



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TÍTULO DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION INGLÉS

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

TRABAJO DE TITULACIÓN

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Centro Universitario Cañar
2016



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Febrero, del 2016

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Magister.

Paola Alexandra Cabrera Solano.

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De mi consideración:

El presente trabajo de titulación: “Factors that affect the English language teaching-learning process in Ecuadorian public high schools” realizado por: Bustamante Pinos Yesenia Elizabeth, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero de 2016

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Yesenia Elizabeth Bustamante Pinos declaro ser autora del presente trabajo de titulación Factors that affect the English language teaching-learning process in Ecuadorian public high school, de la Titulación de Ciencias de la Educación mención Ingles, siendo Mgrt. Paola Alexandra Cabrera Solano 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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Yesenia Elizabeth Bustamante Pinos
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DEDICATION

I dedicate this thesis to my family, especially to my husband who taught me that even the largest task can be accomplished if it is done one step at a time, to my children; thank you for your patience and understanding; to Dad and Mom for instilling the importance of hard work and higher education; and who taught me that the best kind of knowledge to have is the one that learned for its own sake.

Yesenia

ACKNOWLEDGMENT

My acknowledgment, firstly to God for giving me the strength to deal with any kind of situation in my life.

This project would not have been possible without the support of many people. Many thanks to my teachers of the Universidad Tecnica Particular de Loja who with their dedication and knowledge helped me to finish my studies.

I thank the school authorities, who allowed this research to be conducted in their institutions. To the teachers who opened the doors of their classrooms and allowed me to conduct the classroom observations and the respective interviews.

A deep appreciation to the students of the various institutions, who helped me with the interviews.

Yesenia

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ABSTRACT

This study is about the factors that affect the teaching of English in Ecuadorian public high schools. It analyzes how such factors hinder the achievement of an advanced level of communicative competence in the English language that students should achieve after completing high school.

The purpose of this research is to find the causes that influence low students' achievement. It was conducted in public high schools in the city of Cañar in 2012. The participants were English teachers from 8th, 9th and 10th grades. Data was collected through observation forms, questionnaires, and surveys. The general approach was quantitative and qualitative. During the process, fifteen classes were observed. For the analysis and interpretation of results three aspects were taken into consideration: factors concerning teachers, students, and the classroom. The data obtained was tabulated after that the results were analyzed and interpreted; the results demonstrated that English teachers have difficulties to teach this subject.

This research has established a significant connection between quality teacher education and student achievement.

Key words: teaching-learning process, teachers and students factors.

RESUMEN

Este estudio trata sobre los factores que afectan a la enseñanza del inglés en los colegios públicos ecuatorianos. Se analiza cómo estos factores obstaculizan alcanzar un nivel avanzado de la competencia comunicativa en el idioma inglés que los estudiantes deben alcanzar después de terminar la secundaria.

El propósito de esta investigación es encontrar las causas que influyen en los escasos logros de los estudiantes. Esta investigación se llevó a cabo en los colegios públicos de la ciudad de Cañar en el año 2012. Los participantes fueron 3 profesores de inglés de los grados octavo, noveno y décimo. Los datos fueron recogidos a través de observaciones, cuestionarios y encuestas. El enfoque general fue tanto cualitativo como cuantitativo. Durante el proceso, se observaron quince clases. Para el análisis e interpretación de los resultados tres factores fueron tomados en consideración, factores sobre los docentes, los estudiantes y las aulas. Los datos obtenidos se tabularon y después se analizaron e interpretaron los resultados, los resultados demostraron que los profesores de inglés tienen problemas para enseñar la materia.

Esta investigación ha establecido conexión significativa entre la formación del profesor y el rendimiento del estudiante.

Palabras claves: proceso de enseñanza y aprendizaje, factores de profesores estudiantes.

INTRODUCTION

The Public Education System in Ecuador has been facing with many issues. Among them, the problem that students cannot reach an appropriate level of English. Moreover, the educational authorities are concerned that after finishing high school, students could be proficient in the foreign language. For these reasons, this study was conducted to investigate the factors affecting the learning of English at secondary public high schools in the city of Cañar. This study will provide comprehensive information for educational planners to correct the mistakes made in the system.

In general, the aim of this study was to identify the problems with the instructional teaching of English language in public high schools. In doing so, this research also seeks to classify the factors that contribute to low English language proficiency among public high school students. What causes learners' poor performance in English language?, Why are public high schools students weak in English?

That is why, it is important to have a clear view about the factors that affect the teaching-learning process in Ecuadorian public high schools which might be aspects concerning teachers, students and the classroom.

There are some previous studies related to the topic of the present research. They investigated some factors linked to the teaching- learning process of English as a foreign language.

Malik & Jumani (2010) conducted a study which purpose was to define instructional competence of novice and experienced teachers from the perspective of

the learners. The participants were 296 female students of class 9th studying in a public high school of Islamabad city.

The results revealed that the students perceived the novice teachers as being supportive and their lessons were satisfactory. In relation to classroom control, a novice teacher is less strict in maintaining class discipline than an experienced teacher. In addition, both teachers were able to enhance learners' comprehension. The authors of this study did not find any limitation.

Alsayed (2003) researched about some factors that contribute to success on English learning; the factors investigated were motivation, early exposure to English, attitude, early first language acquisition and social background.

The selected subjects for this study were fifty professionals in different areas. Their ages ranged between 22 and 45 and they had 12 to 15 years of English instruction. The results showed that motivation and social background had the high correlation with performance. The author did not find limitations in the study.

Bhelo (1999) carried out an investigation about how native language influences in second language learning. The participants were four students of different ages and countries. They were assessed about their English ability by doing different dialogues. The results showed that the participants can only exchange information at a social level and when learners experience gaps in L2 structures they tend to adjust using L1 to produce a response. The author found limitations in the study since the sample involved was too small, so only a limited amount of language was analyzed.

The main beneficiaries of the present study will be the school authorities, teachers of the city of Cañar, students from the high schools where the present study was conducted and all those who are linked to education. The findings of this study

will help English teachers to identify the factors that affect the students' achievement and provide guidelines to teach English the secondary level.

After completing the study, the author did not find any limitations. This study did not have any difficulty since the authorities of the high school where the study took place and the students were always open to collaborate.

METHOD

Setting and participants

This research was carried out in the city of Cañar. There were five public high schools that participated in this study. The respondents were selected from fifteen classes each classroom was composed of 40 to 50 students. All the participants belonged to 8th, 9th and 10th grade of basic education.

Procedures

The research started with the investigation of the topics for the literature review which helped to understand important aspects related to the factors that affect the teaching-learning process and review previous studies related to the topic.

A questionnaire was employed as a tool to obtain information from both teachers and students in order to ask their perceptions towards the reasons why public high schools in the city of Cañar have students with poor performance for learning English as a foreign language. All the participants selected were asked to answer questions with individual aspects. Their answers were written during the classes.

Each teacher was observed a minimum of forty minutes. These observations were conducted as the teachers taught English. The observation was focused on general aspects such as objectives, learning activities, student's behavior, classroom organization, and teachers' behaviors. Notes were taken which were used later in the analysis.

In addition, the interviews were conducted with each teacher to obtain background information. Once the data were collected, they were tabulated and analyzed. The tabulation was done by means of counting the responses and finding the percentage of each aspect taken into account for this study. The criteria used for

the tabulation was based on three factors: factors concerning teachers, factors concerning students and factors concerning the classroom. The teachers' competence was established using the Common European Framework; this could be possible after conducting the interview and observing their classes.

DISCUSSION

Literature Review

In Ecuador, the process of teaching and learning English has been part of the high school curriculum, and its teaching has generally been based on the grammar method with mechanical repetitions and memorization of rules that are presented to the students out of context. This situation affects students' motivation and takes them away from the communicative function of language. By getting in contact with English, students get involved through playful activities; they can explore, investigate, discover, organize and learn about other cultures.

In order to conduct the present study it is necessary to get knowledge about some topics related to the research such as teaching approaches and teaching methods, teaching techniques, managing learning, lesson design, class size, classroom space, seating arrangement, classroom and teaching resources, classroom observation, learning motivation, learning styles and student's intelligence or aptitude to learn English as well as some previous studies related to the topic will be mentioned.

Teaching Approaches and Teaching Methods

According to Hymes (1972) communicative competence is based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does.

Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

Hymes (1972) coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Communicative Language Teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of classroom procedures.

On the other hand, Krashen and Terrell (1982) combined statements of the principles and practices of Natural Approach. They identified the Natural Approach with what they call "traditional" approaches to language teaching. Traditional Approaches are defined by Krashen (1982, p168) "based on the use of language in communicative situations without recourse to the native language" and, perhaps, needless to say without reference to grammatical analysis, grammatical drilling, or a particular theory of grammar.

The use of discussion groups and pair work has often been advocated both in teaching languages and in other subjects. Typically, such groups are used to provide a change from the normal pace of classroom events and to increase the amount of student participation in lessons. Such activities however are not necessarily cooperative.

According to Keper (2009), in Cooperative Learning, group activities are the major mode of learning and are part of a comprehensive theory and systems for the use of group work in teaching. Group activities are carefully planned to maximize students' interaction and to facilitate students' contributions to each other's learning. Cooperative Language Learning activities can also be used in collaboration with other teaching methods and approaches.

Furthermore, content- based approaches in language teaching have been widely used in a variety of different settings since 1980s. From its earliest

applications in ESP, EOP, and immersions programs, its advocates claims that it leads to more successful program outcomes than alternative language teaching approaches.

Krashen (1991) mentions that Total Physical Response regards provision of comprehensible input and reduction of stress as keys to successful language acquisition, and he has performed physical actions in the target language as a means of making input comprehensible and minimizing stress. On the other hand, Asher (1981) stressed that Total Physical Response should be used in association with other methods and techniques.

Also, Asher (1981) makes emphasis on developing comprehension skills before the learner is taught to speak, which links him to a movement in foreign language teaching sometimes referred to as the Comprehension Approach. This refers to several different comprehension-based language teaching proposals, which share the belief that the comprehension abilities precede productive skills in learning a language; the teaching of speaking should be delayed until comprehension skills are established; the skills acquired through listening transfer to other skills; the teaching should emphasize meaning rather than form; and the teaching should minimize learner stress.

