroom wouldn't be overcrowded.

Moreover, The 20% of teachers believe that working in classes where there are from 26 to 30 students is adequate to teach English, but they emphasized that controlling the discipline will turn difficult especially if the teacher doesn't have enough experience about how to manage big groups.

According to the results of the classroom observations, only the 13% of the observed classrooms had 10-15 students. In these classrooms, it could be evidenced that teacher was comfortable working with this groups, interaction classroom activities were common, and students' work was properly monitored. Although none of the observed classrooms had 15-25 students, this number of students seems to be for teachers the ideal number of students to work with. Furthermore, the 27% of the observed classrooms had 26-30 students, and it was evidenced that teachers were comfortable to work on interaction activities, but discipline was not easy to be controlled, pair work activities were difficult to monitor, and there was minimal contact among teacher and learners. Moreover, regarding the 60% of the observed teachers who worked with more than 31 students were a testimony of all the difficulties mentioned before about managing large size classes in relation to the space available.

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



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

The results represented in the graph show that the 67% of the surveyed teachers answer that they do use teaching resources or supplementary materials to teach the English subject. On the other hand, the 33% of the surveyed teachers answered that they don't use complementary teaching resources.

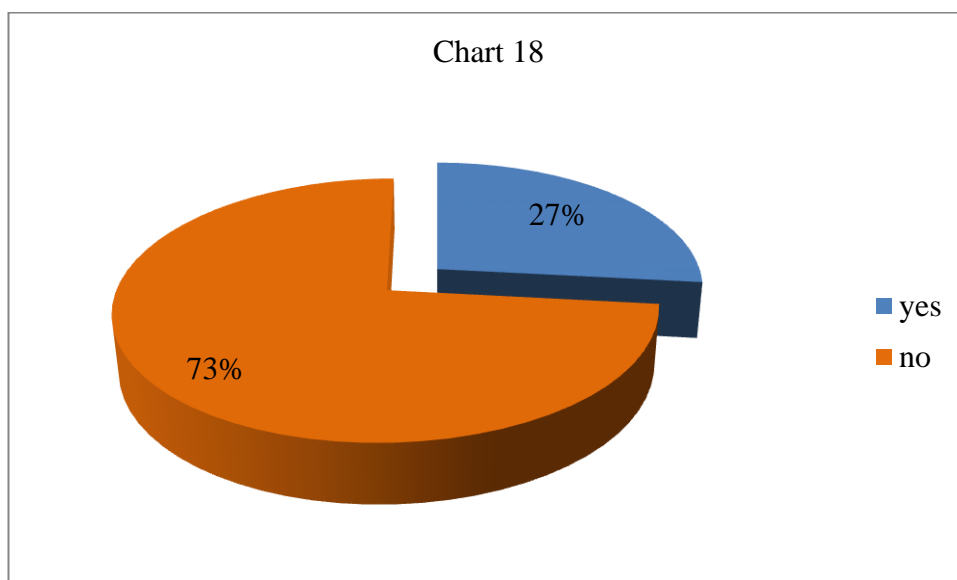
However, during the classroom observations it could be evidenced that the only teaching resource apart of the students' book is one CD player that is rarely available because it is the only one for 36 classrooms in the majority of the high schools, and in some classes, the teachers had to read the scripts for the students to do the listening exercises, also some teachers had to skip the listening activities. Moreover, in one of the high schools, the teachers affirmed that there was an English laboratory in the institution, but it couldn't be used along the year because it is always out of order.

Furthermore, teachers claimed that the lack of high technological teaching resources affects student's acquisition of the language, but there are other materials like posters, wall pictures, flash cards, that can be used to teach successfully. This opinion coincides with Haycraf (1996) who says that simple objects can be very useful aids for a lesson and it can be found in every place and in the classroom. Nonetheless, in the classroom observations those teachers did not make use of any of those materials; instead, the white board was used in all of the observed classes to explain grammar structures and to write examples of vocabulary. In addition there was only one classroom in which teacher used CD player to make students practice listening.

However, the surveyed students' answers revealed that the majority of the teachers do not use teaching resources in their classes. Students affirmed that teachers rarely use a CD player for listening exercises.

