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

Trabajo de fin de titulación.

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CERTIFICACIÓN

Magister.

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CERTIFICA:

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Loja, junio del 2013

f.).....

C.I.

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Diego Armando Jaramillo Guamán

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DEDICATION

I dedicate this research study to my mom because she gave me all the support I needed. When I had serious problems with the thesis project tutoring subject, I received support from my family. When I had serious economic problems I received help from my family and friends. For this reason, I dedicate all my effort to everyone who helped me during this process.

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ABSTRACT

The topic of this study is “Factors that affect the English language teaching-learning process in Ecuadorian public high schools”. The general objective of this research was to analyze the factors that affect the English language teaching-learning process.

To do this research study, it was necessary to analyze four important factors, factors concerning teachers, students, classroom, and educational institution. This research was conducted in five public high schools from the urban area in Machala city. These high schools were chosen randomly. The population for this study comprised fifteen teachers from different grades and fifteen students chosen randomly.

The instruments to collect the information were teacher’s questionnaires, students’ questionnaires, teachers’ interviews and observation of classes. The analysis of this information was made quantitatively.

The main conclusion reached is that the factor that most affect the teaching learning process is the factor concerning teachers. Many teachers do not use English most of the time in their classes. So, the students do not have the opportunity to interact with their teachers in English, and it can affect the teaching and learning process.

INTRODUCTION

The low quality of English knowledge of the students when they enter to the university is very notorious in Ecuador. Many students do not know this language appropriately and do not understand English easily. For these reasons, it is important to detect the problems and find possible solutions to improve the teaching of English in Ecuador. So, the theme of this study refers to: “Factors that affect the English language teaching –learning process in Ecuadorian public high schools”. The principal purpose is to identify the factors that affect the English language teaching-learning process. The specific objectives are, to determine the classroom conditions in which English lessons take place, to identify the characteristics of in-service English teachers, and determine teachers’ instructional competence.

The importance of this study is determined by the influence that some factors have during the teaching and learning process. Factors such as classroom space, teaching training, institution monitoring, teaching methods and techniques can affect the teaching and learning of a second language. Consequently, many students are not able to apply for immersion programs or scholarship offered internationally. For this reason, it is very important to investigate about these factors, and it is also necessary to find possible solutions to stop these problems that are affecting the teaching and learning process.

Previous studies on factors that affect the English language teaching-learning process have agreed that students, teachers, and environment are the major factors that need to be considered in the pursuit of good results. A study done by Aduwa and Iyamu (2006) had as purposes to know if teachers use methods and techniques appropriately in their classroom and how often teachers use instructional resources to teach English, and identify if the environment school offers an adequate

infrastructure. As a result of this study, it was identified that many teachers only use textbooks, dictionaries, workbooks and posters to teach English. Moreover, many schools have dilapidated buildings and these are used for classroom activities. Finally, the authors conclude that many schools have no adequate staff rooms and offices, and there are not enough supplementary materials to improve the teaching and learning process. During this study the authors did not find any limitations.

Another important study was conducted by Subedi (2003) which had as purposes to identify how the interaction between instructional resources and class size is, which is the availability of the resources in every school observed, and how the class size affects the achievement of the students. As a result of this study, it was determined that the class size has influence in the achievement of the students; the effect was very negative because teachers need more materials and resources in large classes, and they have no available enough materials in the schools. As recommendation, the researcher suggested that teachers should include leasing space, collaborative, recollecting, administrative space, and district-wide redistribution of the space. During this study the author did not find limitations.

Shahriar, Pathan, Mari, and Umrani (2011) conducted a recent study which had as purpose to define how satisfactory are the syllabus, the methods of teaching, the teaching environment, and the testing and assessment system. As a result, in the questions about teaching environment, some students think that when the teacher goes to the class without prior preparation, they find the class boring. Other students consider that many teachers give them long lectures instead of allowing them to do something, which creates boredom. The authors did not find limitations during this investigation.

In our country, there is a minimal research attention to identify the factors that affect the English language teaching-learning process. The Government highlighted the importance of teaching English in elementary schools; however, at this level, English was not established as compulsory and there are still a lot of aspects that need to be improved in order to reach the desired language proficiency level in our students.

Therefore, the identification of the factors that affect the English language teaching-learning process will help students, teachers, educational institutions, and authorities to determine strategies in order to address students' needs, teacher training, institutional equipment purchases, and development policies that will improve our situation.

A principal limitation during this research study was the sample of students in each high school. The questionnaire was applied only to one student per class. During this process, the choice of the student was randomly. In each class, there were from 35 to 45 students, and choose only one student per class is not enough representative from the entire population of the classroom. It was a limiting factor because it reduces the variety of the analyzed population. One suggestion to future researches about this theme is to consider a sample most representative to enrich the study analysis.

METHOD

Setting and Participants

This research has been investigated in the city of Machala, as a project that must be developed as a requirement to achieve the Bachelor's Degree in Teaching English as a Foreign Language. This research was conducted in five public high schools in Machala city. These high schools were chosen randomly. The population for this study comprised fifteen teachers from different grades and fifteen students chosen randomly. The students were from 12 to 16 years old.

Procedures

To organize our research study, it was necessary to follow these important steps:

The bibliographic research was carried out to obtain the scientific basis. The themes investigated were focused on the importance of English in Ecuador, teaching methods and techniques, class size, classroom space, learning styles and intelligences, teaching resources, classroom observation, student's motivation, etc. All the information obtained was gathered from several resources such as, books, articles, magazines, etc.

After that, this information was used to write the literature review. During this step, it was necessary to choose the most relevant information of each author to obtain a deep scientific support to do this research.

The field research started after selecting the participants. Fifteen teachers were chosen from different five public high schools. The teachers were asked to fill out a questionnaire. Moreover, the teacher of each class was interviewed to know the teacher's language proficiency. In the same way, one student was chosen from each class to fill out a questionnaire. Finally, the observation was done in those classes for

about forty minutes. This observation helps to analyze the interaction between teachers and students during the English lessons. The instruments used in this field research were observation formats, interviews, and questionnaires. While the techniques used were surveys and note-taking.

The next step to follow was to tabulate the information gathered in the teachers' questionnaires to obtain the results of this study. The teachers' responses were tabulated in a graph to obtain the results in percentages.

Finally, the description, analysis and interpretation of the results were made quantitatively. This quantitative method refers to analyze each answer from the teachers' questionnaires. These answers were argued with the students' questionnaires, teachers' interviews, and the direct observation of their classes.

DISCUSSION

Literature Review

English is the third most spoken language around the world. For that reason, many people are studying English for different purposes. For instance, many people study English because they have international business, they need to improve their curriculum vitae for a new job, they need learn English because their career, etc. In addition, English is very important in our country because we need to be involved with the world. It serves in tourism, education, entertainment, literacy, medicine, etc.

English language teaching is extremely necessary in the world. However, in Ecuador there are serious difficulties to teach and learn this language. For instance, a recent study from Ministry of Education found that English's average of college students is of 13/20. This study also reflected that about 74% of English teachers are in A1 and A2 levels according to the Common European Framework. It means that many English teachers are in initial level of preparation.

For this reason, a few months ago, the Government presented a plan called "Go Teacher" in which the Government will give 500 financial awards to English teachers to study in the United States for about six months with the unique objective to improve the teaching and learning process in our public high schools. This is an important help because many teachers need to update their methodology in teaching English language.

Moreover, Ecuadorian Government gives grants for international English Master's Degree to the best Ecuadorian students. These students need as requisite a high level of language English domain. The government established a contract to organize a teaching evaluation to the teachers in public high-schools in Ecuador. The president Rafael Correa said "It is time to stop these social frauds in relation to the teaching of English in our public education.

Teaching Approaches and Teaching Methods

Several methods have been developed throughout the history; some of them will be described into this section.

Grammar translation was a method that dominated European and Foreign language teaching from 1840s to the 1940s. Recently, this method has been modified in different countries around the world. The principal purpose of Grammar Translation method is to allow students to translate the target language into the native language easily. So, students develop reading and writing skills as priority. The principal features of this method are: the themes to be learnt are taught in the native language; the new vocabulary is presented in lists or in individual form, reading is an activity used early. Richards and Rogers (2001) argue that in Grammar Translation method there is little attention about the content of the books, grammar is learnt in deductive form; it means by studying the grammar concepts and rules. Finally, this method emphasizes accuracy rather fluency.

In contrast, Total Physical Response developed by James Asher refers to use the speech and action at time in coordinated form. James Asher (1969) claims that the most important objective in this method is that students develop listening skill before they are able to speak. The students achieve this purpose through physical activities such as commands, instructions, directives, etc. There are some characteristics of this method, among them we have: students are asked to respond commands in physical movement, in the classroom teachers and students act in the same roles like parents and child respectively, the vocabulary to be taught is connected to actions, and the activities can be from simple games to more complex grammar or several stages.

An integrative method called Cooperative Language Learning was developed and promoted in United States from 1960s to 1970. The primary goal of this method is that involves collaborative activities in the classroom. Therefore, students are asked to work in pairs or small groups. Rodgers, T. (2001) states that Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs of small groups of learners in the classroom. Some of the features of this approach are: it helps teachers to create a positive relationship into the activities to be realized, it gives students opportunity to replace the competency by the collaboration, and it gives students more experience in different aspects such as healthy social, psychological and cognitive development.

Similarly, Communicative Language Teaching approach has like principle to consider the students as “Whole Persons”. It means that the teacher should understand the relationship among feelings, physical reactions and desire to learn from the students. So, teachers have to design techniques that allow students to be engaged into meaningful purposes. Larsen (2000) argues that fluency and accuracy are important in this approach, but fluency must be considered in great scale because it enables students to be involved with the language use.

On the other hand, Silent way method was developed in the early 1970s. by Caleb Gattegno. It refers to give more freedom to the students. They can be independent, autonomous, and responsible learners. Silent way allows students to have enough time to exchange experiences. Gattegno (1970) state that the role of the teacher is give as silent as possible to encourage students to use their mental power to associate several sounds with different meanings in the second language. As a result, the students express their emotions and thoughts about concrete situations developed by the teachers or by the students.

Teaching Techniques

There are countless teaching techniques. The different techniques can be used independently or in relation with each other. Among the most important techniques we have: educational debate, role play, simulation, videotape technique, brainstorming, case study, etc.

Claxton (2008) argues that debate develops communication and speaking skills to achieve the educational goals. Educational debate is a technique in which a topic is introduced with two distinct opinions. The students have the opportunity to discuss about the theme; they share thoughts, ideas, feelings and opinions.

Role play is an interesting technique in which the students are asked to act in several roles according the situation. They can act depicting a problem involving social life. Role play allows a practical illustration, which can be verbal or non-verbal communication. The emphasis in role play is in listening skill.

Simulation technique enables students to increase their awareness about how their perceptions can affect their interaction in the process of teaching and learning. Students learn to identify the different perceptions that can be obstacles in their interpersonal relations. Simulation technique emphasis on group experiences rather than individual cases.

Fee (2001) states that Brainstorming technique is used to generate a lot of ideas about any topic. Students are asked to talk or write as much as possible to solve problems or discuss in the classroom. Brainstorming technique emphasis fluency rather than accuracy. The role of the teacher is to give enough time to develop communicative skills. Students using this technique will be more creative with their ideas and though without fear of criticism.

Case study emphasizes the focus in individual situations rather than extended events. They can be developed in form of stories, documents, letters, textbooks, etc. This technique enables students to reflect detailed information about limited themes or subjects.

Managing Learning

Managing Learning refers to consider some principal features to guarantee a successful relationship between teachers and students. These features are related to lesson designs, organization, discipline and motivation. Grainger and Bradshaw (2001) argue that it is necessary to establish rules and routines in the classroom and it is important because it reduces transition time and eliminates inactive waiting time.

In managing learning we should consider some aspects such as, instructions, tasks, timing, and feedback. The instructions given by the teachers must be short and clear to do the activities; these activities should be prepared according to the theme proposed. It is important to give enough time to develop each task during the lesson. Students need as much time as possible to understand, analyze and complete the activities required. The role of the teacher is to monitor the work of the students to offer help when it is asked. Consequently, providing immediate corrective feedback guarantees necessary direction and prevents the students of incorrect procedures. In addition, we need to know these aspects and introduce them in order in our managing learning because they are essential to improve the teaching process in the classroom.

Lesson Design

Groves (2009) states that lesson design is our daily plan into the classroom and it is useful in the teaching process. When we are planning our classes, we should develop different activities because we have different students with several ways of learning. Planning lessons help to establish a sequence among all the lessons. When you plan a lesson, you save time in the sense that your students can understand in a better way the subject to be taught. Before you design a lesson plan, you should know your students and their needs, you need to know the employment of several techniques according the learning style of each student, and you should have enough knowledge about the subject matter. In the lesson design, you must give enough time for each activity to do, and you always should remember introduce retro alimentation for your students. A lesson plan must have the following steps: general aims, specific aims, previous knowledge, introduction, development, presentation, exposition, and recapitulation, and arrangement. If you have many students in your classroom, you can give a group feedback or note the errors more relevant and write them on the board.

Class size

Many teachers believe that a classroom with few students is favorable to teaching and learning process. It is better because teachers can control discipline and they feel that students are engaged in each theme they teach. It is reasonably to think that greater achievement occurs in smaller classes than in longer ones. Glass and Smith (1978) stated that in smaller classes students have stronger motivation, teachers are more able to manage their classroom behavior, and teachers tend to give more and better feedback than those in longer classes. On the other hand, many investigators argue that there is no enough information to establish this finding.

Some researchers are sceptics and they think that there are likely to be other more cost-effective strategies for improving educational standards.