The emphasis on comprehension and the use of physical actions to teach a foreign language at an introductory level has a long tradition in language teaching. On the other hand, the Whole Language movement is not a teaching method but an approach to learning that sees language as a whole entity. Each language teacher is free to implement the approach according to the needs of particular classes. Advantages claimed for Whole Language are that it focuses on experiences and activities that are relevant to learners' lives and needs, that it uses authentic

materials, and that it can be used to facilitate the development of all aspects of a second language.

On the other hand, the key features of the Grammar Translation Method are: Classes are taught in the mother tongue, with little active use of the target language, much vocabulary is taught in the form of lists of isolated words, long elaborate explanations of the intricacies of grammar are given, grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words, reading of difficult classical texts is begun early, little attention is paid to the content of texts, which are treated as exercises in grammatical analysis, often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, little or no attention is given to pronunciation.

Teaching Techniques

According to Cram (1998), the district teachers, mentors, and administrators use the six key strategies to identify good teaching skills that help them plan lessons that are accessible to a range of students.

The first of the six key strategies is vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept, the second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read by listening, speaking, reading, and writing collaboratively about the academic concepts in the text, the third strategy is metacognition and authentic assessment.

Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students'

understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills, the fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks, the fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts.

Additionally, when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate. The final strategy is the use of modeling, graphic organizers, and visuals. The uses of a variety of visual aids, including pictures, diagrams, and charts, helps all students and especially EFL (English Foreign Language) students—easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

These six key strategies not only help students develop English as a second language, they also help native speakers learn words that are not part of everyday English. Using this tool, beginning teachers, their mentors, and administrators plan, reflect, and observe classroom instruction with students' language development and content learning in mind.

Managing Learning

Bremner (2005) suggests that two learners do not have exactly the same learning needs, so 'mixed ability' issues apply to any class that contains two or more learners.

In order to be available to meet individual needs within a class, teachers have to find ways to reduce those aspects of teaching that limit their freedom to respond to needs as they arise. This means, finding ways of managing the classroom (learners, resources, tasks, relationships, responsibilities, etc.) to create opportunities for working closely with individuals or small groups of learners.

According to Nunan & Lamb (1996), managing the learning process is creating a positive environment which facilitates learning and it is the teacher's decision how to organize teaching. In order to carry out this process, the teacher should take into account some factors such as planning and preparation, the classroom strategy and the whole-school strategy.

According to Dunn (1998) another aspect of teaching on which higher- and lower-achieving depends on the student management and the lesson management, is student management, which refers to classroom discipline policies and practices. Lesson management refers to the structuring, directing, and pacing of learning activities.

Lessons Design

Penix (2007) claims that the lesson plan is intended to serve as a guide for teaching. The purpose of planning is to make an outline where it is clearly described each step to be followed. Planning is organizing the activities that students need to do in a chronological order. It also helps teachers lighting their memory. It is extremely important to be careful when writing reminder statements; they should not be vague statements because they could confuse students, so, planning is a list of activities in proper sequence. Teachers must be very careful not to omit any crucial point for the lesson.

Briggs, Gustafson & Tillman (1991) explain about designing a lesson and they refer as the planning of different activities that both teachers and learners will do during a lesson. It is the teacher's responsibility to design the lesson with quality learners' guidance, providing feedback and assisting learners. And it is the learners' responsibility to actively participate during the lesson. It is important to design the right amount of activities; which should follow a logical order and should be related to the objective stated for the lesson. In sum, lesson design is the plan that must be followed and the most important tool to help learners reach their outcomes.

Class Size

According to Lukaszuk (2006) one of the most important factors in education is classroom size. Classroom size does not refer to the physical size of the classroom. Rather, it refers to the number of students in the classroom.

Class size varies from school to school, maybe for one school 15-25 students in a class could be small but for others schools that number could be a large class. Many debates have been performing about class size, some knowledgeable felt that small classes lead to better teaching and more effective learning (Achilles & Finn; 2000). On the other hand, Blatchford (1998) said that evidence for the efficacy of class size reduction is in doubt and a small class alone does not ensure a good education; for a good teacher the number of students in the class should not be an issue.

Robinson (1990) stated that some students would also agree that they prefer smaller classes, too. In smaller classes the students find that it is easier to learn. Students like the availability of one-on-one time with the teacher, as that is much more valuable than group instruction. The only way classroom sizes will really change is if parents get involved.

Classroom sizes need to change, and they might—if parents step in and help.

Classroom space

Ehrenberg (2001) remarks that it is important to clarify that there is a difference between the size of group and the pupil/teacher ratio. The first one refers to the students who share the same space and the same teacher. The second one is affected by teachers and support areas such as arts and sports that typically do not have to charge a particular course, but serve several groups of the institution.

Furthermore, Legler (2002) mentions that there is a wide belief to consider that a small group generates a series of advantages that translate into better students for their academic achievements and another type of benefits that are directly related to the quality of teaching provided by teachers. This means, for example, the lower number of students in a class, the number of interruptions and noise decreases, allowing teachers to perform another type of educational activities in the classroom.

With small class groups, the teacher can provide more personalized attention and focus on the specific needs of each student rather than the group as a whole. In addition, group size affects the level of adjustment or coupling of minors to the same activities requiring the participation of each individual.

In addition, small classes bring other benefits such as giving the teacher the opportunity to work better with those students who have special needs and those who arrive at school a little behind with respect to their peers for various reasons. Small classes also give the possibility of establishing a better relationship with the parents and more leading to better students' performance and a reduction in disciplinary problems in the classroom.

Seating Arrangement

Ramsde (1999) mentions that there are many different ways to arrange seating in a classroom. Desk arrangements can be beneficial for promoting positive learning environments for specific situations.

Whether or not seats are assigned, the layout of the desks or tables is a major component to classroom management. Different configurations provide different ways for students to participate in and the teacher to provide instruction. The following are a few of the more common seating arrangements. The traditional row and column style is used for teacher-centered activities. Ramsde (1999) considers that it is used for both student-to-student interaction and teacher-to-student interaction. Clustering the desks into small groups lead to student-to-student interaction, this type of arrangement could cause noise and distraction. Choosing the best seating style depends on who the teacher wants to be the focus of the lesson (Ramsde, 1999).

Ramsde (1999) also added, that desk circle puts every student in the front row. The teacher can then either be in the middle for teacher centered lessons or at one of the desks for activities in which the teacher is a collaborator or facilitator. This arrangement can work for any size class, but might have to be changed to include an inner and outer circle if the room is not large enough for the number of students.

On the other hand, the horseshoe shape has the same benefits as using a circle, whether arranged one or more desks deep. Additionally, it provides room for the teacher to move easily among students and allows the teacher to redirect students' attention to a board or projection without the need to move seats.

Finally the groupings, putting desks in small groups so that students face each other is ideal for group activities. When the desks are placed tightly together they provide a larger working surface and promote collaboration among the students in the group. The teacher can move easily among the groups and, if arranged so that no student's back is to the board, can still redirect attention to provide instruction or direction (Ramsde, 1999).

Through trial and experience each teacher will find one or more arrangements that work best for his or her classroom. In some cases it makes sense to change the layout depending on how instruction is being delivered or what is needed for the class activity, but there is not one arrangement that works well for all teachers.

Classroom and Teaching Resources

The teaching process depends on the materials that the teacher uses to improve learning. Teaching aids can be the board, audio, video, books, projector, etc.

The board is one of the most commonly used teaching aids. While some teachers will be very skillful about how to use the board, other teachers will find the use of the board very difficult. Gower & Walters (2005) claim that when you are using the board to make sure you use lots of interesting and relevant language, and write clearly so the students understand. In addition, the teacher should be very organized when using the board. If the board is messy whatever the students write in their notebooks will be messy too.

When you are doing something and speaking about it, it means that students can understand what you are saying from the context and so should learn the language you are using by watching and listening, other resources such as visual aids can be used to organize your lecture or presentation, provide interest and motivation for your students, increase retention of information and learning, save instructional

time and preparation time because they can be reused, explain the relationships of parts to the whole, clarify something difficult, complicated or very large or stress very important points. The video allows teachers not only to tell students what they need to learn from a specific lesson, but also to illustrate examples to develop understanding.

Video is one of the most familiar and yet controversial media, which was developed after the invention of television. Ever since the invention of television, a number of researchers have been exploring the TV effect or its instructional function in teaching without any significant findings. However, it is an unarguable fact that students spend a significant amount of time watching TV or video (Buckingham, 2003). Recently, the educational research about video has shifted from an instructional approach to learning with video technology approach. Various video projects are then designed as classroom or community activities for subject-based or learning beyond the classroom (Buckingham, et al. 2003).

Bruce (2002) comments that most of the teachers who have used the Internet have started out with some kind of simple key pal (computer pen pal) exchanges, and most teachers who have used these exchanges have felt something lacking. Simply there is no more reason to expect a significant educational outcome from simply creating a pen pal connection than there is from simply bringing two students into a room and asking them to talk.

Over time, greater involvement on the teacher's part in creating learning activities that create sufficient linguistic and cognitive demands on the student is needed to get maximum benefit from Internet exchanges. And, as a number of people have noted, this teacher intervention is most successful when it brings about activities and projects that are well-integrated into the course curriculum as a whole.

Classroom Observation

According to Gower & Walters (2005) the students know more about the day-to-day instruction that you orchestrate than any observer could gather in one or even several classroom visits; peer observations can be useful ways of pinpointing verbal or physical habits that may be distracting to learners — and a peer may be less hesitant to comment on personal mannerisms than are students.

To the extent that the observer is familiar with course content, s/he may also be able to provide more specific recommendations for engaging students in that content than the students themselves. With appropriate planning and timely follow-up, peer observations can be quite helpful to instructors who are receptive to this kind of feedback.

Observations are most effective when approached as collaboration meant to benefit all teachers. For the one being observed, an observation can provide useful feedback that might not be revealed by other assessment methods. And the one observing can learn from seeing a fellow teacher in action.