To summarize, although the 67% of the teachers assert that they use teaching resources in their classes, it was evidenced in the classroom observations and students' surveys that teaching resources are not being used in English language classes which affects the teaching learning process.

Do Teachers consider appropriate the resources they have in class?



Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

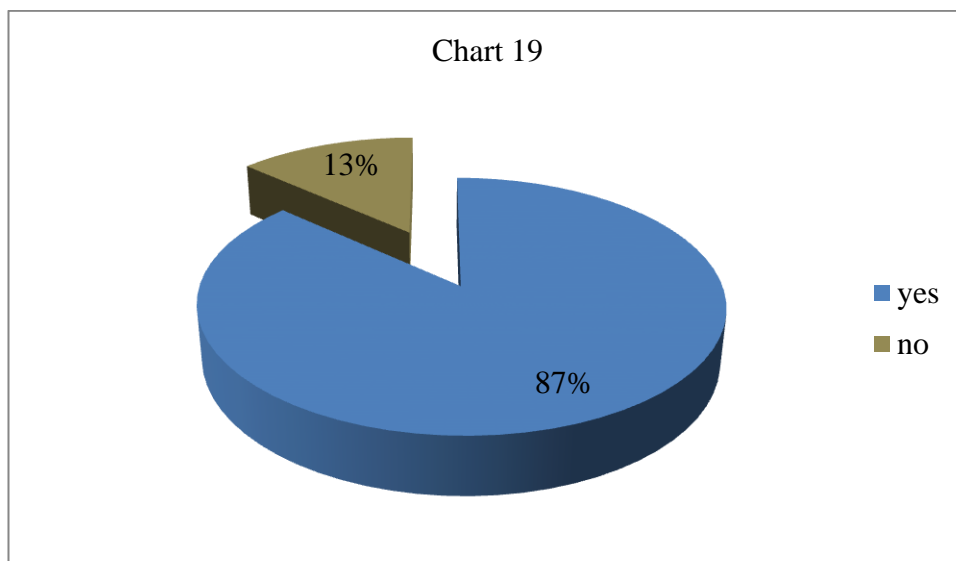
As shown in graph 18, the 27% of the teachers consider appropriate the resources they have in class. They argued that technological resources are not the only effective resources to teach English, there are simple objects that can be used to teach, but the challenge is to use all the resources in a correct way to teach English lessons. Concerning this, Harmer (2007) asserts that the most useful resources in the classroom are the students themselves through their thoughts and experiences we can bring to the class the outside world.

On the other hand, the 73%, of teachers consider that the resources available in the institution are not appropriate to teach English. Similarly, the results of the classroom observations demonstrated that lack of teaching resources affect students' level of involvement in the lesson, their senses are not being stimulated for a better acquisition of the contents and it is difficult to improve their communicative skills, specially listening.

Furthermore, the surveyed students stated that the use of extra resources is motivating because it makes practice more interesting.

Factors Concerning Educational Institutions

Do the Institutions review Teacher's lesson plans?



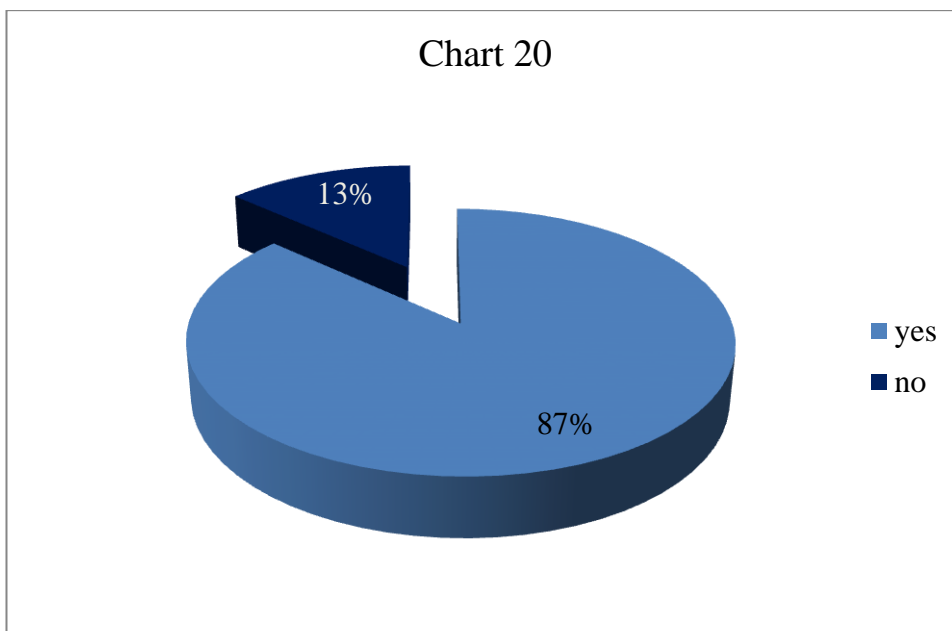
Authors: Sócola Fabricio and Castillo Betsy
Source: Teacher's questionnaire