Actually, there is an extensive debate about class size. Many teachers consider smaller classes much better. Other teachers have no trouble work in longer classes. In fact, we should consider class size as an important factor in teaching and learning.

Classroom Space

Classroom space can affect your instructional program directly. The organization of the space also affects the way students behave and move around the classroom, as well as how much attention they pay to instruction. If we have a small classroom and a large class size, it will affect the process of teaching and learning because we need to do pair tasks, group tasks and debates in the classroom to allow the interaction among students.

Colombo and Furbush (2011) argue that space should facilitate class meetings, large and small group discussion, independent work, space to listening activities, space to the free circulation of the teachers and students, space to the furniture, etc. It is advisable that teachers arrange the classroom space before they begin the New Year. Many students expect to find a new classroom every year in different designs. Therefore, we should motivate them with a nice and comfortable place to study. As an additional point, you can decorate the classroom putting plants on the windows and paint the classroom colorfully.

Seating arrangement

The decision about seating arrangement is not a great problem. You must decide before school begins whether to assign students to specific seats or to allow them to select their seats. Gower, Philips and Walters (1995) claim that the place in

which students sit can determine: their attitude to each other and to you, how they interact, and the kind of tasks they are able to do.

In pairwork, when two students are working together, the students need to be able to look at each other. So, they are asked to move their chairs slightly toward each other. In groupwork, the class size can affect this type of activity, but if you have a large classroom, your students might work in group. It is advisable that the students sit round desks café style, or to remove the desks altogether. In individual work, the students are asked to work with freedom to concentrate in each activity. You can obtain good results if you work in a language laboratory.

Classroom and / or teaching resources

Tomlinson (2011) argues that teaching resources are several tools that teachers use to facilitate the learning of a language. There are different resources which we can use into the classroom, such as: T.V., radio, dictionaries, laboratory, CD players, computers, books, flashcards, etc. The resources enable students to relate abstract concepts with concrete experiences. We are going to describe some typical resources:

Tape recorder is a simple electronic system to record, reproduce, erase, and rerecord sound on magnetic tape. It is useful in teaching pronunciation of difficult words. Another important resource can be a film. It presents ideas which are new to the students. It provides real-life experiences. Another important resource is the laboratory. It provides opportunities to the students to listen the second language spoken by a native speaker. Students into the laboratory get practice in listening and speaking skills in the same manner as native people of the second language. An interesting resource to teaching English is to bring into the class objects. These

objects engage the attention of the students. Teachers use different objects especially with kids of school.

Whatever resource you use to improve the learning of the students is good. You should remember that the book is not the only resource you have. You can invent and design a lot of resources according your skills as teacher.

Classroom Observation

Wallace (1998) states that classroom observation refers to coordination, stimulation, and direction of the serves that teachers offer into their classes. When we apply monitoring institution, we are not referring to any strained situation between directors and teachers, by the contrast; it is a mechanic to find possible solutions to obtain an excellent quality in the teaching and learning process.

The systems most used to monitor the teaching process are: direct observation by a supervisor, and videotaping system. Direct observation is applied into a classroom during the class of the teacher. An advantage of this system is that all the information is given in a natural way, and it tends to be real information. On the other hand, direct observation is uncomfortable because many teachers feel nervous and observed by another teacher, consequently, the information can confuse the results about the knowledge of the teachers observed. Other type of monitoring is videotaping system. It is a good tool because you can determine the performance of teachers by watching; this mechanic enables you to pause the tape to scan carefully the behavior of the teachers, and how they conduct the class. The disadvantage of this system is that many teachers consider that they have not privacy in their classroom. Other disadvantage is the expensive cost if this type of monitoring.

Student's Motivation

Motivation in the classroom is a great tool to engage the attention of the students. It energizes, connect, and direct the activities that the students do. Through motivation, students tend to be more curious about new information and new themes. Slavin (2005) stated that increasing motivation is not exactly a task of the teacher, but it is the role of the teachers to discover, direct and sustain student motivation to learn and behave appropriately. Motivation is divided in two principal types, they are: extrinsic and intrinsic motivation.

Extrinsic motivation is directed by external factors to the students, these factors might be in form of awards, prizes, money, etc. Extrinsic motivation is applied in education because it is useful engaging the initial attention of the students.

On the other hand, intrinsic motivation is directed by internal factors of the individuals such as values, interests, needs and feelings. Students tend to gain interest or motivation about any subject because of their happiness and not necessarily for external rewards.

Learning styles

Lefever (1995) argues that a learning style is the form in which a person sees or perceives thing best and then processes or uses what has been seen. Each learning style of an individual is as unique as a signature. Bernice McCarthy identifies four primary learning styles: Imaginative, Analytic, Common Sense, and Dynamic.

Imaginative learners are people who get involved with others and they learn best in settings that allow interpersonal relationships to develop. They pay much more attention to general or big details rather than the small details. Analytic learners prefer learn by watching and listening, they hope that their teacher be the primary information giver. Common Sense learners enjoy play with new ideas to see if they

are rational or workable. Dynamic learners use the action as part of the learning process but rather than thinking projects through to their rational conclusion.

Student intelligence or aptitude to learn English

Gardner (1993, p. 123) states, “We all have various levels of intelligence across a range of intellectual areas.” The theory of Gardner gives us a set of different intelligences, which are: Linguistic Intelligence is developed by students who enjoy reading, poetry and all the area of linguistic. Logical- mathematical intelligence is developed by students who find very easy areas like math or science. They are able to solve logical problems. Musical intelligence is developed by students who enjoy music; they learn by listening, playing and maybe composing. Spatial/visual intelligence is developed by students who learn by looking images, pictures, drawings, construction games and tactile puzzles. Kinaesthetic intelligence is applied by students who love dancing, sport and other practical activities that involve movement. Interpersonal intelligence is developed by students who work with others and enjoy the communication, leadership, and the ability to empathize with all people. Intrapersonal intelligence is applied by students who do not depend on others; they often are seen as shyness. Naturalistic intelligence is developed by students who love the natural world. They are able to recognize patterns and classification. Existential intelligence is applied by students who ask and examine questions about the life, death, and ultimate realities.

As we have seen above, these are the factors that teachers should consider in the process of teaching and learning. We need to be able to solve any complex situation presented into our classroom. It is our responsibility manages the process of teaching and learning appropriately. But, there are some others factors that can affect this process; factors such as: characteristics and needs of the students, physical

environmental, factors concerning teachers, etc. Actually, there are a lot of educational studies that serve to identify the different factors that affect the process of teaching and learning. We are going to describe some of them.

A study done by Aduwa and Iyamu (2006) had as purposes to know if teachers use methods and techniques appropriately in their classroom and how often teachers use instructional resources to teach English, and identify if the environment school offers an adequate infrastructure.

The methods used in this study were questionnaires and observation schedules. The questionnaire was divided in four sections dealing with the type and location of the school, instructional resources used by teachers, the methods that teachers use frequently, and the school environment. In the observation, some research assistants were trained to observe the management of each classroom.

As result of this study, it was evident that textbooks, dictionaries, workbooks and posters are the teaching resources most used in the classroom. On the other hand, modern resources such as videotape, computers, laboratories, flashcards among others were used rarely. This study revealed that many schools have dilapidated buildings and these are used for classroom activities. In urban areas there are schools overcrowded, there is no electricity in majority of the schools. Finally, many of these schools have no libraries or laboratories.

In conclusion, the authors state that it is evident that many schools have no adequate staff rooms and offices, and there are not enough supplementary materials to improve the teaching and learning process.

A study done by Adebayo (2008) had as purpose to determine if the mother tongue interference has influence on the written and spoken English of the students

and how the parents and home environment explain the influence of mother tongue on English language.

In this study, the researcher developed a scale called Mother Tongue Effect on English Language Scale (MTEES). A questionnaire was designed with twenty items related to the mother tongue interference on English language. The data collected from the questionnaires were analyzed using simple percentages because it is the most widely used descriptive statistic.

The results of this study showed that the majority of the students avoid English language. They are more interested on passing the subject. Many students consider English as difficult subject because it has complex aspects to understand. The infiltration of the mother tongue was very high. A 65 percent of the students do not believe that translation of English lessons to mother tongue can improve their understanding about the subject.

In conclusion, students have a poor performance in English language. It is because teachers use poor methods of teaching. The interference of mother tongue in English language is notable because many students had semantic errors in their responses. It is advisable to use communicative methods to improve the performance of the students in English language. The materials to use in the classroom should be selected carefully according to the grade of maturity of the students.

Another important study was conducted by Subedi (2003), which had as purposes to identify how is the interaction between instructional resources and class size, which is the availability of the resources in every school observed, and how affect the class size in the achievement of the students.

The method applied in this study was designed through a survey pilot questionnaire. It was administered to the teachers according the number of classes

they were engaged in teaching. Participant teachers were asked to provide real information as fairly and independently as possible. For the data analysis was used the HLM program. Once teachers had completed the survey forms; it was computed and recorded in the survey form.

The results showed in this study were: the availability of the instructional resources varies from school to school. Another factor was the class size influence in the achievement of the students, the effect was very negative because in classroom overcrowded teacher need more materials and resources, and they have no available enough materials in the schools. It was found in Nepal that only a few high schools have a policy about how many students they receive in their high schools. It was determined that in larger classes the teachers not give individual attention to each student. As recommendation, the researcher suggested: include leasing space, collaborative, recollecting, administrative space, and district-wide redistribution of the space.

Saricoban and Sakizli (2006) conducted a study to identify the factors influencing how teachers manage their classroom, and find possible solutions to manage the classroom better.

During this process of the study, the investigators used a questionnaire covering the subjects that were taught during the training program. This questionnaire was designed in order to observe the classroom management skills and applications of the teachers; it was implemented on thirty randomly chosen teachers.

The results of this study indicated that many teachers are aware of the skills taught during teacher training. Most of the teachers believe that prevention of the behavior is more important than maintaining classroom discipline. In conclusion, classroom management is a broad area that is affected by many factors. These factors

can involve to the teachers, students, and school environment. It is important that the teachers should receive support in classroom management skills.

Shahriar, Pathan, Mari, and Umrani (2011) conducted a recent study which had as purpose to define how far satisfactory are the syllabus, the methods of teaching, the teaching environment, and the testing and assessment system.

These factors were considered for this research, in which the investigators prepared a questionnaire for the data collection. The questionnaires were distributed to 67 students present in a language class. They were asked questions about their age, teaching process, teaching methods, and the marks obtained in the last exam of English language. The reason to use only questionnaires during this research is because of the shortage of time and that this is a small scale study. Some teachers were asked only about the motivation of the students but these responses were only indirectly related to the issue of the interest of this study.

As a result, the questions about teaching environment, some students think that when the teacher goes to the class without prior preparation, they find the class boring. Other students consider that many teachers give them long lectures instead of allowing them to do something, which creates boredom.

In relation to the teaching methods, the answers were satisfactory, but some students said that their teachers do not know the art of making the class interesting.

The questions related to the content of the syllabus, many students claimed the improvement and inclusion of listening exercises, language games, puzzles, etc.

Finally, the questions related to testing and assessment, it was a strong dissatisfaction of more than 50% of the students. They consider that testing system is good but they did not deserve the marks they got. Students consider that it must be revised.

To conclude, the investigators state that the learners have varying reasons for learning English language but there are some factors that hinder their motivation. Among the hindrances, boredom in the class was at the top of the list, which was followed by dissatisfaction with the assessment and the results. The authors suggest a teaching training, interesting improvement in the course books, monthly tests, and careful assessment.

Description, Analysis, and Interpretation of Results

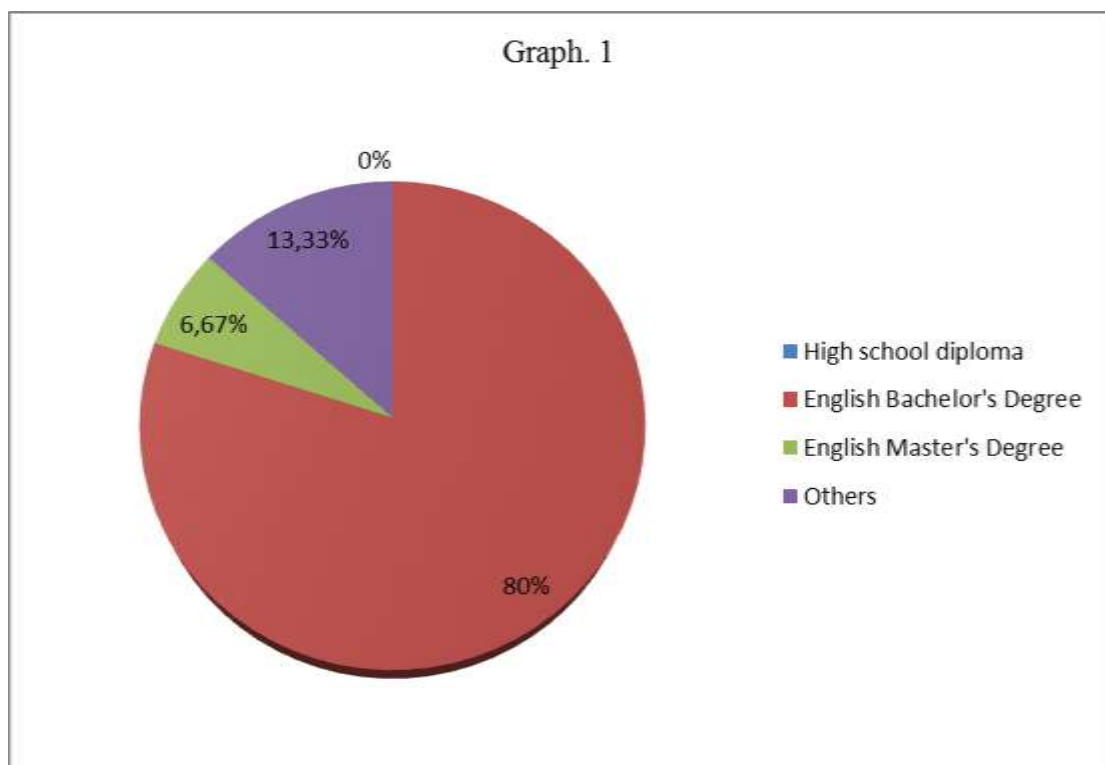
This section describes the results and the analysis about four factors that affect the teaching and learning process. The factors under investigation are: factors concerning teachers, factors concerning students, factors concerning classroom, and factors concerning educational institution.