Learning Motivation

According to Taylor & Francis (2010), when people are motivated they feel the desire for all of his works in the most thorough manner, tend to have a good attitude and have positive mind to achieve the goal which has been proposed. When students are internally motivated, learning and other goals occur under autonomous conditions, which are difficult to implement in the class.

First, in the majority of countries the school attendance is compulsory because students need to learn and, together with the teachers have to follow a study plan that later prove to society that the professor taught and what the student has learned.

Second, teachers must normally work with a group of twenty students to whom teachers do not know as they would like to. As a result, most of students get bored and sometimes confused.

Third, the class environment is very important because a good environment can empower students' motivation and learning. It is crucial that teachers organize their class and create a positive atmosphere which will greatly influence the students' attitude and motivation to pursue their goals.

In other words, teachers want the success of their students through the motivation because it is the main factor that the student can learn and have its rewards in the future.

The motivation of teachers when they receive a student in middle school year helps to improve education; the student takes the opportunity and feels the desire and obligation to participate in class. Motivation in the classroom is for teachers who are open to change and who want to try new things.

According to Baublitz (2010), there are two types of motivation, the first is Extrinsic Motivation in which the philosopher Barry Schwartz believes that students respond only when they are going to have some reward or will have some punishment, when a student is motivated by a prize or reward this is called extrinsic motivation; this is when the individual makes every effort to win that stimulus.

However, Bowman (2002) conducted a study with college students and as a result he found that there was only a minor part of students extrinsically, and the second intrinsic motivation is when the student has to have control over their own responsibilities and they simply enjoy what they are doing. It is important that the teacher moves from an authoritative person to a person who is a facilitator of education which will reinforce intrinsic motivation.

According to Dickinson (1995, p75), “intrinsically motivated students become more inclined to set their own goals and monitor their own progress which benefits not only themselves, but the other language learners in the class with whom they interact in small groups and pair work”

Learning styles

According to Rebecca (2003), learning styles are important in assessing the educational needs of a student. A teacher can no longer instruct in just one way and expect every student to be successful as a result. Research consistently shows that students learn in a variety of ways. A teacher needs to tap into the educational needs of the child; to do this, ascertaining the learning style is a major component of determining academic progress.

The styles are examples of behavior and the development of the student and the teacher must choose strategies that agree to the students learning style and these strategies become something useful for learning. Learning strategies can be classified into six groups: cognitive, metacognitive, memory-related, compensatory, affective, and social. The learning styles are not white or black, present or absent. Learning styles usually operating in a continuous or multiple, continuous intersection.

Felder & Henriques (1995) argue that the students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding.

The authors add, when mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become

bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school. Professors confronted by low test grades, unresponsive or hostile classes, poor attendance and dropouts, know something is not working. They may become overly critical of their students (making things even worse) or begin to wonder if they are in the right profession. Most seriously, society loses potentially excellent professionals.

Felder & Henriques (1995) suggest overcoming these problems, professors should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) If the balance is achieved, all students will be taught partly in a manner they prefer which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals.

The Peak Performance Center website contains resources for a model of learning styles generally referred to as the Felder-Silverman model. The model was originally formulated by Dr. Felder in collaboration with Dr. Linda K. Silverman, an educational psychologist, for use by college instructors and students in engineering and the sciences, although it has subsequently been applied in a broad range of disciplines. Willis & Kindle (1999) argue that the learning style profile requires young people to speak for themselves: be wary and listen to them, ask them questions and treat them respectfully. Our experiences have shown us that genuine recognition of how children see unlocks a treasure trove of corners of interest, dreams, hopes and passions that provide the real reason and motivation to learn.

Knowing a child's learning style will help a teacher design lessons, plan instruction, and conduct interventions that will improve student performance. At the beginning of the school year, teachers can determine learning styles through observation or by completing an inventory checklist. Being aware of the different learning styles and how to teach through them is the main goal of the classroom teacher.

Student's Intelligence or Aptitude to learn English

Lightbown & Spada (1999) argue that the role and meanings of the terms intelligence and aptitude as they have been used in second language acquisition (SLA) discourse are significant for virtually all aspects of SLA. If it was the case that only individuals with what for the moment will be called exceptionally high innate abilities are able to become highly proficient in a second language, then it may be sensible to arrange academic programs based on this fact. If, alternatively, it turns out that intellectual abilities are not predictive of success with a second language, the pedagogical ramifications are clearly quite different. Similar significant consequences follow for other elements within the domain of SLA. To mention just a couple, it is probable that an enriched understanding of innate capacity will result both in modifications of theories about how second languages are learned and more effective ways of teaching them. If it turns out that individual's exhibit certain patterns of intellectual ability, it may be possible to devise a pedagogy that caters to these patterns and results in more effective teaching.

There are many previous studies related to the topic of this research, the most relevant are presented in the following section. These studies contribute to the present study since they are about different factors that might affect the English language teaching-learning process.

Malik & Jumani (2010) conducted a comparative study which purpose was to find out students' opinions about instructional competence and classroom environment of novice and experienced teachers.

The participants of this study were 296 female students from 9th grade studying in a public high school of Islamabad city in Pakistan. Novice and experienced teachers taught these classes. The tool used for this research was a questionnaire consisting of six variables related to the teacher's competence which the students had response indicating the degrees of their agreement. The results were tabulated in numerical terms and used for the analysis.

The authors concluded that, novice teachers pay attention to all the students despite their proficiency in the subject while experienced teachers tend to pay more attention to students who master the subject. They find out that a novice teacher is less strict than an experienced teacher which can lead to discipline problems. With regard to students participation in the lesson the authors concluded that both novice and experienced teachers enhance the comprehension of the learners. Finally, the students' satisfaction with the lesson, classroom assessment environment and attitudes toward English novice teachers are able to elicit satisfaction from them.

Alsayed (2003) investigated about some factors that contribute to success in learning English. In this research five variables were studied: motivation, early exposure to English, attitude, early first language acquisition and social background.

The participants of this research were fifty adults with different academic background who were the ages ranged from 22 to 25 and they had 12 to 15 years of teaching experience. The instrument used for this research was a semi-structured interview which helped the participants to feel comfortable and speak freely. The analysis was done using Statistic (linear correlation matrix) that helped to find out

the relationship between each variable and the four skills (reading, writing, speaking and listening). The variables were calculated on a 5 degree scale.

Alsayed (2003) concluded that motivation and social background had the highest relationship with performance, while attitude has nothing to do with achievement in English as a foreign language. And finally, the author found out that early first language acquisition and early exposure to English had great impact in aural skills but not with reading and writing.

Teevno (2011) conducted a research which describes the challenges faced by teachers and students in teaching and learning English at secondary level. The research was conducted out in fourteen high schools at the Taluka of district Naushahro Feroze Sindh in Pakistan.

The participants of this study were eleven English teachers, seven male and four female, seventy students including forty male and thirty female and six English experts including four male and two female. The teachers and the students were asked to answer a questionnaire which asked about the method that they use for teaching, problems that students face in the classroom and about academic facilities. They were involved in group discussion and the English experts were interviewed about curriculum effectiveness at secondary level, in addition, classroom observation was conducted to examine the existing practices of teaching-learning English. Quantitative and qualitative methods were used for the analysis of the data collected.

The author concluded that teachers do not have proper training and the facilities and the curriculum did not take into account the students' needs, these are challenges that teachers and students have to face and they obstruct the teaching and learning process of English.

Akbari & Allvar (2010) researched about the teachers characteristics as predictors of the students' accomplishment. The study investigated three teacher related variables: teaching style, teachers' sense of efficacy and teacher reflectivity.

The participants of this study were 30 EFL teachers and their students in different high schools in Ilan province in Iran. All teachers held a BA degree in TEFL, English Literature or in Linguistics. Their ages ranged from 23 to 48, they had 2 to 26 year of experience and they were male and female. The instrument used for the research was a questionnaire for each variable. The data was analyzed through multiple regression analysis which gives individual relationship between any two variables in the study. The author concluded that the teacher has a central role in language settings.

Bhelo (1999) carry out a study about influence of the native language in second language learning. The purpose of the study was to determine if L2 learners use their mother tongue when writing and speaking.

The participants were four adults' students of different ages and from different countries. They were assessed about their ability to perform in written and spoken English. They were asked to write a story in English and in their native language base on a set of pictures given to them, and then they were interviewed about their jobs in both languages.

The authors concluded that when learners experience a gap in L2 structures they tend to fix it by using L1 to produce a response and this is an impediment on learning the target language.

Description, Analysis and Interpretation of Results

This section contains information researched in public high schools in the city of Cañar, in order to know the factors that affect the teaching of English in our country. Before presenting the analysis it is necessary to address some elements that shape and contextualize the teaching of English in the educational system.

English is taught as a compulsory subject in public institutions. According to the curriculum, the English language has to be taught from the first year of basic education (1 or 2 hours a week) and at school-class during five hours a week.

The teaching of English in Ecuador falls into that category, as well as the teaching of English in any country where English is not the language customarily used. Teaching English as foreign language has curricular, pedagogical and teleological implications.