According to what is shown in the graph above, the 87% of the surveyed teachers answered that institutions review teachers' lesson plans. The 20% of these teachers answered that their lesson plans are being revised by the institution once a month, and the other 67% answered that their lesson plans are being revised every

five months. These teachers explained that it is compulsory to make the planning of all the units at the beginning of the school year. Additionally, some teachers asserted that they stay more time in the educational institutions and they invest this extra time in planning. They also agree that their lesson plans should be reviewed eventually in order to ensure improvements in the teaching process.

On the other hand, the 13% of the surveyed teachers answered that their lesson plans are not being reviewed by the institutions, they mentioned that in their lesson plans are not reviewed by the institution.

Do the institutions monitor teaching?



Authors: Sócola Fabricio and Castillo Betsy

Source: Teacher's questionnaire

The graph shows that the 87% of the surveyed teachers answered that they are being monitored by the institution, the 67% of them once a year, and the 20% of the teachers every three months.

Regarding teaching monitoring Gebhard and Oprandy (1998) state that it should be directed to optimize teaching through a critical reflection of the teacher's strengths and weaknesses, with the purpose of finding solutions to the in-classroom conflicts and to improve the teaching learning process.

On the contrary, the 13% of the surveyed teachers answered that their teaching is not being monitored. The evaluation of the teaching process according Wallace (1995) provides teachers the necessary support and feedback to get better results in their teaching, also it offers the opportunity to assess the progress of both teachers and students, and often provides an indication of what to re-teach or practice further.

However, teachers agree that monitoring teaching is necessary to assess the effectiveness of the teaching methods and teachers' management of the classroom.

Conclusions

- One of the factors that affects the teaching learning process is class size because the 60% of the surveyed teachers work with more than 31 students per classroom.
- Only the 25% of the teachers used group work activities in their classes.
- The space available in the classrooms is not appropriate in relation to the number of students, the teachers don't have enough space to monitor all the students' work.
- The educational institutions do not have enough teaching resources such a projectors, computers, or cd players what difficult to obtain the best results in the teaching-learning process.
- Teachers do not use an overall plan for each lesson.
- Students' seats are not being arranged according to the activities developed in the class.
- Most of the teachers use the target language only in a 50% of the lesson.

Recommendations

- All the teachers should use group work activities in order to make lessons more interesting for students.
- The institutions should provide more resources such as television, internet, projectors, and English laboratories to make the teaching-learning process more interesting.
- Some high schools should reduce the number of students per classroom with the purpose to increase students' interaction.
- Teachers should use more English in their classes in order to make students use the language regularly.

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ANNEXES

ANNEX 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
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:		
<hr/>		

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), Smart board, and supplementary materials)?

YES ()	NO ()
Which _____ ones?	

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

YES ()	NO ()
Why? _____ —	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

ANNEX 2



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

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

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

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

3. Consideras que las actividades realizadas en clase son:

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

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

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

¿Por qué?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GRACIAS!!!!

ANNEX 3



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

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

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

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

YES () NO ()

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

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

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

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

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

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

NOTES:

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

TV	()
Tape/Cd recorder	()
Computer(s)	()
Projector(s)	()
Smart board	()
Supplementary materials	()
Others	()

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

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

TEACHER'S INTERVIEW

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

TEACHER'S		LANGUAGE									
PROFICIENCY:											
C2	()	C1	()	B2	()	B1	()	A2	()	A1	()