The interpretation of results has a quantitative analysis. It means that the information is collected using questionnaires in which the answers are tabulated in percents. On the other hand, interviews, student's questionnaires and observations are used to do a deep analysis of these results.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



Author: Diego Jaramillo

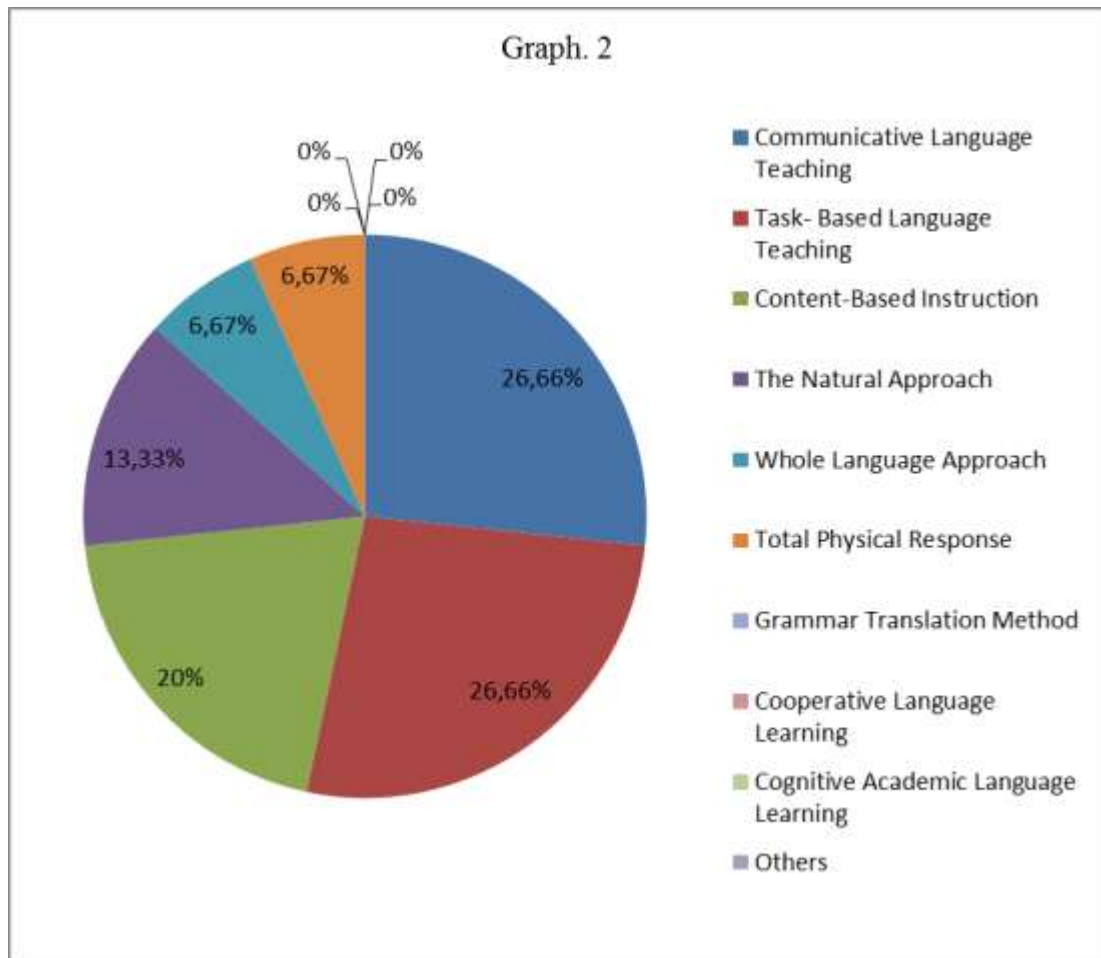
Source: Teacher's questionnaire

The graph 1 shows that eighty percent of teachers had an English Bachelor's Degree. Despite these results, the teacher's interviews show that six teachers are in A2 level of language proficiency. It means that the teachers interviewed can understand sentences and frequently used expressions like basic personal and family information, shopping, local geography, etc. On the other hand, five teachers are in B1 level of language proficiency. It means that the teachers interviewed can produce simple connected text on topics; these topics can be from familiar or personal interest. In addition, it means that despite the teachers interviewed own an English Bachelor Degree, their English level is low.

This graph also shows that two teachers that represent 13,33 percent had other types of education like Literature Bachelor's Degree and Certification of English Courses. The interview made to the teacher that has a Literature Bachelor's Degree shows that the teacher is in A2 level of language proficiency. It means that the teacher interviewed can understand sentences and frequently used expressions like basic personal and family information, shopping, local geography, etc. By contrast, the teacher who has a Particular Certification of English Courses is in C1 level of language proficiency. It means that he is able to understand a wide range of demanding, longer texts, and recognize implicit meaning. Despite the different preparation of these teachers, their English level is acceptable to teach it.

Finally, only one teacher that represents 6,67 percent had an English Master's Degree. His English level was high. The teacher's interview reflects that he was in C2 level. It means that he is able to express information spontaneously, very fluently and precisely.

Which one of the following methods was used in the observed classes?



Author: Diego Jaramillo

Source: Teacher's questionnaire

The graph 2 reflects that four teachers that represent 26.66 percent answered that Communicative Language teaching method was used during their classes. The observation of their classes showed that two teachers used this method appropriately. It was evident because they applied open-ended tasks and information gap exercises during their lessons. Role playing was used in one class. The teacher asked to his students to create their own dialogue based on one text proposed by the teacher. The students were motivated and willing to participate actively in this lesson.

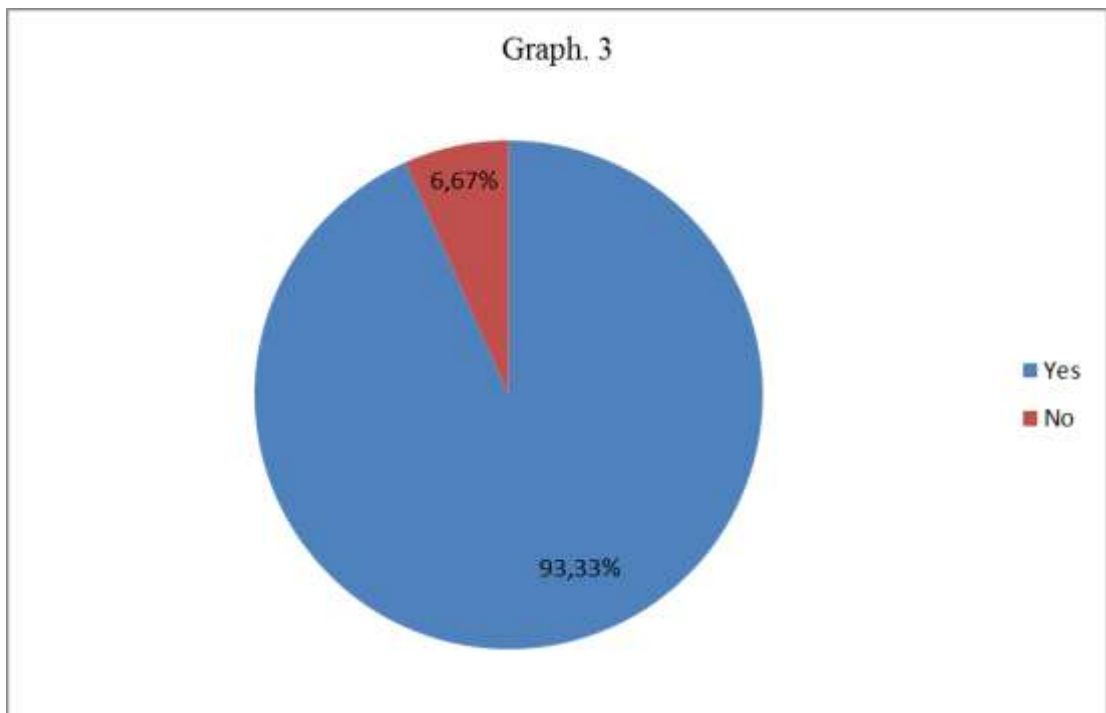
On the other hand, two teachers used this method wrongly. In one class, it was evident because the teacher did not apply the principal purposes of this method. For instance, he did not integrate the communicative skills in his lessons, and the students did not have chance to express their feelings, opinions and thoughts. In another class, the teacher did not use activities proposed for this method. For instance, the teacher used writing activities rather than pair-work, interviews, or language exchanges.

The graph 2 also shows that twenty percent of teachers said that they use Content-Based Language Teaching. Despite these answers, the observation of their classes showed that they used Task-Based Language Teaching during all the class. It was notorious because the teachers applied pre-tasks and activities to this method such as, information gap and opinion gap. In another class, the teacher introduced the theme “Likes and Dislikes”. During this class the teacher did not use activities such as, predicting using previous knowledge, observing, comparing, or contrasting information, etc. By contrast, the teacher only used gap information to teach the lesson.

Two teachers that represent 13.33 percent answered that they used The Natural Approach. But, it was not enough clear because the observation of their classes showed the use of Task-Based Language Teaching. It was evident because one teacher introduced the theme “Holidays” in which the students were asked to work in pre-activities. Later they were asked to work in a reasoning gap. Another teacher used a tape recorder in his class. Later, the students were asked to work in pairs using an incomplete picture. The students were motivated to work successfully during that lesson. However, the teachers’ responses differ from the observation done in those classrooms.

Finally, only one teacher that represents 6.67 percent said that he used Total Physical Response. It was evident because the theme of the class was “Do Verbs” in which the students were asked to draw on their notebooks pictures that represent the verbs that their teacher says. The teacher also used role-play during this class. Another teacher stated that she used Whole Language Approach in her lesson. It was notorious because she read a simple passage and the students were asked to read for a real purpose exploring and discovering meaning and integration of reading’ skill. These teachers used the methods appropriately because the activities proposed were related to the features of the methods mentioned.

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



Author: Diego Jaramillo

Source: Teacher’s questionnaire

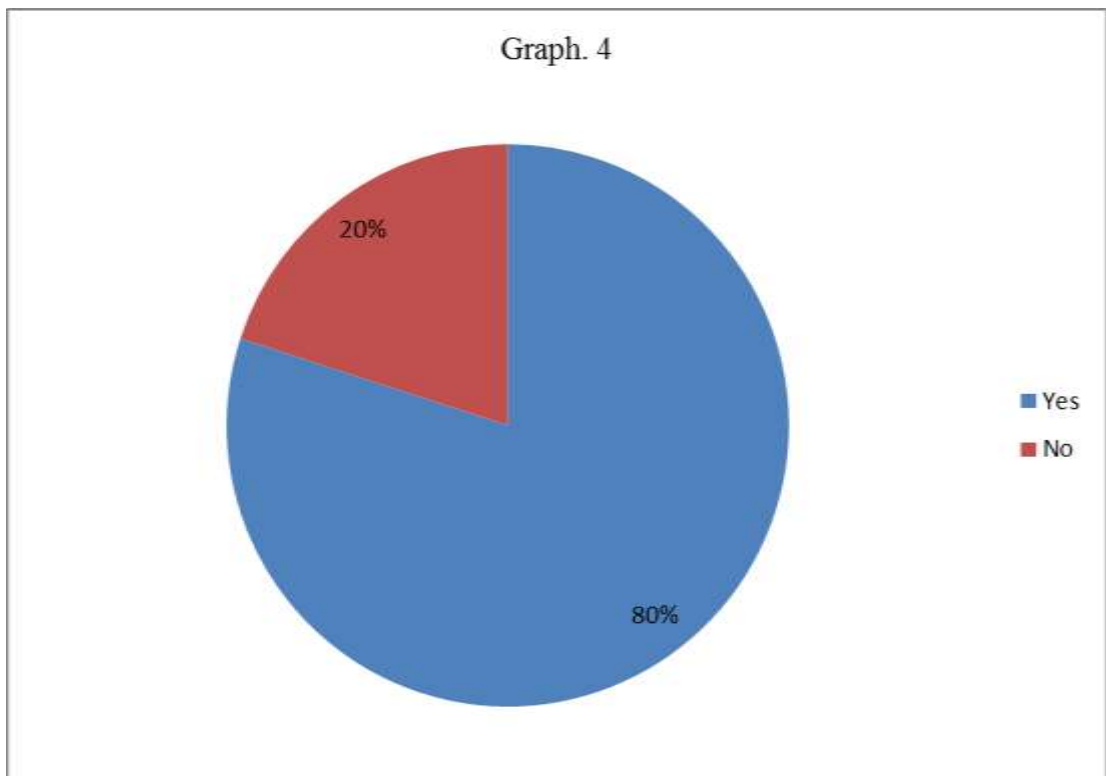
The graph three shows that 93.33 percent of teachers stated that they used this type of activity into their classes. There were different reasons given by teachers. An

important reason is that Whole- Group activity is helpful to demonstrate the progress of their students into the same theme. Other reason given by teachers is that Whole-group activities enable students to work effectively in cooperation. So, the students work with their classmates and teachers helping each other. Another important reason is that it is important to work as community to improve the learning. On the other hand, a few teachers did not write the reasons why they use this activity.