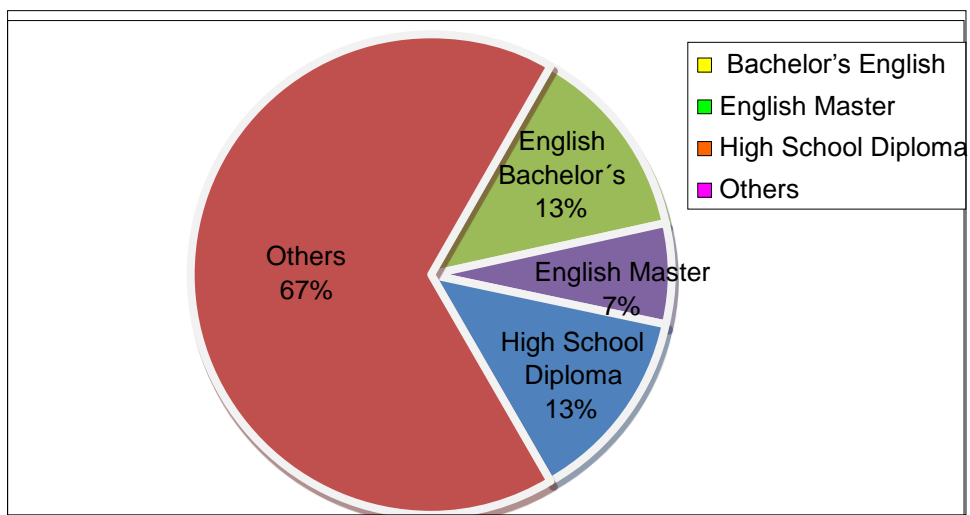
As it was mentioned before, this section focuses on the description, analysis and interpretation of results obtained through the instruments used for the present research. The analysis of this study will be quantitative. This analysis is important because it shows how some factors affect the English language learning-teaching process; they are factors concerning teachers, factors concerning students and factors concerning the classroom. Each result is represented by a graph. The results were gathered from the survey given to teachers and students and from the class observations.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

In this graphic we can see that 13% of the teachers have Bachelor's degree in English, 7% have Master degree, 13% have a High School Diploma and finally the 67% of the teachers are professionals in others areas. According to these results, most of the participants are not qualified professionals to teach English; therefore, they do not know the methodologies and teaching techniques and they are not able to perform in the English language. Only the 7% of the teachers, who have a Master degree, have a B1 level according to the Common European Framework. Some teachers have an excellent methodology because they know techniques and procedures to develop the four skills and motivate students to learn more about the English language; however, there are other teachers who have a bachelor's degree, but do not know about good methodologies, so they do not include materials in their teaching.

In a study conducted by Goldhaber (2002) which purpose was to find the relationship on student achievement and teachers' characteristics, he concluded that teacher degree and experience levels appear to be only weak evidence that these characteristics affect the student learning.

Although the specific education requirements for becoming a teacher vary from one high school to another, teachers should have bachelor degrees. Those who teach high school and college usually need degrees in the disciplines they teach; however, high school professors may also need an advanced, graduate degree. Undergraduate training programs which lead to a bachelor's degree in education can vary depending on the prospective teacher's specialization. Professionalization refers to academic studies that teachers have. It is important to emphasize that its degree and specialization give clues on teacher performance language skills and educational terms.

In the city of Cañar there are English teachers, but they are not prepared to teach English because they have degrees on other subjects. They do not improve their class and do not plan them, they do not understand about the importance of English in today's world. With so many classes assigned, teachers do not have time to give quality feed back or properly prepare evaluations. They mention that it is impossible for them to attend courses and conferences related to the English subject.

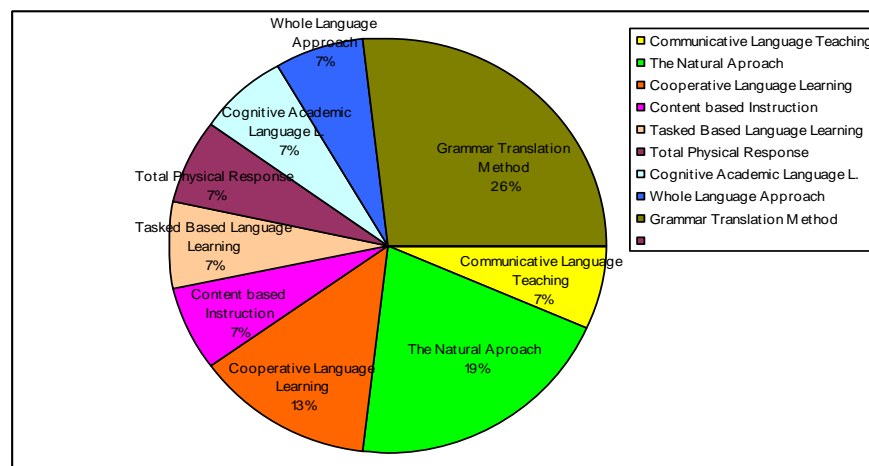
It is getting more pressure on the teachers and there are not solutions or alternatives. The teachers need preparation and knowledge to teach this subject.

Teachers do not have the capacity to prepare lessons that are appropriate to the students. They do not speak in a clear way in their classes. For this reason, many students have withdrawn from their classes because the English teacher does not explain very well and the students do not understand.

Therefore, we can say that the authorities of the institutions should hire teachers who are methodologically and technically trained to teach English because there are also teachers who are native but they do not have pedagogy for teaching the target language.

Which of the following methods was used in this class?

Graph 2



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

According to graph number two, the 26% of teachers use the Grammar Translation method which was the most used by teachers during the observed lesson. In addition, the 19% of them used the Natural Approach. A similar percentage of teachers used the Whole Language Approach, Cognitive Academic, Total Physical Response, Tasked Based Language, Communicative Language and Content Based Instruction. Cooperative Language learning was reported to be used by the 13% of the teachers.

Students are focused only on learning grammar rules and they use translation to Spanish. The students translated a reading passage from the target language into their native language. This task focused on several topics such as vocabulary and

grammatical structures. The passage was excerpted from a text, or the teacher wrote a passage carefully designed to include particular grammar rules and vocabulary. The translation was written, spoken or both. Students should not translate rather they must demonstrate their understanding somehow.

Students answered questions in the target language based on their understanding of the reading passage. The questions were sequenced so that the first group of questions asked for information contained within the reading passage.

Also, students were given one set of words and were asked to find antonyms or synonyms in the reading passage. Students were asked to define a set of words based on their understanding in the reading passage.

Grammar rules were presented with examples. Exceptions to each rule were also noted. Once students understood a rule, they were asked to apply it in different examples.

In the same way, students were given a series of sentences with missing words. They filled in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses. One of the advantages of the use of this method is the easiest way of explaining meanings of words and phrases from one language into another. Any other method of explaining vocabulary items in the second language is found time consuming. A lot of time is wasted if the meanings of lexical items are explained through definitions and illustrations in the second language. Moreover, learners acquire some sort of accuracy in understanding synonyms in the native language and the target language.

This method requires few specialized skills on the part of teachers. Grammar rules and translation tests are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to test communicative

abilities, so students have little motivation to go beyond grammar analogies, translations and other written exercises.

The teachers who said they used the Natural Approach were not really using it. In fact, only 13% of them used Cooperative Language Learning. In addition, the teacher always monitors group activities to ensure that students work on the tasks. The teacher is also available to answer student questions and guide discussions if necessary.

Teachers create groups of diverse levels and backgrounds. They have a positive interdependence also setting group goals and working towards a final learning outcome. Students are encouraged to use verbal and nonverbal communication to solve problems and explain learning material and they are accountable for their tasks and for assisting the whole group learning goals.

The teacher establishes rules so that all students are respectful, speak in an appropriate manner to the classroom setting, and utilize their time wisely during group interaction.

On the other hand, in Task Based Language Learning 7% of the teachers present activities in context so the students can figure out meaning. This was in a variety of ways: through a text, a dialogue etc. Students were asked to complete a controlled practice stage, where they had to repeat target items through choral and individual drilling, fill gaps or match the sentences. This practice demands that the student correctly uses the language and helps to become more comfortable with it.

Finally, they moved on to the production stage, sometimes called the 'free practice' stage. Students were given a communication task such as a role play and were expected to produce the target language using any other language that had already been learnt and was suitable for completing it.

The teachers used the Total physical response method as a way of using the language. They implemented activities where the students did the actions that the teachers said.

In addition, they implemented some physical response activities within the lessons: for example, matching activities, using sentence strips, drawing, cutting and pasting magazines which all required hands-on activities.

When the students were learning about jobs, the teachers used pictures of people doing different jobs and the names of the jobs. The students had to cut out each picture with the correct word related to it; for example, they had to cut out pictures related to seasons and weather from a magazine and stick them in a map.

In Cognitive Academic Language the teachers used four important communication strategies: questioning, gestures, connecting to background knowledge with examples and analogies, and personifying. The results suggest that students, despite growth in certain dimensions of cognition and language, also learned counter-productive rules of school.

Whole Language Approach teachers made minimal use of graphics; they used the visual array on the page only to get the meaning. In a phonics or skills model, the print was of major importance and meaning was pretty much assumed.

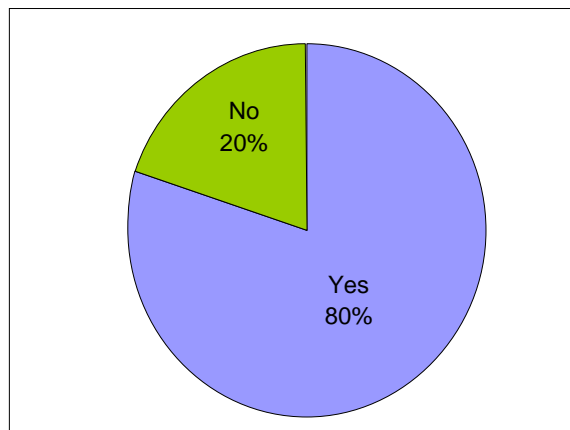
For instance, the teacher told a story using a story map, a web, a reading guide, then had the students act out parts, write a paragraph, etc. The teacher made the students answer questions about the characters and had a class discussion after reading the story.

In Communicative Language Teaching the teacher who said he used this method was not really using it, he was using the Grammar Translation Method.

In sum, the teachers should use a variety of methods and they should understand how to use them to apply them in the best way possible for the students' advantage.

Do teachers use whole –group activities to teach their lesson?

Graph 3



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

Eighty percent of the teachers said that they use whole – group activities in their classes, 20% of them said that they do not use this kind of activities.