The observation of the classes showed a different result. It was notorious that only two from fifteen teachers applied a Whole Group activity into their lessons. One teacher prepared a lesson in which the students were asked to express their ideas about the topic. Later, the students were asked to answer some questions to demonstrate what has been taught or done in that lesson. Another teacher asked the students to fill a graph organizer with regular and irregular verbs. But the majority of teachers did not use a Whole Group Activity. So, the teacher's questionnaires differ from the observation of their classes.

Finally, only one teacher that represents 6.67 percent of the entire sample said that he does not use Whole- Group Activity because the students are more willing to work in individual activities. Throughout direct observation, the information was corroborated immediately because the teacher observed did not use Whole- group activity during his class. By contrast, he used a Group Work Activity. The teacher formed five groups, in which each group was asked to describe a picture and write sentences about that picture. During this class, the students were excited and motivated to work in group. In addition, the teacher's response does not differ from the observation in that class.

Do teachers use individual activities to teach their lessons?



Author: Diego Jaramillo

Source: Teacher's questionnaire

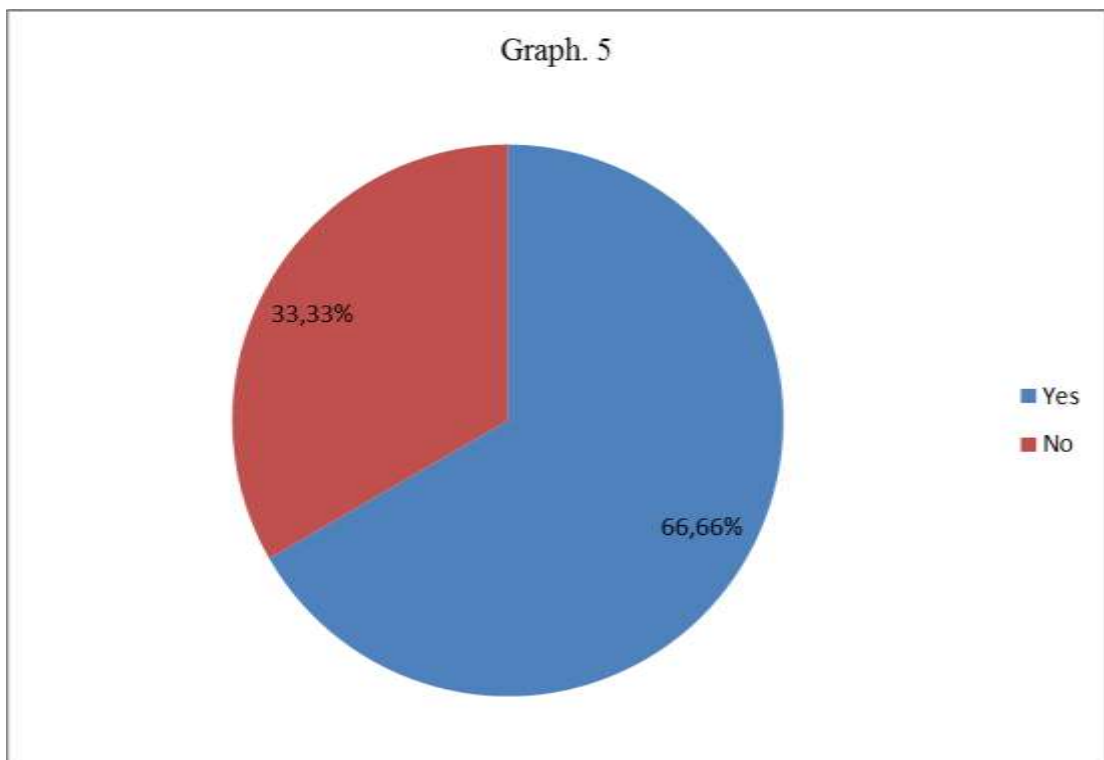
The graph 4 reflects that 80 percent of teachers answered that they used individual activities to teach English. Many teachers stated that individual activities help to pay attention to every student. So, teachers can observe the individual progress of their students. Some teachers agreed that individual tasks help to identify the strengths and weakness of their students during the lessons.

The observation of these classes showed similar results. The majority of teachers used Individual tasks to teach their lessons. For instance, one teacher used

an individual task to teach the Present Continuous in which the students were asked to remember 25 different verbs and write them on their notebooks. The students were willing to participate in this individual activity. In another class, the teacher also used an individual activity in which the students were asked to do their own letter' soup about adjectives. In addition, the teachers' responses are consistent with the direct observation done during their classes.

The results of this question also show that 20 percent of teachers answered that they did not use individual activities. They agreed that the students do not feel engaged using individual activities. Some teachers also stated that the students are more willing when they work in group-activities. The teachers' responses were corroborated through the observation of their classes. It was evident because teachers used Whole-group activities and group activities rather than Individual activities.

Do teachers use group work activities to teach their lessons?



Author: Diego Jaramillo

Source: Teacher's questionnaire

The graph 5 shows that 66.66 percent of teachers answered that they apply group work tasks to teach their lessons. Some of them said that they use this type of activity because it integrates a positive dialogue among students, and it activates a natural communication. Some teachers claimed that this activity helps to the interaction of students, and it involves different skills. One teacher stated that it is an interesting technique to enrich a spontaneous communication, and enable students to work as a community.

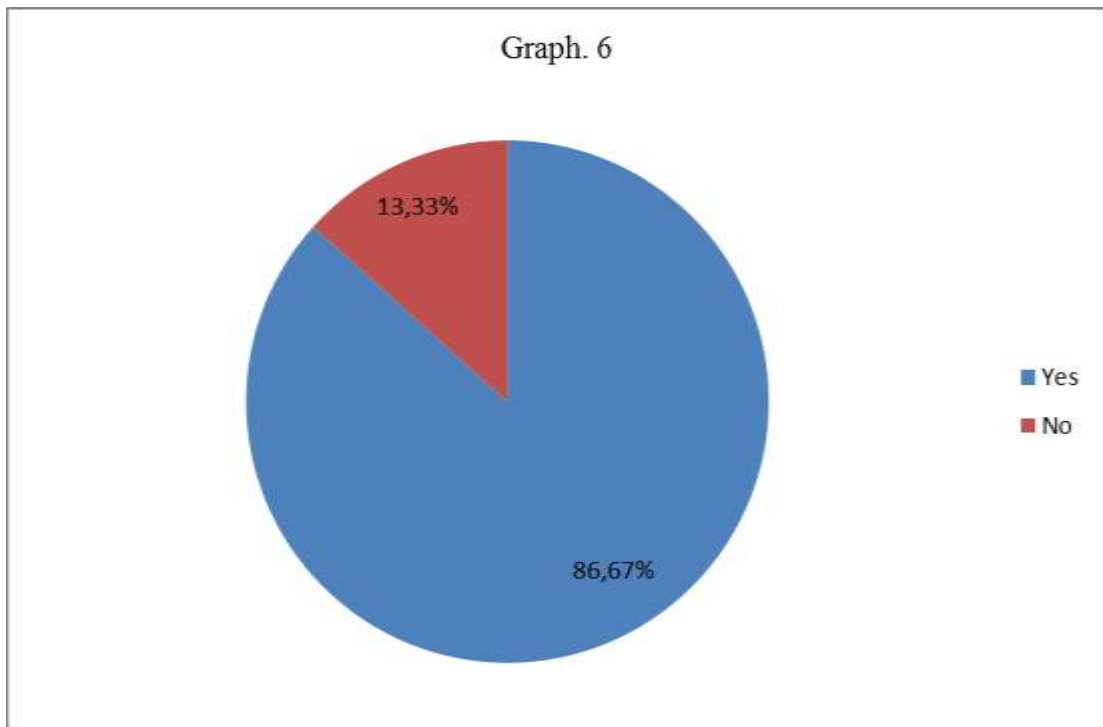
The observation of these classes showed that many teachers do not prepare group activities frequently. Only in two classes it was evident the application of group work activities that consist in working in small groups to accomplish shared goals. So, Group work activities help students to work as community to resolve any complex situation. Despite that, most teachers apply only Individual Activities and a few teachers used Whole-Group Activities to teach their lessons.

On the other hand, the graph 5 also reflects that only 33.33 percent of teachers answered that they did not use Group-Work Activity during their lessons. Five teachers had different reasons to oppose to group work activities such as, it is a boring process to form groups, it is a small classroom, in which there is not enough space to move the seats, and it is a bad decision to work because the students in groups do not pay attention.

The information gathered from these five teachers is similar to the information gathered from a few students. During the application of students' questionnaires, a few students stated that their teachers do not use a variety of activities, which allow the interaction with their classmates.

The observation of classes shows the reality of the teachers' answers. It was evident the little space to move the seats. In many classrooms there were more than 31 students. Therefore, it is a difficult and boring process to form groups. For these reasons, many teachers used Individual Activities and Whole group activities instead of using group-work activities.

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



Author: Diego Jaramillo

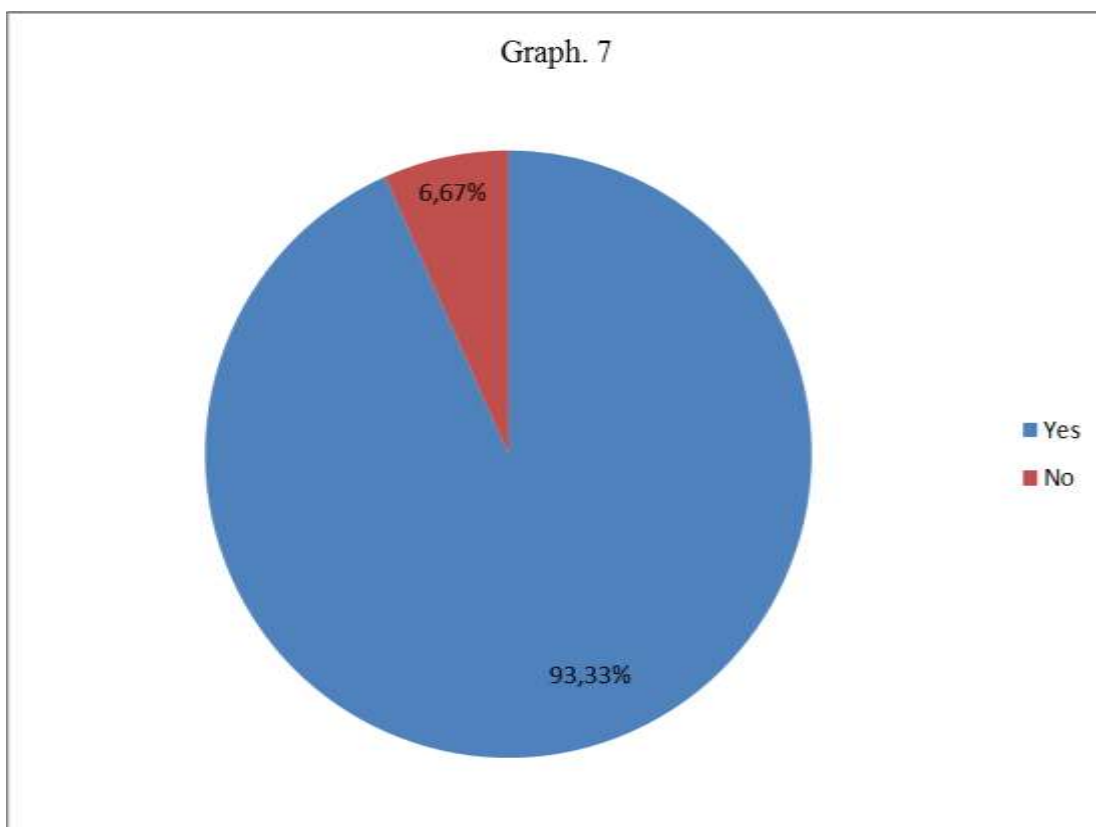
Source: Teacher's questionnaire

The graph 6 shows that thirteen teachers that represent 86.67% of the sample claimed that they use English most of the time in the classroom. In the same way, the students' questionnaires reflect that many students interviewed said that their teachers use English during almost all their lessons. But, there were four students, who stated that their teachers do not use English most of the time in their lessons.

The observation of these classes showed the following results: It was very notorious the little use of English by some teachers. For instance, some teachers only used English when they greeted students. Moreover, they used basic expressions and commands such as, “students silence please”, “open your books page number”, “sit down”, etc. The explanations of tasks, strategies, instructions, complex expressions were given in Spanish during their lessons. For these reasons, the observation sheet reflects that many teachers use English in about 25 percent. So, the observation of their lessons differs from the majority of teachers and students answers.

On the other hand, the observation also reflects that five teachers used English in 50 percent during their lessons. It was evident because the teachers used a variety of expressions, instructions, strategies, etc. The teachers only used Spanish to explain grammar, rules, tasks, and homework.

Do teachers plan their lessons?



Author: Diego Jaramillo

Source: Teacher's questionnaire

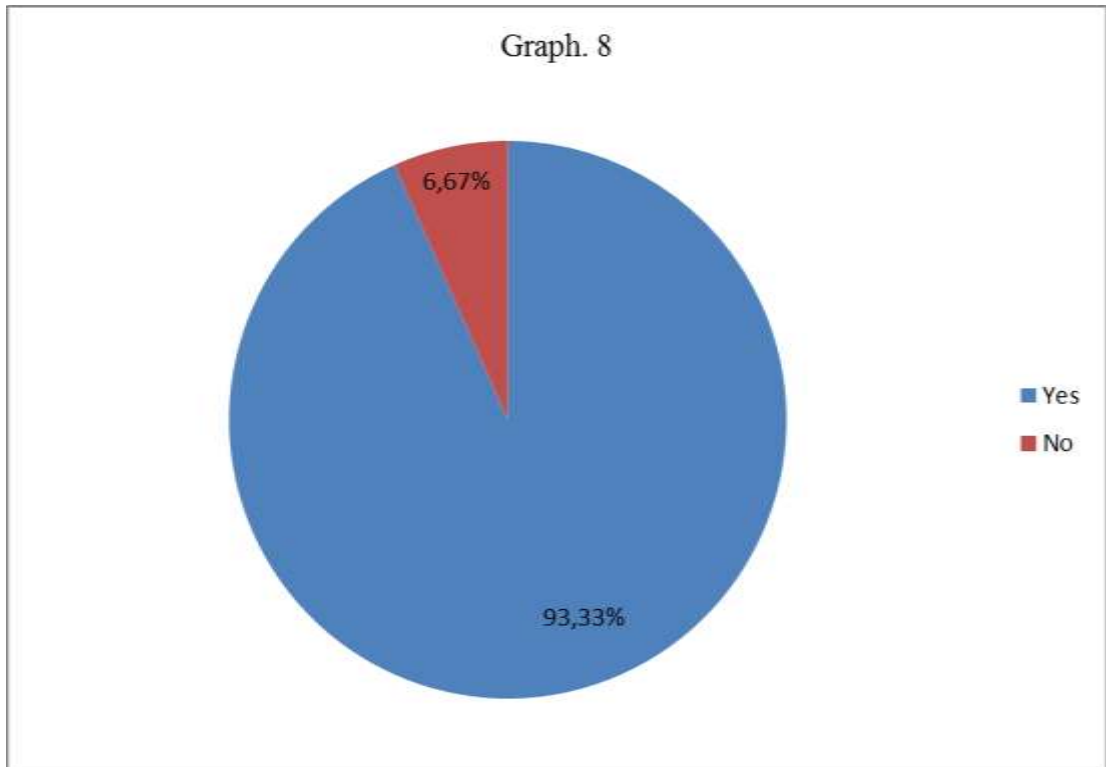
The graph 7 shows that fourteen teachers that represent 93.33 percent of the sample stated that they always plan their lessons. However, the observation of the classes differs from the teachers' answers. For instance, it was evident that some teachers do not design a lesson plan to teach their lessons. It was notorious because those teachers did not consider in their classes important aspects such as, objectives, skills, guided or individual practice, and feedback. Moreover, some teachers do not prepare their classes before going to the classroom. For instance, one teacher was filling a lesson plan while their students were working on a task. Consequently, that class was not prepared because the activities were confusing about the theme proposed.

On the other hand, there were five teachers who had a lesson plan with them during their classes. The lesson plans were on the teacher's desk, and they were revised frequently by the teachers. It was evident that the teachers considered important aspects into their lessons such as, motivation, objectives, skills, time, guided and individual practice. Moreover, one teacher, established activities according to the levels and needs of the students.

The graph 7 also shows that only one teacher stated that he does not plan a lesson. It was verified during the observation of his class. The teacher only used his book and it was notorious the lack of a lesson plan to teach English.

Finally, the observation done during this process reflects that some teachers do not know the principal aspects to design a lesson plan. There are teachers who need training about designing a lesson plan. A lesson plan is very essential to develop our classes successfully. In the same words, Groves (2009) states that designing a lesson plan is useful in the teaching process. For this reason, it is strongly important that teachers design their lesson plans to improve the teaching-learning process.

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



Author: Diego Jaramillo

Source: Teacher's questionnaire

This graph refers to the most important aspects that teachers should consider to teach their lessons. These aspects are discipline, timing, feedback, and instruction. According to the teachers' questionnaires, 93.33 percent of teachers stated that they consider these aspects to teach their lessons.

The students' questionnaires reflect the following results; eight students claimed that their teachers do not control discipline in the classroom. In the same way, the students state that their teachers do not give enough time to do the activities and do not give feedback when their students need it. Other students say that their teachers do not explain the tasks appropriately.

The observation of their classes showed that seven teachers did not consider important aspects such as discipline and activities management. In some classes, the students talked aloud and noisily while the teacher was explaining the lesson. Other

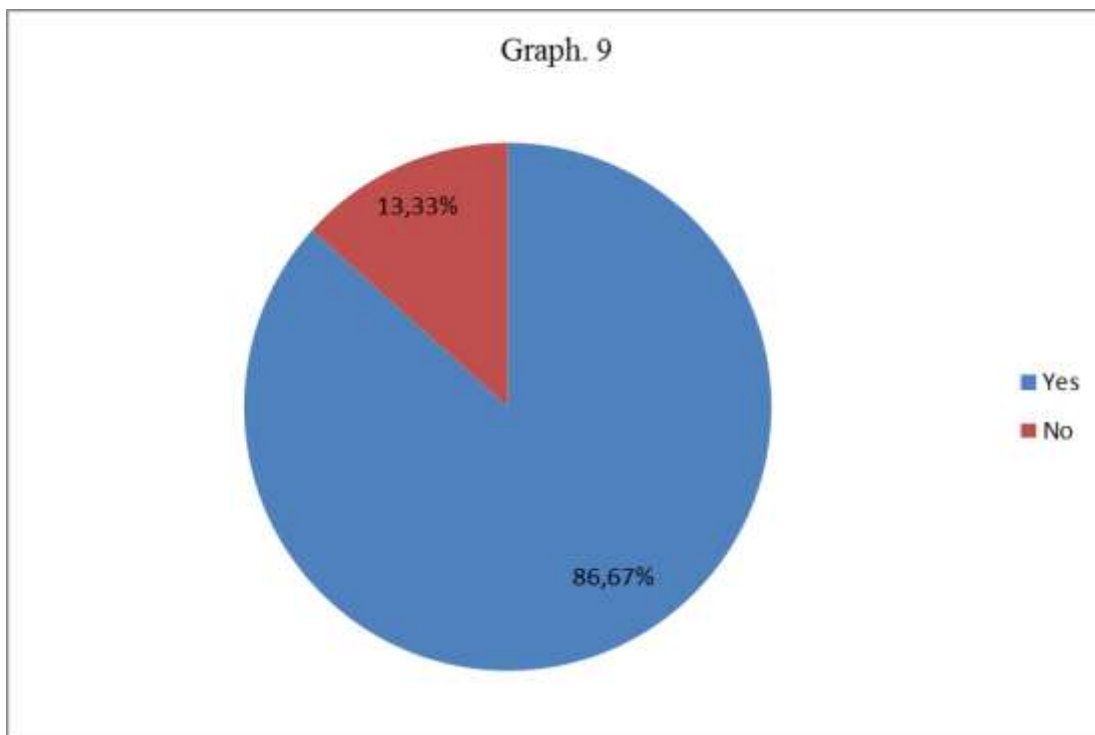
students used their cell phone during the class. Consequently, the teacher could not manage the activities that their students did. For this reason, it is evident that the teachers' answers differ from that observed in their classes.

By contrast, eight teachers that represent 53.33 percent manage their classes appropriately. The observation of their classes showed the principal aspects that teachers considered during their lessons. For instance, they considered discipline, timing, feedback, and instruction to teach English. In one class, it was evident because the teacher had a discipline policy on the wall. The teacher also sets the time for each task according to its complexity. Moreover, the teacher gives appropriate feedback when their students need it. All these aspects were managed by the teacher successfully.

This question also reflects that only one teacher that represents 6.67 percent of the entire sample states that she does not consider these aspects to teach her lessons. This information is corroborated through the student's questionnaire and the direct observation of her class. The student interviewed states that her teacher does not establish enough time to do the tasks, does not explain the lessons clearly, and does not give feedback. In the same way, the observation of her class shows that the teacher does not consider aspects such as discipline, instructions, activities management, and corrective feedback. It was evident because students were bored and absentminded, and the noise was very frequent during that lesson.

Factors Concerning Students

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



Author: Diego Jaramillo

Source: Teacher's questionnaire

This question refers to the student's needs considered by teachers in their lessons. The graph 9 shows that 86.67 percent of the teachers state that they consider these aspects to teach English successfully.

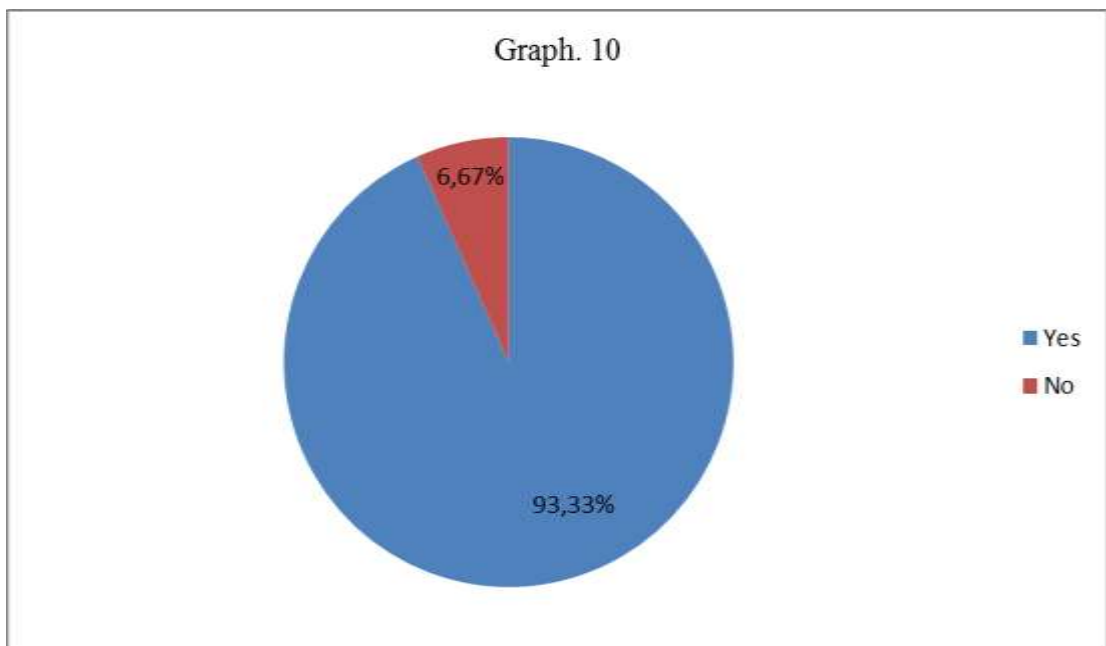
The responses in the students' questionnaires showed that some students feel motivated when their teachers explain the lessons. They also like the method used by their teachers because it is clear and helpful to learn English. On the other hand, some students claim that they do not feel motivated with the activities that their teachers prepare to teach English. Moreover, they do not like the method that their teachers use to explain the English's lessons.

In the same way, the observation reflects similar results. It was evident that many teachers consider the student's needs. For instance, in one class, the teacher established a different activity to three students considered like visual learners. The

students were asked to read silently a text with different illustrations. Then they were asked to acting out any situation or illustration that they remember from the text. The students looked willing and motivated during the class.

Finally, only two teachers that represent 13.33 percent of the sample state that they do not consider the student's needs. The observation of their classes showed that the teachers do not prepare different activities according to the students' needs. For instance, in one class there was a student unmotivated during the lessons. In another class, there were many students unwilling and bored. Their teacher did not consider the students' needs such as, age, personality, aptitude, attitude, motivation, and learning styles. For this reason, many students did not finish their tasks successfully.

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



Author: Diego Jaramillo

Source: Teacher's questionnaire

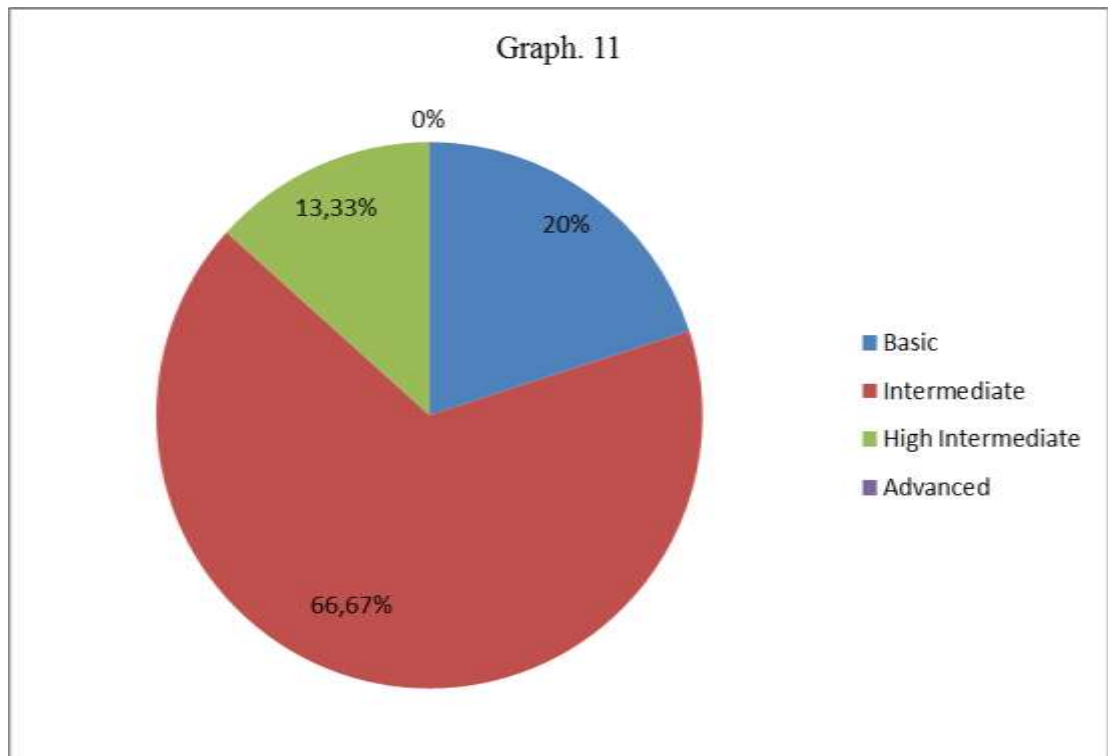
This question refers to the students' level considered by teachers in their lessons. The graph 10 shows that 93.33 percent of teachers said that they considered the student's level to teach English successfully.