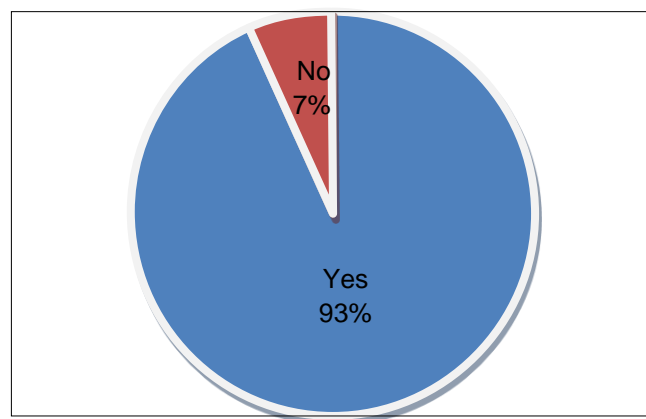
According to teachers, whole group activities are relevant and meaningful because students have the opportunity to share their learned knowledge, express their opinions and improve their class participation. It was observed that some teachers made their students repeat new words or expressions as a whole group, until they felt sure the students learned the correct pronunciation.

It is important that these kinds of activities could be incorporated in any context where they are appropriate in order to encourage the participation of all the students. It helps them have the same opportunities to express themselves and do not stay behind in the learning process.

The use of whole group activities as a strategy to involve students into the English as a foreign language learning process was evident. The teachers and students confirmed it. For the teachers it was a great strategy to keep the majority of the students working at the same time and place on the same assignment, due to the large number of students and the difficulty to make them perform written and oral exercises during the limited lesson time. In addition, students considered the whole group activities integrative, specially, for shy students who felt fear when they had to speak or write in front of their classmates; furthermore, they were confident and encouraged working among classmates. Teachers and students also considered whole-group activities helpful, integrative and frequently used despite of the constraints they had such as the time invested in forming groups and the indiscipline generated.

Do teachers use individual activities to teach their lessons?

Graph 4



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

The graph above shows that 93% of the teachers use individual activities in the class to teach their lessons. On the other hand, 7% of them expressed they did not

use individual activities because of the limited time and the large number of students in class.

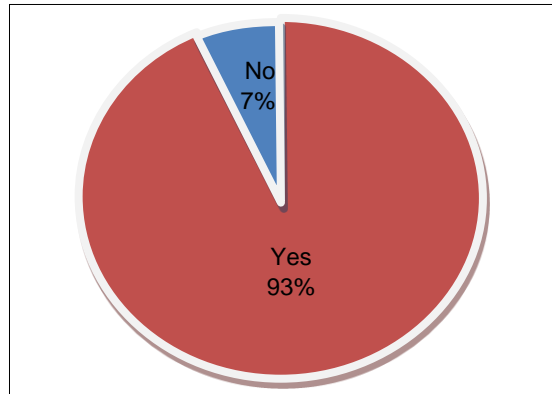
The University of Washington on its Teaching and Learning Bulletin of spring (2009) establishes that most of students learn best when they are actively engaged with the class and its material. An individual activity in class clearly demands a dynamic participation. Some strategies to accomplish this task include: developing rapport between teacher and students and among students, creating opportunities of engagement and student`s participation and managing interaction among all the class participants. The observation showed that there was no rapport among class participants, there were few or no opportunities for student`s participation, and teachers did not manage class participation in a good way.

A high percentage of the teachers` surveyed used individual activities in the classroom which is very important due to each student have his/her own learning style, different needs and different interests to be considered at the moment of teaching. If teachers consider the individual characteristics and the different learning styles that students have, it will contribute to reach a meaningful and more effective learning of this important language. Taking this into consideration, Thornbury (2006) indicates that the learning style of each person can be specific due to different reasons such as biological factors or innate gifts that each human being has. The author also adds that they are associated to other factors of great influence like personality, intelligence and learning experience.

In conclusion, although some teachers work on individual activities with their students, the atmosphere in the observed classes was not the ideal one for these activities.

Do teachers use group work activities to teach their lesson?

Graph 5



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

Ninety three percent of the teachers reported that they perform group work activities; only 7% of them said that they do not organize group activities. The observation confirmed that none of the teachers divided their classes into groups or asked the students to work among themselves cooperatively.

Teachers interviewed considered that the use of group work activities is important because students need to increase their chance to collaborate among each other, or that this activity gives them the opportunity to do something different and freely; whereas there are also contrasting comments from other teachers who answered this question saying that there are too many students in the class or that they do it depending on the topic of the class.

Hammer (2007) also argues that group activities reinforce a sense of belonging, which teachers need to foster in order to help students share emotions and thoughts in a collective environment. Moreover, they are suitable for giving instructions and explanations in activities where the teacher acts as a controller in order to have a general overview of the students' progress.

The group-work activities aimed to help students improve their writing and speaking skills; for this reason, teachers explain that they form groups to write short paragraphs, draw and expose topics related to their preferences such as, the favorite soccer team, singer, actor or actresses using tenses and structures learning previously.

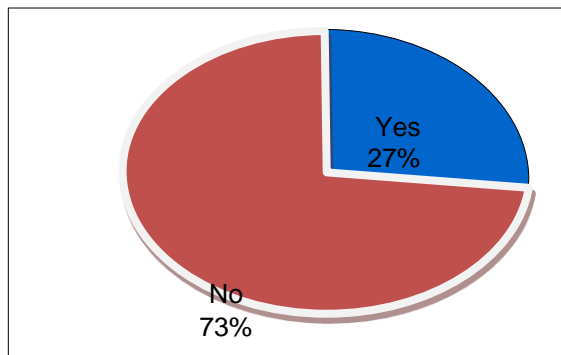
Considering the teachers' difficulty to rate and assess students' individual work when applying whole- group activities, it was mentioned that, although there is a benefit to keep all students working on the proposed task until its accomplishment, as a whole group, it is not possible to identify the percentage that each student contributes to it individually. Due to this factor, it is common that few students perform the task and that others just copy or repeat it. At the end of the class all of them had the task done, but the students who had worked harder had the same work and grade as the ones who did not.

On the other hand, one teacher who did not use group-activities in class said it was because of the students' level and indiscipline, the students got distracted toward other activities such as: talking to each other in Spanish, using electronic devices, which are common and varied among students and disturbs classmates.

Consequently, due to the teachers' choice or because of lack of space, students were not divided into cooperative group work, which had a negative impact in the teaching-learning process.

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

Graph 6



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

The graph shows that 73% of the teachers surveyed said they used English most of the time in their classes. However, less than 27% expressed they did not use English most of the time in class.

When the students were asked if their teachers use English most of time, 11 out of 15 students said yes, when in fact this was not the case. Some questions arise from these results: Are students able to evaluate how the teachers should deliver their classes? Did they fill in the questionnaire truthfully due to the presence of school officials?

In spite of the facts mentioned in the surveys, most of these teachers used the English language just for giving basic commands or instructions to their students, such as "sit down", "stand up" "Open your book" or "please" because the teachers claimed their students cannot follow a class given only in English.

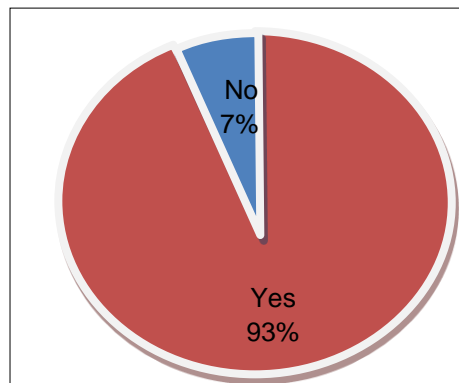
In addition, through the questionnaire most of the students supported the opinion about teachers using and speaking English most of the time which helped them to understand, retain, and learn the foreign language in a productive way. On

the other hand, there were students who said that their teachers do not use English in their classes. Teacher prefer to use English and Spanish due to the fact that they feel obliged to translate everything that they teach since some students do not understand when they speak only in English.

In conclusion, there were two groups of students who said that the teachers use English in their classes and others who said that teachers do not use English in their classes.

Do teachers plan their lesson?

Graph 7



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

Graph 7 shows that 93% of the teachers plan their class and only 7% of them do not plan their lessons.

Teachers used the lesson plan tools and have similar components such as grade level, subject, objectives, instructional activities, assessment plan, and so on. However, they are also different in many ways. Some lesson planning tools divide instructional activities into sub-components. Other lesson planning tools provide a section for connectivity to the standards. Others take into consideration the integration of technology for learning. Well planning supports teachers and they can share lesson plans and cooperate with colleagues.

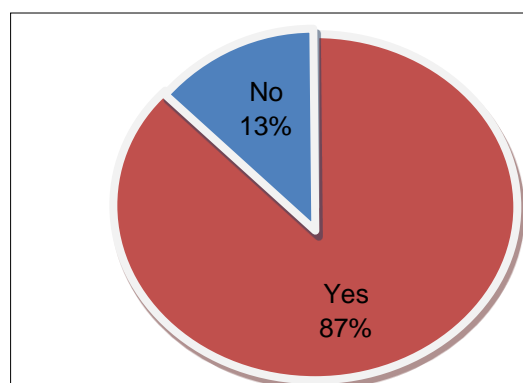
According to Hammer (2007), planning allows teachers to think about what they are going to present and give them enough time to prepare the activity they are going to work in the class; planning is also used to remind teachers what they are intended to do. Finally, when teachers plan, students feel confident; as a result, students respond actively and positively to teachers.

There was a teacher who was observed spending more than fifty percent of the class time on practicing basic greetings and introductions with her students instead of spending time encouraging students to interact with each other. In that respect, the teacher could have approached her students more actively by giving accurate feedback for each of groups assigned.

It can be concluded that planning is a very important requirement to organize so much the process as the activities and all resources, as well as to present learning objectives and to measure the achievement of this learning. Planning allows optimizing the work of teaching and the use of the resources, giving the academic results expected.

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

Graph 8



Author: Yesenia Bustamante P.
Source: Teacher's questionnaire

Eighty seven percent of teachers consider these aspects as discipline, timing, feedback, and instruction to teach their lesson, and 13% of the teachers do not consider them.

However, classroom observation showed that some teachers taught their classes without considering important aspects of managing learning.

Regarding discipline, teachers had difficulties to control students' behavior due to the high number of learners in the class since class size was over 40 students. As a result, teachers were not able to apply discipline strategies such as separate students to stop talking between them because of lack of space.