The observation done during the classes of the teachers allow comparing these answers. The majority of teachers did not consider the student's level because they prepared the same activities to the whole class. Therefore, there was not a variety of tasks according to the level of each student.

By contrast, only a few teachers considered the students' level to teach English. It was notorious in one class, in which there were students with an Intermediate level and students with a basic level. In that class, the students with Intermediate level were asked to listen to a short text about hotel reservations. Then the students were asked to complete the text according to what they heard. On the other hand, the students with basic level worked in different activities related to the same theme. These activities were more easy to understand and more easy to do. During that class, the students looked motivated and interested to finish the tasks successfully.

The graph 10 also shows that only one teacher stated that he does not consider the student's level to teach English. It was notorious because in his class there were students with a basic and an intermediate level. But the teacher applied the same tasks to all the students. Consequently, some students had difficult to finish each activity successfully. For this reason, it is strongly important that teachers consider the student's level to teach their lessons. If teachers consider the student's level, the teaching-learning process will be enriching.

Which is the level of the students?



Author: Diego Jaramillo

Source: Teacher's questionnaire

The graph 11 shows that 66.67% of teachers stated that their students are in Intermediate Level. This information is evidenced through the observation done during the classes of the teachers interviewed. The observation shows that some students are in the intermediate level. But there are also some students who have a basic level.

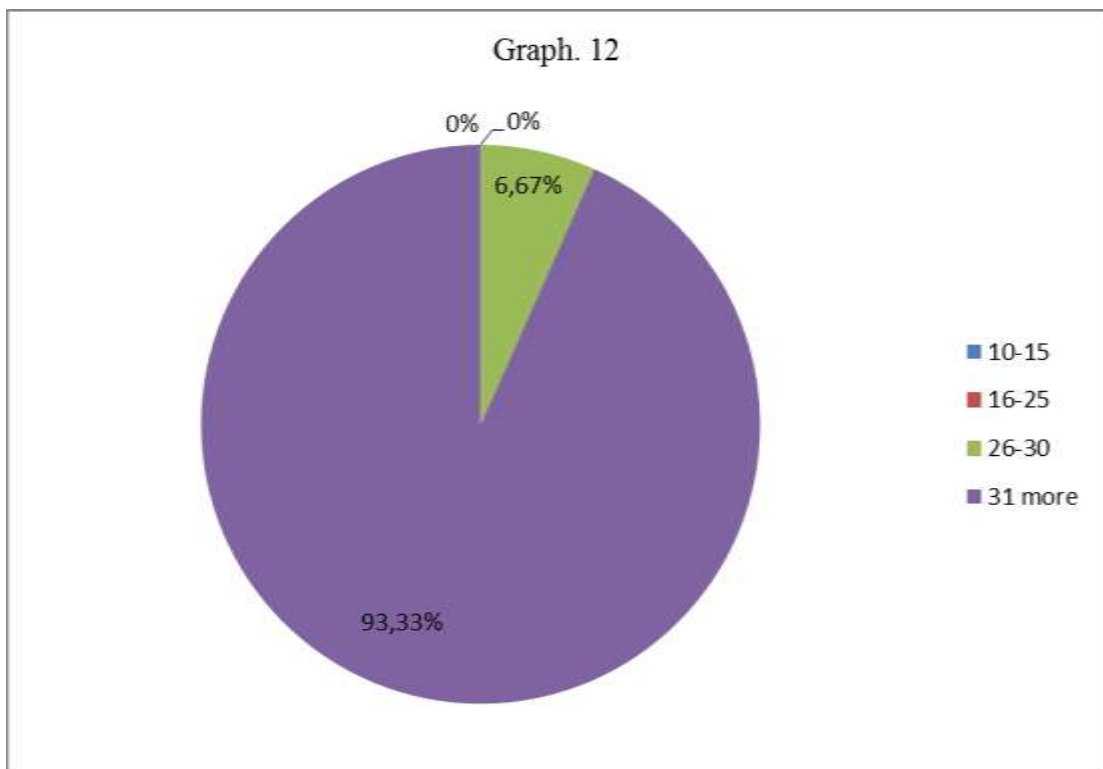
During the observation of some classes; it was notorious that the students had an Intermediate level. For instance, in one class, the students were asked to listen to a dialogue and complete the missing words. Those students finished that activity successfully, only four students had difficulty to finish the task. In other class, the students were asked to match adjectives antonymous. During that class, the students finished the activity in 10 minutes approximately. On the other hand, there were

some classes in which the students had a basic level. It was evident because those students did not finish the tasks successfully. The students did not know basic words like, pictures, home, under, cry, etc.

This graph also showed that twenty percent of teachers considered that their students have a basic level. It was evident in some classes observed. For instance, in some classes there were students who had a very limited vocabulary. Finally, only two teachers that represent 13.33 percent of the sample stated that their students have a high intermediate level. The observation of their classes reflected that many students had a high intermediate level. It was notorious because they were willing to talk, discuss, read, and write information in English.

Factors Concerning Classroom

How many students are there in the observed classes?



Author: Diego Jaramillo

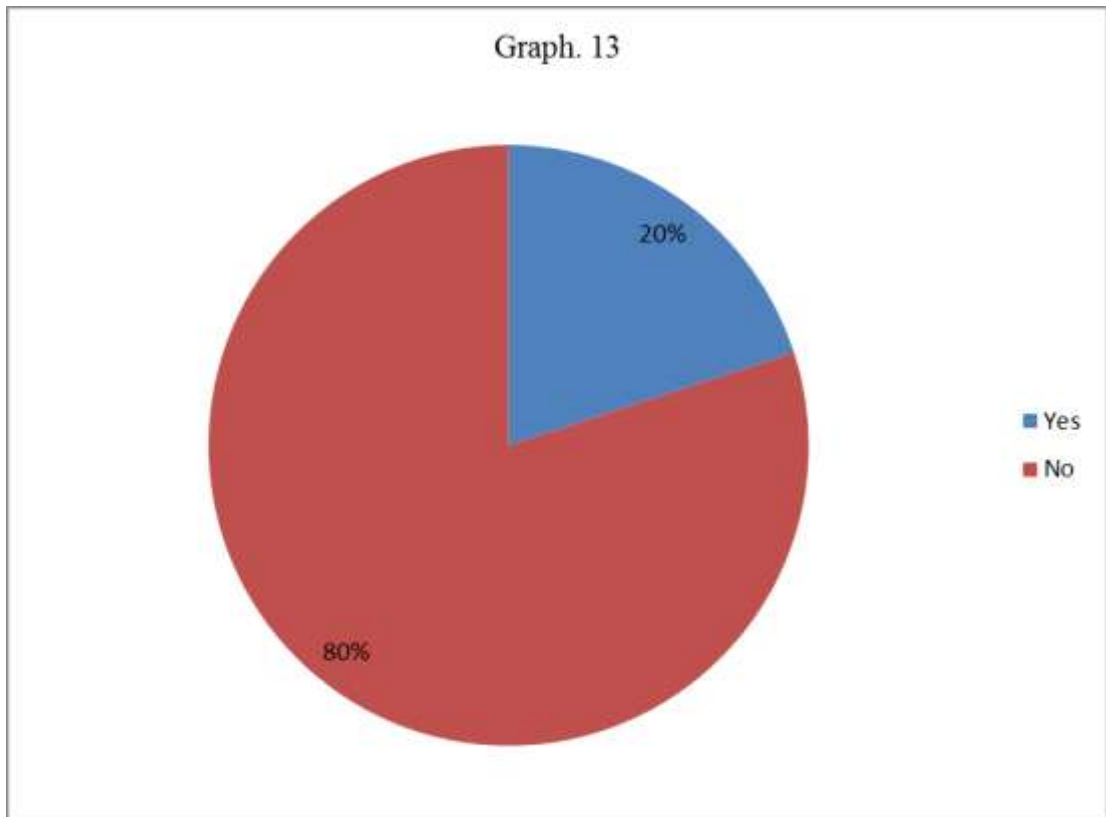
Source: Teacher's questionnaire

The graph 11 shows that 93.33 percent of the teachers stated that in their classrooms there are more than thirty one students. This information is evidenced by the observation done during this process. It is notorious that in each classroom there were many students, for instance, in some courses there were more than forty students. Even there were classrooms in which exist about fifty students. So, managing learning results difficult in classrooms with many students. For instance, a study done by Subedy (2003), shows that many teachers have difficulty to give individual attention to each student in classrooms with many students.

The students' questionnaires reflected that many students stated that a large class size do not help them to learn English successfully. In those classes, it was notorious that there were more than 31 students per class. Besides, in some classes there were almost fifty students. The observation of those classes showed the difficulty that many students have to learn English. For instance, the students looked bored and there was noise during the classes, etc. On the other hand, only five students consider that the number of students is not a problem to learn English.

This graph also reflects that 6.67 percent of teachers that represent only one educator stated that in his classroom there were from 26 to 30 students in his class. It was corroborated through the direct observation which reflects that there were 29 students in that class. This observation also reflected that there was not any class with less than 25 students.

Do teachers feel comfortable with the number of students they are working with?



Author: Diego Jaramillo

Source: Teacher's questionnaire

According to this question, eighty percent of the teachers interviewed state that they do not feel comfortable with the number of students they have. In the same way, the students interviewed say that in their classrooms it is difficult to work in a comfortable way because there are many students. They also argue that the class size is not favorable to learn English.

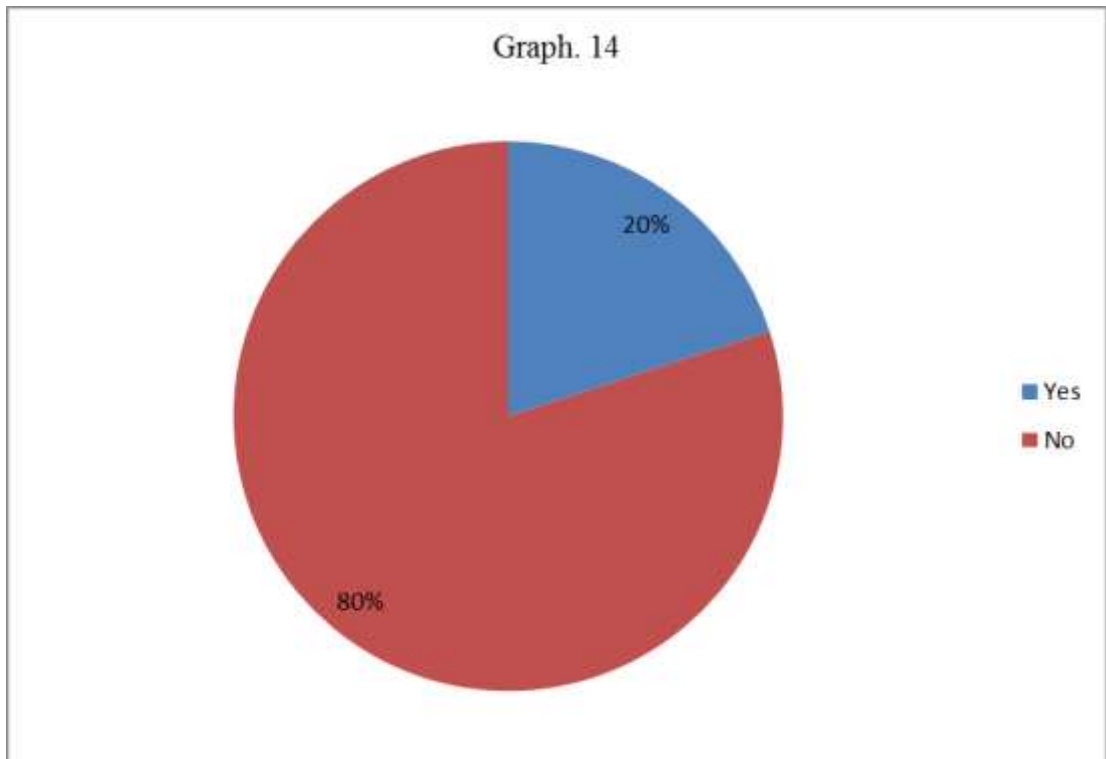
The observation of some classes reflects similar results. It was evident that many teachers cannot manage their classrooms appropriately because they had more than 31 students in their classes. Therefore, the students do not pay attention to the

contents and they do not feel motivated to learn the lessons. Moreover, it was notorious that the teachers were uncomfortable and tired working with many students in their classes.

These aspects observed during this study can affect directly the interest of the students to learn the lessons. In large classes, the students do not feel motivated to work in the lessons successfully, and they do not receive individual feedback when they need it. In the same way, Smith (1978) stated that in small classes students have stronger motivation, teachers are more able to manage their classroom behavior, and teachers tend to give more and better feedback than those in large classes.