During the observations, class time was not well managed since in some classes some activities took a short time; while in others, the activities presented could not be covered during the class period and the teacher had to reschedule them.

Hammer (2007) argues that "The best activity in the world is a waste of time if students do not understand what it is supposed to do". He also suggests that instruction should be simple and logical. It is similarly relevant that teachers check students' understanding of the instructions given.

Regarding timing, all the teachers surveyed affirmed that they set time for the activities they assign in class and this result is supported by thirteen students that answered that their teachers do set time for class activities. However, during the observation it was noted that teachers had difficulties in setting time for the activities which means timing was not considered.

None of the participants were taken into account when planning. As it was observed all teachers controlled aspects such as discipline, timing, feedback, but some of them were not able to handle their classes taking into account all these aspects at the same time.

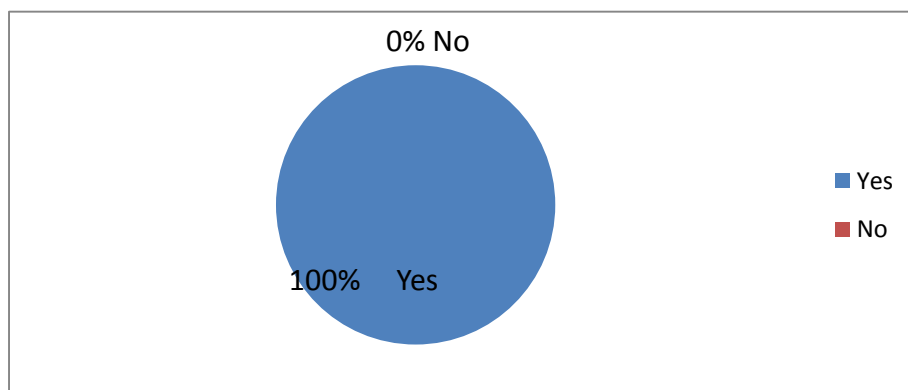
The analysis above shows that many teachers do not consider that managing learning is one of the teacher's key roles for ensuring the success of lessons.

In sum, the factors concerning teacher that affect the teaching learning process as analyzed before are related to the teachers' level of English which is not suitable for teaching English because most of the teacher held a degree en other subjects, as a result, teacher do not have appropriate knowledge about methods and techniques making this difficult for them to do adequate lesson planning. Therefore, teachers fail to provide adequate activities to meet the students' needs.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Graph 9



Author: Yesenia Bustamante P.

Source: Student's questionnaire

Graph 9 represents the results obtained through the survey applied to teachers. This graphs shows that 100% of the teachers assure that they recognize their students' needs and preferences when planning their English classes. However, from the class observations, it was shown that most of the teachers planned their lesson focused only on their course book.

Herrera (2009) argues there are different learning styles that affect learning, such as visual, auditory, etc. During the observations most of the language practiced was done through visual exercises in the book, notebook or copies which is a characteristic of how visual learners acquire knowledge.

The more teachers can involve all modalities and learning styles, the more chances they have to engage learners in using their learning capacity. Suppose that all other factors contribute positively to the student's learning process. How does the personality make a difference on the learner's success? As Lightbown & Spada (1999:p.43) mention "Many of us believe that learners have certain characteristics which lead to more or less successful language learning." Some characteristics of the learners might either encourage or discourage the learning success.

Since these students feel more comfortable if they know when they will speak, easy-to-follow time exercises are good for them. They feel better if we ask them to perform within small groups rather than in front of the whole class. Pair-work activities, in this sense, appeal them very much.

Moreover, the activities in which teachers asked the students to talk about facts such as pictures and places or neutral things appeal to them much more instead of the activities which require them to expose what they felt, thought or liked.

On the contrary, extrovert students were very comfortable while speaking and sharing their experiences with their friends and teachers. They even help their introvert partners with the tasks. Outside stimulation and interaction are what they need to improve their understanding. They are willing to speak in the target language and they are not afraid of making mistakes.

They enjoy learning through role plays, dramas, act outs; or any activities where communication takes part in. This type of students should be allowed to show their abilities by giving enough opportunities to express themselves.

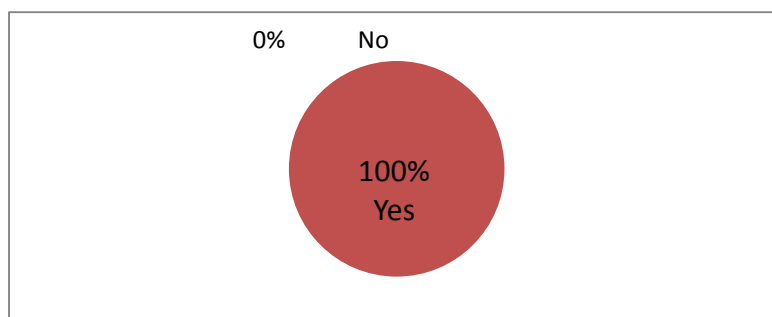
Motivation has also an important role on how the students learn. There are lots of factors affecting motivation such as age, gender, goal and attitude, which are internal; and also positive and negative given feedback by the teacher, expectations, rewards and confidence, which are external.

Teachers need to prepare appropriate activities according to the learners' age, and level in order to keep them motivated.

Group work and competitions stimulate young learners to do well. However, teachers should be careful at choosing tasks in which the students do not let each other down. The students who feel inferior as they have failed to accomplish a task lose their motivation. Finally, it can be said that most of the teachers do not do their best when they teach because they do not vary the activities that they use in their classes even though, in the surveys they said that they do it.

Do teachers consider students' level to teach English successfully?

Graph 10



Author: Yesenia Bustamante P.
Source: Student's questionnaire

From graph 10, it is noticed that 100% of the teachers mentioned that they pay special attention their students' level when they prepare their lessons because it lets them get good results during the development of the classes. The majority of the students do the tasks without any problem and even in a lot of cases they do not need the guidance of their teachers for doing the activities from the textbook.

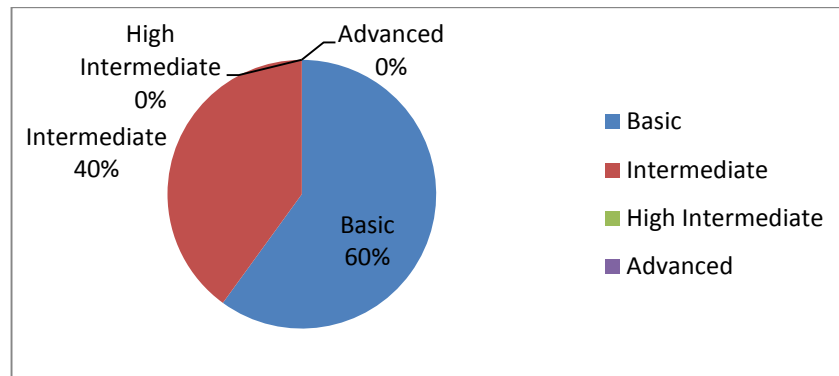
According to Woodward (2000) "Preparation in class before all task work should be detailed so that everybody, including the weaker students, knows what to do". She also says that teachers' attitude should be to help students produce successful work rather than wait to correct it.

In the observed classes none of the teachers used this type of activities as a strategy to allow students of lower level use their foreign language knowledge and apply it in real world situations. The activities used where normally to use new vocabulary, to complete sentences related to the topic, among others which in some cases were not enough to assure knowledge of the given topic.

Sometimes it occurs because teachers do not know the students' individual learning abilities well and also are not aware about how to plan or design specific tasks according to each level.

Which is the level of their students?

Graph 11



Author: Yesenia Bustamante P.
Source: Student's questionnaire

As it is shown in graph number 11, the 60% of the surveyed teachers answered that they consider that students' English proficiency level is basic. Another results, that allows confirming this are the answers given by students that indicated that learning activities were easy for them.

Through classroom observation, it could be appreciated that nine classes out of the fifteen observed have a basic level of English while only six classes have an intermediate one. It indicates that these public institutions have not reached the main goals in the English language teaching – learning process. However, there is an increasing desire to improve the aspects that involve teaching this important foreign language.

In the surveys it is noticed that teachers agreed that most of their students have a low English level; however, they do not recognize that it is due to the fact that most of them miss creativity and interest to enhance the learning outcomes in their students, so, this does not provide a positive classroom environment, that is, teachers are not committed to teach well.

According to, the observation it can be demonstrated that students in public high schools could reach a basic level of proficiency. This fact was evidenced by the limited vocabulary used by teachers, as well as the type of resources used which demonstrate that teachers do not have activities for advanced level students.

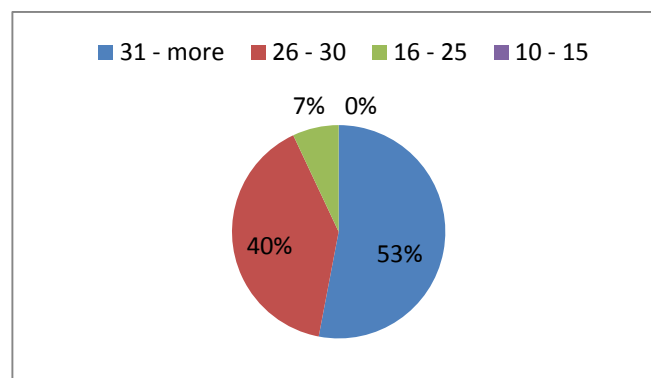
As a result, the majority of the observed students were identified with a basic level, independently of the course they belong to. It is important to mention that teachers who frequently use the mother tongue did not contribute to improve the learners' language level.

The findings previously mention suggest that teachers should be consistent with what they say and actually do because according with the teachers responses to the questions related to factors consider students, they said that they pay attention to students needs when they are not really awarded in how to design activities that fit the students' level and since teachers focused on activities provided in the text book, these activities are not connected with students' needs and also they are not challenged for them. This is detrimental for the students' success.

Factors Concerning the Classroom

How many students are there in the observed class?