The graph 13 also reflects that three teachers that represent twenty percent of the sample claimed that they feel comfortable with the number of students they have. However, the direct observation of their classes showed different results. Firstly, the teachers observed did not control the student's discipline and some students did not respect their teachers. Secondly, teachers did not give individual attention and feedback to the students to teach their lessons. In addition, the teachers' responses differs from that observed in their classes.

Do teachers have enough space to work with the group of students they have been assigned?



Author: Diego Jaramillo

Source: Teacher's questionnaire

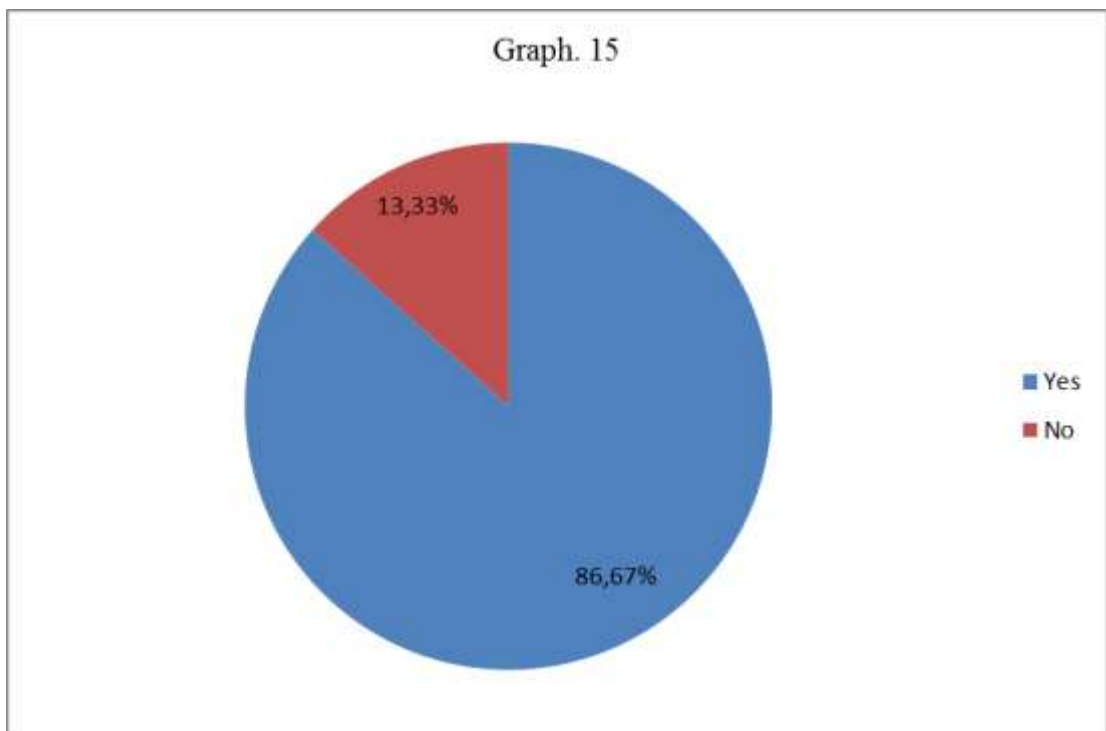
The graph 14 shows that eighty percent of the teachers stated that there was not enough space to work in relation to the number of students they have. This information is corroborated through the direct observation, which reflects that students have no enough space to move and participate in dynamic activities. In the same way, the students interviewed say that they do not feel comfortable with the classroom space to learn English.

On the other hand, only three teachers that represent twenty percent of the sample state that they have enough space to work appropriately with their students. These answers given by teachers show differences between the student's questionnaires and direct observation. According to the student's questionnaires,

these students answer that the classroom space is uncomfortable to work in different activities. In the same way, the observation of their classes reflects that the space of classroom is not enough to move and participate in different activities such as, pair-work, group-work, or debates.

During the observation, it was evident the little space to move freely, and to form groups or pair works. Classroom space should be wide to organize different activities. In the same words, Colombo and Furbush (2011) argue that classroom space should facilitate class meetings, large and small group discussion, independent work, space to listening activities, space to the free circulation of the teachers and students, space to the furniture, etc.

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



Author: Diego Jaramillo

Source: Teacher's questionnaire

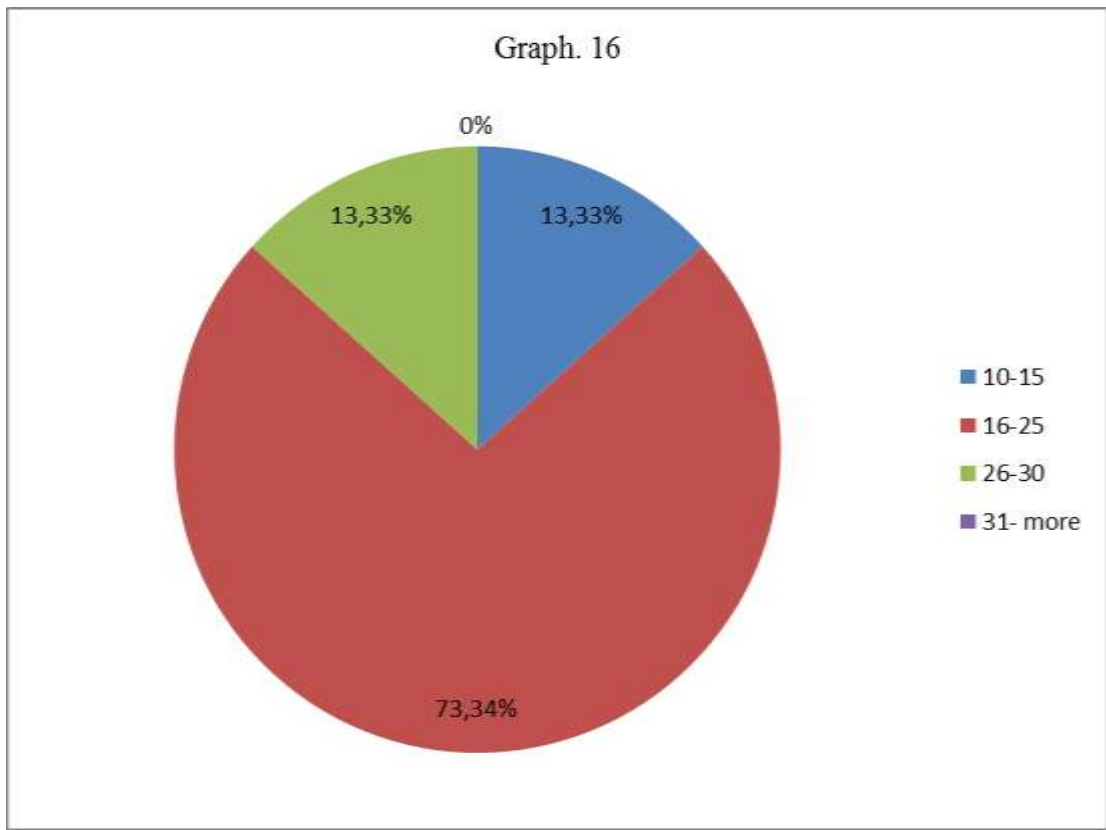
The graph 15 shows that thirteen teachers that represent 86.67 percent of the sample state that they arrange students' seats in relation to the activities planned. In the same way, the majority of students interviewed say that they like the way in which their teachers assign the seats according to the different activities in the classroom.

Nevertheless, the observation of their classes reflected different results. Firstly, during this observation many teachers did not move the seats to work in activities such as pair-work, group-work or debate. Secondly, there were aspects that did not allow moving the seats freely. For instance, the classroom space, the time spent forming groups, many seats around the classroom, etc. However, the teachers stated that they arrange the students' seats in relation to the activities planned for their students.

The observation also reflected that a few teachers arranged the students' seats to organize a group-work activity. For instance, one teacher formed five groups around the classroom to work in a description of a picture. It was evident the little space to move the seats, but it was not a problem to work in this type of activity.

The graph 15 also shows that 13.33 percent of teachers stated that they do not arrange the seats to work in the different activities during their classes. This information is corroborated by students and direct observation. Some students stated that they do not like the way in which their teachers arrange the seats to work in different tasks. In the same way, the observation of these classes reflects that teachers use activities in which it is not necessary to move the seats to work.

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



Author: Diego Jaramillo

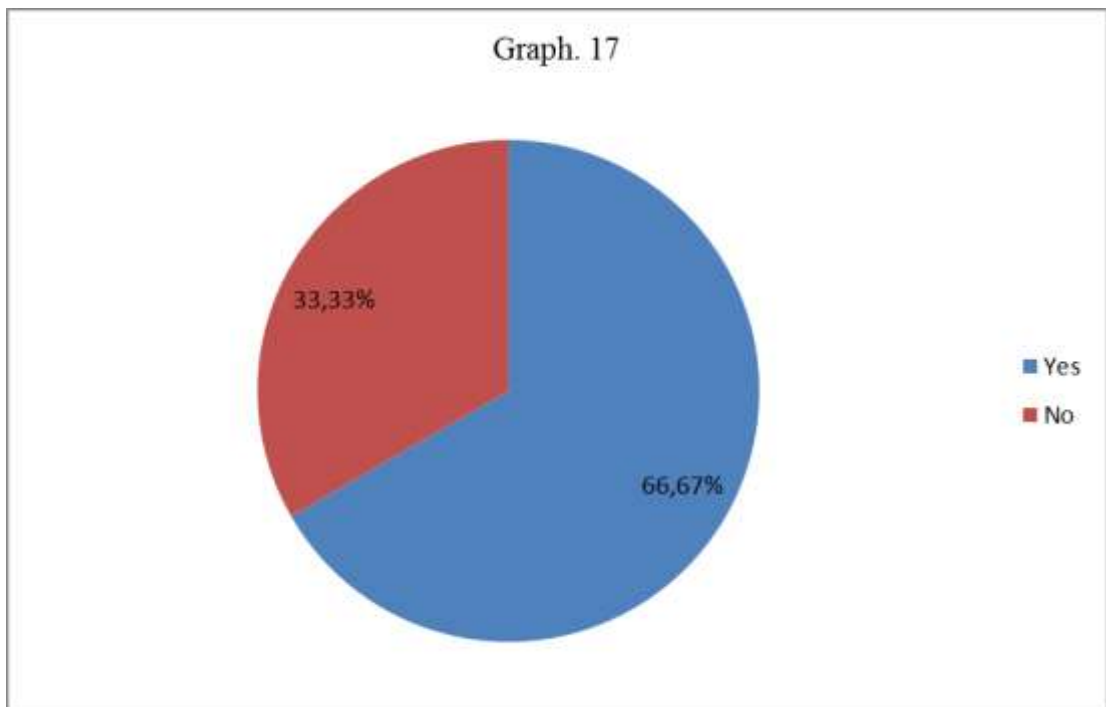
Source: Teacher's questionnaire

The graph 16 shows that eleven teachers that represent 73.34 consider that the appropriate number is from sixteen to twenty five students per classroom. On the other hand, only two teachers that represent 13.33 percent of the sample claim that the appropriate number is from 26 to 30 students per class. In the same way, 13.33 percent of teachers think that the advisable number of students should be from 10 to 15 pupils.

On the other hand, any teacher thinks that 31 or more students is an appropriate number to teach English. It was evident that many teachers had more than 31 students in their classes. Even, in some classrooms there were almost fifty students. The observation of these classes reflects that many teachers feel tired or

unwilling to work with many students in their classes. In the same way, the students observed looked unmotivated and unwilling to learn English.

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



Author: Diego Jaramillo

Source: Teacher's questionnaire

The graph 17 shows that 66.67 percent of teachers stated that they use teaching resources to teach their lessons. The resource most used by teachers is tape recorder. Although a few teachers also stated that they use other resources such as, computers and projectors. But these resources are taken from the principal's office to the classroom.

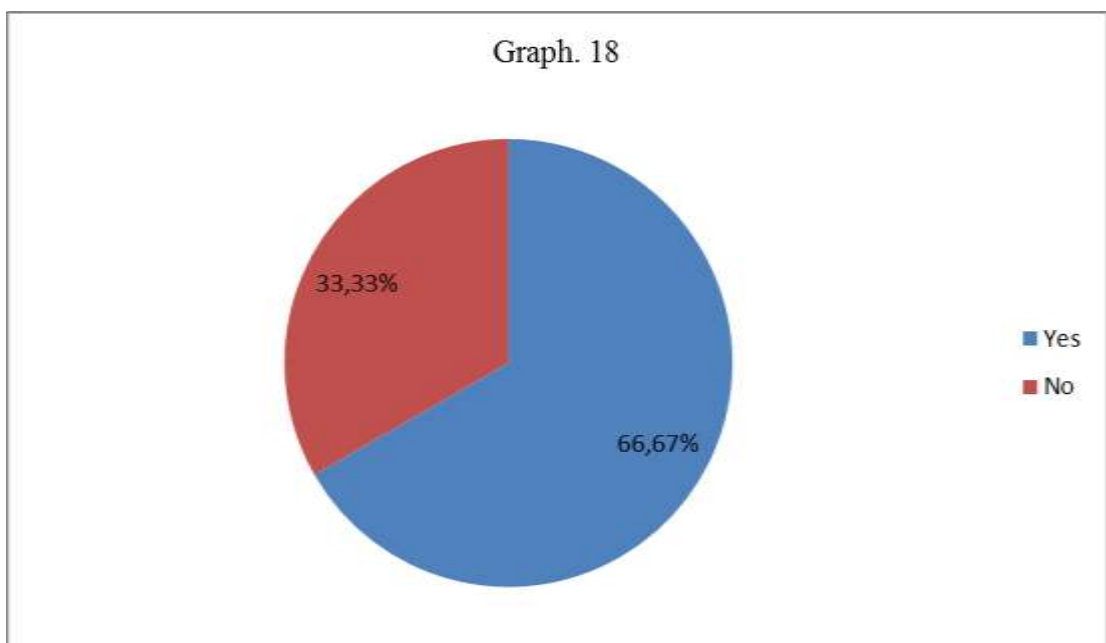
By contrast, some students claimed that their teachers do not use resources such as tape recorder, TV, computer, projector, smartboard, etc. In the same way, the observation of these classes shows that some teachers only used supplementary

materials such as, maps, books, photos, flashcards, etc. These materials were into bookshelves and they were used by teachers in their classes. For instance, one teacher used a picture to describe any situation with his students. Another teacher used flashcards to describe the meaning of new action verbs. On the other hand, only one teacher used a projector and computer to watch a video about past continuous.