Graph 12



Author: Yesenia Bustamante P.
Source: Observation sheet

Graph 12 shows that 53% of the observed classes had more than 31 students, whereas 40% had 26 – 30 students, 7% had 16 - 25 students and finally there were not any class with 10-15 students.

The teachers in these classes did not have a total control of the students and could not individually address the learning process of each student in the classroom.

It was seen in the observed classes that students were not scored when they were asked to participate on the board or in individual tasks which were very limited. In the case of the few teachers that asked students to work individually, they did not check their work because of lack of time. Finally, teachers did not have the opportunity to listen to all the students in the class, just some of them were not able to participate and express their ideas.

Brown (2001) suggests that ideally language classes should have no more than a dozen students or so and the size of the class should be large enough for having students working in groups and interacting between them. However, in the direct observation performed in class, it was found that the seven classrooms had less than 31 students. This means that the majority of teachers work in large classes, it is a big problem for educators since monitoring activities and correcting the students' mistakes turns very hard in crowded classes. The number of the students in language classes should be reduced in order to make monitoring easy for the purpose of an effective language teaching.

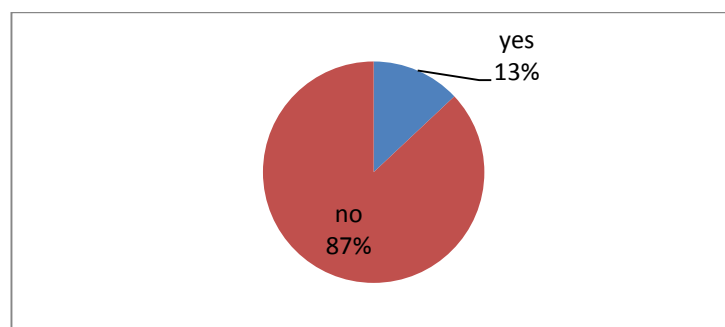
Teachers also expressed that the short time assigned to EFL teaching, the large number of students and the basic level of English knowledge limit students' oral and written activities, but the practice of these activities which are the base to learn the English language were random.

The students had limited chances for individually repetition and controlled practice. During an observation, a teacher chose four or five students to interact with him in order to clarify the content given, while the others were left aside in order to continue with the class to avoid running out of time.

As result, during the field research it was observed that in many of the public high schools the excessive number of students per classroom causes serious problems in the teaching and learning process because teachers cannot supply the requirements and clear the doubts for each student.

Do teachers feel comfortable working with this number of students?

Graph 13



Author: Yesenia Bustamante P.
Source: Observation sheet

Graph 13 demonstrates that 13% of the teachers surveyed stated they feel comfortable working with the number of students they have to teach, while the remaining 87% affirmed they do not feel satisfied teaching this number of students.

Unfortunately, student's overpopulation is one of the most negative aspects that can affect the teaching-learning process. In addition, classroom size is a problem since they are very small for the amount of students they can hold. The number of students in public high schools exceeds the number established by experts in teaching a foreign language. According to Murphy (1998), a small class contains 13-17 students while a large class contains 22-25 students.

This factor makes it hard for the teachers to control students and guide their learning. Therefore, students at public high schools in Cañar face a series of problems. Students in large classes report the highest degree of dissatisfaction on course-evaluation questions relating to the quality of student- instructor and student-student interaction, the students faced this problem because there were 40 to50 students in each observed class. This situation was difficult because as it was observed in the institution, the teacher could not move around the classroom to monitor the entire class. The students at the back made noise and were distracted during the class. Because of the big number of students, not all of them could participate in the lesson.

Achiles (2008) states that small size classrooms are better environments for teaching a class; they explain that the interaction between teacher- students- is more feasible in this environment. The interaction of all students with the teacher was not possible within these groups. This situation actually impedes a proper learning teaching process.

Moreover, the Principal and the rest of the teachers of the institution welcomed the idea of carrying out the study in their high school because they are concerned about the problems, and they expected with this study to find out better ways to deal with the issue. Previous observations and spontaneous talks showed that many students faced problems when being in large English classes. The students hardly moved inside a small classroom with more than forty people. With so many students into one classroom, the teacher was not able to have one-on-one time with the students that needed help. With the classroom overcrowded, the teacher hardly ever saw what was happening with all the students. It was very difficult for the teacher to keep an eye on 40 to50 students while trying to teach; besides, some shy

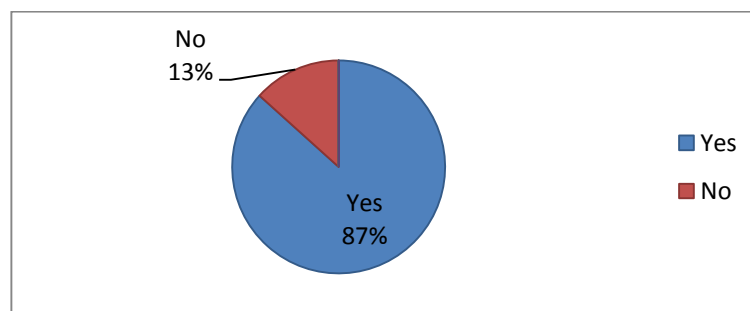
students or more introverted students felt inhibited to freely ask questions or make comments when the group was large.

This affects the student's development, confidence and understanding of the subject. Teachers believe that smaller classes increase student's achievement. Thus, it is critical that class size and its effects are investigated. Therefore, the inspiration to make this research was to help students to have a better learning environment, to guide teachers overcome the issue of overpopulation at public high schools. Even though it was not possible to eliminate these problems completely, conditions were created to diminish them.

Xu (2001) states that large classes result in many problems associated with the teaching and learning of English. These problems are the following: Discomfort is defined by as the state of being tense and feeling pain or an uncomfortable feeling of mental painfulness and distress. Many teachers are worried because they are not able to promote student interaction, since there is no room to move about. Some teachers also feel that teaching in large classes is physically very weary. The students cannot move easily and some students do not do the activities. For this reason teachers must speak very loud.

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

Graph 14



Author: Yesenia Bustamante P.
Source: Observation sheet

Eighty seven percent of the teachers do not have enough space to work and the 13% of them think that the space is enough.

Teaching in a small spaces is stressful for the teacher who has to adapt lesson plans to focus more on individual work than group work or active projects that require more floor space. In addition, the teacher often does not have enough time for planning lessons and meetings with parents or students.

Furthermore, the students who are close together in a classroom might have difficulty focusing on the lessons, which leads to less learning and lower test scores. The invasion of personal space and feelings of being crowded both contribute to the lack of focus. In addition, students can be distracted by noises due to an overcrowded classroom. On the other hand, overcrowded classrooms often do not have enough space for supplementary equipment. For example computers, since there is not enough room to do the activities.

Large classes make teachers very frustrated and tired and they feel hopeless to manage the class successfully. It has been found that when class size is small, students are more likely to achieve learning the target language because there is a greater opportunity for a good interaction since there is little distraction and noise, so they can feel more comfortable. On the other hand, teachers are less likely to feel overwhelmed and more likely to provide a supportive environment. As a result, small classes reduce the distractions in the room and give teachers more time to devote to each student.

Teachers said that it is difficult to control what happens in a class when the number of students passes a certain number. This describes the reality of education in developing countries, especially, in public high schools, in which day by day, teachers need to face and overcome the difficulties. Teachers are often worried about

the discipline of large classes. They feel they are unable to control what is happening and that the classes become too noisy, they often feel that with a large class it is more difficult to maintain discipline. Some good classroom procedures can help to deal with this problem such as: a good organization, setting up routines early and give individual attention.

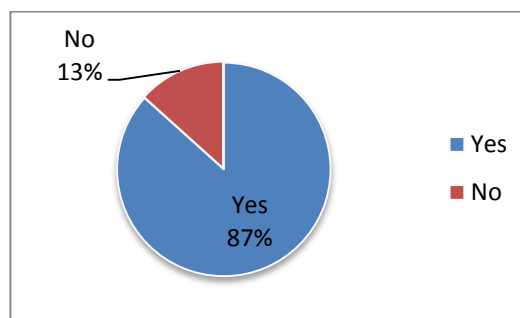
Conversely, in a large class there is more chance that a pupil would be in an ‘audience’ mode that is, listening to the teacher addressing all pupils equally? Small classes therefore seem to allow more individual attention, while in large classes students are more likely to feel lost in the crowd.

Education researchers believe that class size reduction in the early grades helps students to achieve English learning because there is a greater opportunity for interaction between student and teacher in a small class.

Teachers generally have better attitude in a small class and are less likely to feel overwhelmed by having a variety of students with different backgrounds and achievement levels. Reducing class size in early grades reduces the distractions in the room and gives the teacher more time to devote to each student.

Do teachers arrange student’s seats in relation to the activities planned for their classes?

Graph 15



Author: Yesenia Bustamante P.
Source: Observation sheet

Graph fifteen shows that 87% of the teachers arrange students' seats in relation to the activities planned for their classes, and 13% of them do not do it.

Students' seating arrangements had a big impact in the classroom environment, interaction and students' behavior, that is why, teachers considered several factors, including their curriculum, class management style and grade level before they decided to arrange the seating in their classroom. For example, the classes focused on group work, so students benefited from cluster seating which could facilitate the flow of ideas, permitted eye contact and promoted cooperative learning, while rows arrangement was the common seating in schools its purpose was to direct focus on the teacher instruction. Seating arrangement plays a relevant role in students' performance hence, it is important that the teacher selects the best seating arrangement that suits everybody.

It is the teacher responsibility to use different types of grouping depending on the activity. Group work enables students to participate and help each other. Pair work promotes students interaction and helps them to become more independent in their learning.

However, in other classes they could choose to push four to six desks together, creating small study groups. Students working in cooperative groups were able to discuss classroom lessons with each other, as well as share information with other members of their group, without distracting other groups. The teachers freely moved between groups, helping and monitoring their class.

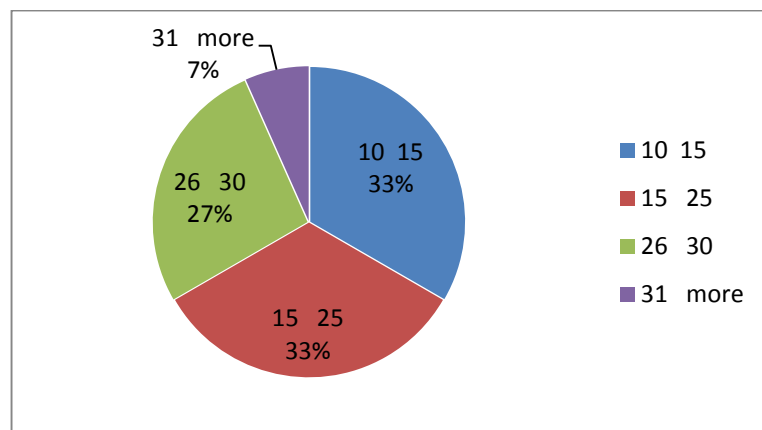
Some teachers in the study said that the type of seating arrangement works best with very small class sizes, as a semi-circle with a large number of students can quickly become unruly.

The other part of the teachers did not use it, because they said that they did

not have enough space to work with the students. For this reason, the authorities should give more attention to classroom space.

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

Graph 16



Author: Yesenia Bustamante P.

Source: Observation sheet

Graph sixteen shows that 33% of teachers think that 10- 25 students per class is an appropriate number to teach English. The same percentage, 33% of teachers said that 15-25 is an ideal number of students for a class, while, 27% of teachers mentioned that a group of 26-30 students is appropriate. Finally, 7% of teachers said that 31 or more is an appropriate number.

Therefore, teachers said the government should hire other teachers and start other classes in case of exceeding the number of the students in each class. Furthermore, teachers said that they have more than 25 students in a classroom which represents a big problem for both students and teaching discipline management.

For example, when the students work in groups and they do not have space to move their chairs; teachers got frustrated because they wanted to do everything possible to help students understand them.

Teachers argued that when they work with individual groups it ensures the highest level of learning. They also argued that through guided instruction, they would challenge students with more complicated tasks. With teachers support, the students can accomplish the activities that they could not do alone.

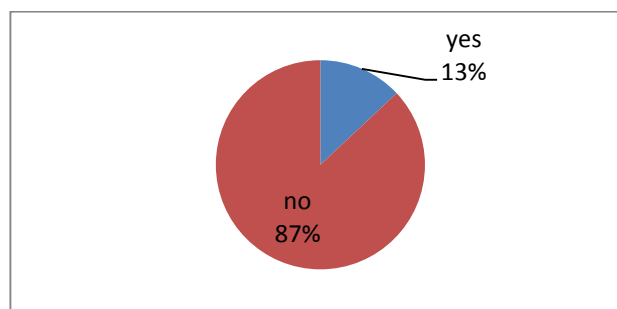
To ensure this quality instruction, it must have enough space in the classroom. Teachers think that if the state does not make it a priority to reduce the number of students in each course, teachers and principals cannot provide academic, social and individual care to students.

Teachers said schools should change the limit of 30 students per class. This is clearly an effort to help teachers and students to better teach and learn the target language. Smaller groups provide a better environment where students actively participate in the class. In addition, students receive individualized attention from teachers.

An important aspect that schools should consider is to meet the educational requirements for intellectual growth, social and academic development of students rather than having spacious and comfortable classrooms.

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

Graph 17



Author: Yesenia Bustamante P.
Source: Observation sheet

Graph seventeen shows that the 87% of teachers said that they do not use teaching resources (*TV, Tape/CD recorder, Computer(s), Projector(s), Smartboard, and supplementary materials*) and 13% of them said that they use these teaching resources.

English teachers used only CD recorder in their classes, they said that the high school does not have other resources such as: TV, Projectors, Smartboard. On the other hand, they prepared their classes with supplementary material such as: flash cards and pictures. Using supplementary materials for some teachers is the most effective way of teaching a class; For instance, during the observation, students put a lot of effort and interest in the class were the teacher used supplementary material, the teacher and students were very happy with the class that received.

Also, there are teachers who only used the book and students had little or no interest in their class. They are not English teachers and did their best to give their lesson in the best way possible.

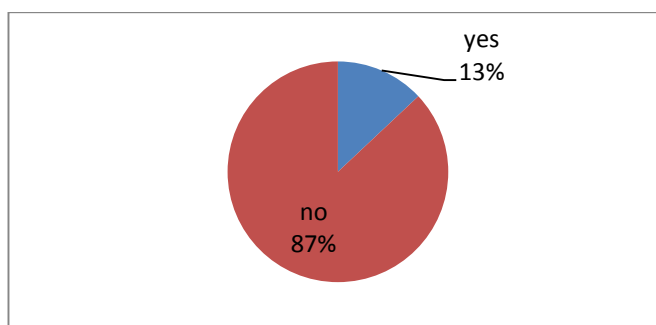
Moreover, teachers who were more interested in teaching their students effectively used supplementary materials to bring students to different cultures through authentic materials. In this way, students could identify these materials with their daily life and therefore their interests. We refer to materials such as newspapers, songs, magazines, radio or television.

The appropriate selection and use of materials not only contributes to improve instruction and performance, also to increase interest in and enthusiasm for learning.

Then if teachers include a variety of activities in their lessons, they could address a variety of learning styles; adapt their teaching to fit the needs of their students and even to assure that more students will be successful, interested and concentrated in the class.

Do teachers consider appropriate the resources they have in class?

Graph 18



Author: Yesenia Bustamante P.
Source: Observation sheet

Eighty seven percent of teachers did not have enough resources to teach their classes and 13% of them mentioned that they have them.

The numbers of students and the limited resources that public high schools have do not allow teachers to work with appropriate resources, so they just used a CD as a supplementary material.

In fact, it was observed that teachers wanted to develop new methodologies for learning. Their intention was to reflect on the relevance of using new technology tools when teaching the target language.

In some schools, students have limited access to the Internet, as they only use it when they have the opportunity to use the computer lab.

They also argue that the TV, CD and DVD are used for elementary students and to help them understand the lesson, they selected and developed materials which made their classes more interesting and enjoyable; therefore, they wanted to use new technology tools. Teachers in the public high school agreed that all the institutions need English laboratories equipped with all the necessary resources in order to assure a real learning of the language and therefore, their practical use in daily communication.

The educational system should change in order to properly prepare students for future work in a society in constant change. The purpose of education should benefit students throughout their lives, not only in academics, but also in their daily lives.

In conclusion, the factors concerning the classroom that affect the teaching-learning process is directly related with the numbers of students in the class. This is harmful for the students' progress because students are not receiving adequate feedback about their work since teachers do not have time to score so the students do not really know how they are doing. In addition, the students are not listened, cannot express their opinion and not all participate during the class. The interaction between students is poor due to the lack of space; moreover, teachers are not using good resources that can help students enhance their understanding because the schools authorities do not provide with adequate resources to teach.

Although, the teaches best intention is to give quality teaching for them it is difficult due to the conditions they are working at. Finally, the ideal number of students to work with is less than 25 students per class.

Conclusions

Teachers do not take into account the different theories, appropriate methods and approaches for teaching English. This might be because they do not have sufficient knowledge or methodology about how to manage the EFL classroom.

The teachers' proficiency level in English is not good enough because most of the English teachers had degrees in other areas and a few of the teachers who had a Bachelor's degree in English, had a B1.

Whole group, individual and group work activities were not properly carried out this had a negative impact in the teaching-learning process as well as in the classroom environment.

Teachers do not promote a good classroom management because the students demonstrated little interest in learning English which suggests that teachers do not have good planning skills to organize the lessons adequately. This is evident in the lack of use of resources and supplementary materials, making it a negative factor that affects the English language teaching-learning process; therefore, the students cannot develop the English skills.

In relation to the factors concerning students, the results revealed that teachers could recognize the students' needs and their English level but they could not help students to develop their full potential. This can be because of their poor preparation in English methodology and techniques or due to the amount of students they have to work with.

The results showed that teachers do not like to work with too many students per class and they do not feel comfortable when teaching in large classes. Even though, teachers made their best in seating arrangement however, some of them did not ask students to work in groups because of the lack of space.

The educational institution lesson design monitoring was not evidenced. However, the surveyed teachers commented that it was frequent. In addition, the Ecuadorian Ministry of Education has a requirement that all teachers who work in public educational institutions have a design annual plan; thus, under these circumstances the lessons design is a requirement to be accomplished.

Recommendations

Teachers need to use different teaching methods in order to obtain the best results from students. A variety of teaching strategies, knowledge of students' levels, and an implementation of which strategies are best for particular students can help teachers to know which teaching methods are most effective for their classes.

Teachers should work with their students according to their needs and their reality. They should plan in an effective way and teach their lessons appropriately in order not to improvise their classes because the students will be the most affected.

The government should implement more resources; strategies, good methodologies, and give teachers seminars and English courses. This will benefit schools, teachers and students.

It is important that teachers master the language they are teaching in order to provide effective instruction in their classroom. Teachers should be professional enough to teach the English subject, if they are not, they should participate in English courses.

Teachers should motivate students to learn the English language; they should be more creative, innovative and seek more resources to teach to the students.

Teachers should establish a good way to control students' discipline, besides they should organize group work and use the available space in the best way for the benefit of students and in order to improve the teaching-learning process.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

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

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

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

YES ()	NO ()	
Why?		

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

YES ()	NO ()	
Why?		

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

YES ()	NO ()	
Why?		

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

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

10. Do you plan your lessons?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YES ()	NO ()
Which ones? _____	

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

YES ()	NO ()
Why? _____	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

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

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

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

3. Consideras que las actividades realizadas en clase son:

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

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

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

¿Por qué?

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

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

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

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

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

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

YES () NO ()

GRACIAS!!!!!!



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

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

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

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

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

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

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

10 - 15 ()	16 - 25 ()	26 - 30 ()	31 - more ()
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8. Do students have enough space to move and participate in dynamic activities?

YES ()	NO ()
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9. Is the seating arrangement appropriate for the teaching-learning process?

YES ()	NO ()
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NOTES:

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

TV	()
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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 %	()
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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
					()