The graph 17 also shows that 33.33 percent of the teachers interviewed claim that they do not use teaching resources like computers, projectors, TV, Tape recorder, etc. It was evident because some teachers used only the English book to teach their lessons.

Finally, during the observation, it was very notorious the lack of these important resources into the classrooms to facilitate the learning. Teaching resources are strongly necessary to improve the teaching-learning process. In similar words, Dash (2007) state that teaching resources help to relate abstract concepts with concrete experiences.

Do teachers consider appropriate the resources they have in class?



Author: Diego Jaramillo

Source: Teacher's questionnaire

In relation to this question, the results show that 66.67 percent of the teachers considered appropriate the resources they have in class. Some teachers stated that these materials are enough to teach English because they facilitate the learning of their students. Other teachers claimed that the resources they have in class are important to improve the teaching and learning. So, students work with these resources successfully.

The direct observation of these classes shows different results in relation to the teachers' questionnaires. Firstly, it reflects that there were not enough resources in the classrooms to teach English successfully. Consequently, many students have to learn English only using books, boards, pictures, etc. Secondly, some teachers bring their own materials to teach their lessons, such as, maps, grammar's books, flashcards, and tape recorder. However, many teachers considered appropriate the resources they have in their classrooms.

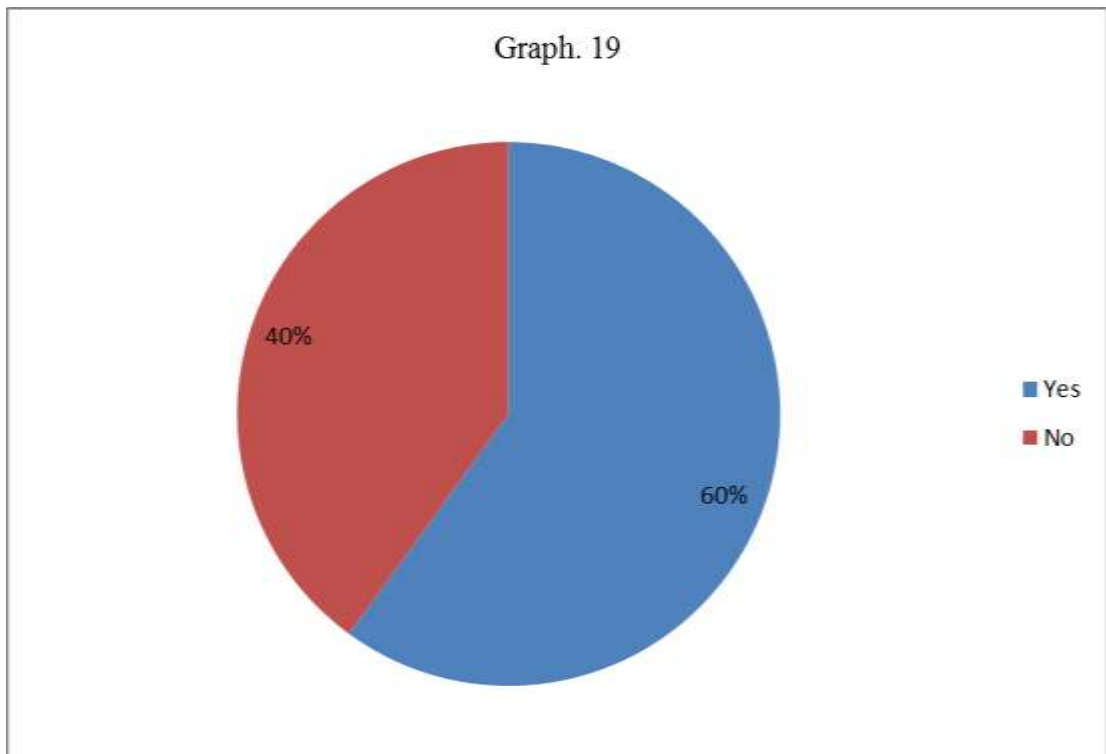
The graph 18 also reflects that 33.33 percent of teachers say that they do not consider appropriate the resources they have in class. There were different reasons to give these answers. Firstly, some teachers stated that these materials are limited in their classes and students need more resources to improve their learning. Another teacher says that English should be learned using new resources according to the student's needs. Finally, these teachers agree that the materials they have in class are not enough to teach English because they have many students in their classrooms.

The observation of these classes shows that the teachers did not use these resources because they were not available in the classrooms. The teachers only used

the English's book to teach their lessons. So, some students were unwilling to participate and interact during the lessons.

Factors Concerning Educational Institution

Does the institution review your lesson plans?



Author: Diego Jaramillo

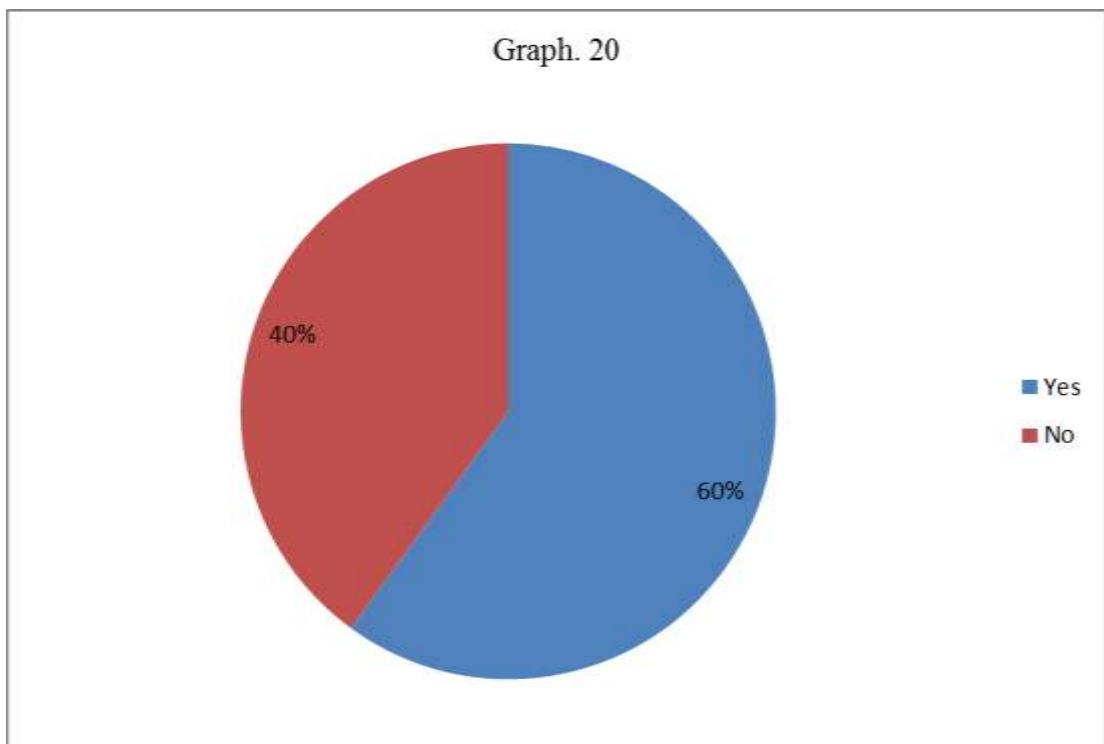
Source: Teacher's questionnaire

The graph 19 shows that sixty percent of teachers stated that their lesson plans are reviewed by the principal of the high schools. Some teachers claim that their lesson plans are reviewed once a week. Other teachers say that they give the lesson plans to the principal once a month. Finally, a few teachers state that their lesson plans are sent to the principal's office once a year.

On the other hand, forty percent of teachers stated that their educational institution does not review the lesson plans. So, many teachers do not prepare their

classes before they go to the classroom. During the observation, it was evident the lack of lesson plans in some classes. Some teachers only use their books to teach English and they do not follow a sequence to manage the learning of the students. It is a negative factor that affects the teaching-learning process. Therefore, the information given by teachers is similar to the information gathered through the direct observation, which reflects that many teachers do not plan their lessons appropriately. Consequently, teachers do not achieve the teaching's objectives.

Does the institution monitor your teaching?



Author: Diego Jaramillo

Source: Teacher's questionnaire

The graph 20 refers to the institution monitoring in teaching-learning process. This question reflects that nine teachers that represent sixty percent of the sample state that the institution monitor their teaching. Four teachers say that they are

monitored once a week. While five teachers claim that they are monitored once a month.

The direct observation of these classes reflected that some supervisors visited a few classrooms. For instance, one teacher was observed for about 20 minutes. The supervisor did not ask the lesson plan of the teacher observed. The supervisor only monitored teacher's performance, and teacher's behavior. By contrast, in another classroom the supervisor asked to the teacher his lesson plan, and the supervisor filled an observation sheet. Moreover, that class was observed for about 40 minutes. In addition, the teachers' responses did not differ from the observation done in the classes.

This question also shows that forty percent of teachers argue that the educational institution do not monitor their classes. It is a great problem because teachers are not bound to prepare their lessons. Moreover, the observation of their classes shows that some teachers do not manage the learning of their students successfully. For this reason, it is strongly important that Education authorities are involved with the teaching and learning process.

Conclusions

- This study reflects that the factors concerning teachers, students, classrooms, and educational institutions affect the English language teaching-learning process in Ecuadorian public high schools. These factors reflected a negative influence in the different classes observed.
- Regarding factors concerning teachers, it is clear that many teachers do not know the principal features of the teaching methods they use. In some classes, the teachers applied a different method from ones they mentioned in the teachers' questionnaire. In the same way, some teachers used activities that did not correspond to the method they applied in their lessons.
- An important factor identified in this study is that many teachers do not use English most of the time in their classes. Despite their responses in the teachers' questionnaires, it was notorious that many teachers use English in about twenty five percent during their lessons. Consequently, the little use of English in the classroom can affect the learning of the students because they need to be involved with the second language most of the time during the English lessons.
- According to the factors concerning students, it is evident that the majority of teachers consider the students' needs to teach English. Many teachers prepared different tasks in relation to their students' needs. Considering the student's need is very important because the students learn in different ways.

- The factors concerning classroom are the most notorious. This study shows that many classrooms have more than 31 students. So, with this number, it is difficult to teach English because teachers cannot manage discipline and there is not enough time to give individual feedback to the students. Consequently, it is a factor that affects the teaching and learning process.
- During the observation of the classes, it was notorious that many students and teachers did not feel comfortable with the classroom space. The majority of these classrooms were small. There was little space to work in activities such as, group work, debates, pair work, etc. Consequently, it can affect the learning of the students because they need to interact with their classmates in different activities to improve their learning.
- The teaching resources to learn English are limited in the classrooms. The resources most used were books, board, and rarely tape-recorder. During the observation of the classes, many students did not feel motivated to learn English successfully because their teachers only used books and the board. For this reason, it is strongly important to use different resources to motivate students to learn English.
- Regarding factor concerning educational institution, it was notorious that many education authorities were not involved in the teaching-learning process. They did not supervise the classrooms frequently. This factor affects the teaching-learning process because teachers need to be supervised to detect possible problems in the teaching and learning process and find solutions to improve our public Education.

Recommendations

- It is advisable that educational authorities supervise the teaching –learning process. This process will help to improve some aspects such as teaching methodology, lesson design, interaction between teachers and students, etc. Educational institution should remember that teaching monitoring is important to detect problems and find possible solutions.
- It is also advisable that educational institutions offer appropriate teaching resources in each classroom to improve the learning of the students. In many institutions there are not enough resources to work in the classrooms. Teachers and students need resources such as tape recorder, TV, computers, earphones, projectors, etc.
- It is strongly recommended that the authorities of Educational institutions train their teachers. Teachers need to be trained in important aspects such as, teaching methods and techniques, teaching resources, managing learning, and lesson design. Many teachers do not know the principal features and activities of the teaching methods they use in their lessons. For this reason, it is important that teachers update their knowledge about teaching English.

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ANEXES

ANEXE 1



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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 _____

ANEXE 2



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

21. ¿Te gusta aprender Inglés?

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

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

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

23. Consideras que las actividades realizadas en clase son:

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

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

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

¿Por Qué?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

32. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inglés?

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

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

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

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

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

ANEXE 3



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

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

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

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

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

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

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

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

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

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

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

NOTES:

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

TV	()
Tape/Cd recorder	()
Computer(s)	()

Projector(s)	()
Smartboard	()
Supplementary materials	()
Others	()

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

25 %	()	50 %	()	75 %	()	100 %	()
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ANEXE 4

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	()

ANEXE 5

Classroom Observation





