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

TRABAJO DE FIN DE TITULACIÓN

AUTOR: Peñaloza Peñaloza, Jeannette Liliana

DIRECTOR: Paladines Benítez, Jhoana Elizabeth, Mgs.

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CERTIFICATION

APROBACION DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACION

Magíster.

Jhoana Elizabeth Paladines Benítez

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: "FACTORS THAT AFFECT THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS IN ECUADORIAN PUBLIC HIGH SCHOOLS", realizado por Jeannette Liliana Peñaloza Peñaloza, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Diciembre de 2013

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

"Yo, Jeannette Liliana Peñaloza Peñaloza declaro ser la autora del presente trabajo de fin de titulación "Factors that affectthe English language teaching-learning process in Ecuadorian public high schools", de la Titulación de Ciencias de la Educación Mención Inglés, siendo directora la Mgs. Jhoana Elizabeth Paladines Benítez 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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Autora: Jeannette Liliana Peñaloza Peñaloza

Cédula: 1709002669

DEDICATION

To my mother Carmen Elena for being an extraordinary person; she always encouraged me to reach my goals despite of adverse situations. I am so grateful for the education she gave me about humanity, for being so charitably with poor people, for setting up good principles in my life, and for giving me all her love and support during the time she was with us.

To God who gives me intelligence and love.

Jeannette Liliana Peñaloza Peñaloza

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CONTENTS

RESUMEN

La siguiente investigación es basada en el tema "Factores que afectan en el proceso de enseñanza y aprendizaje del idioma Inglés en los colegios públicos del Ecuador", por el cual su principal objetivo es analizar los factores que inciden en el proceso de la enseñanza y aprendizaje del idioma Inglés.

Esta investigación tuvo lugar en Santo Domingo de los Tsáchilas, en 5 colegios públicos. En cada institución fue tomada una muestra de 3 profesores y 3 estudiantes. Los grupos de estudiantes tomados para la muestra fueron de la sección secundaria.

Primeramente, las principales teorías relacionadas con este tema, fueron revisadas para obtener el marco teórico. Luego de esto, para reunir la información se usaron los instrumentos de observación, encuestas y cuestionarios. El método cuantitativo fue aplicado para obtener los resultados del análisis de los factores que inciden en el proceso de enseñanza y aprendizaje en las clases observadas.

Por último, como conclusión se puede decir que los principales factores que afectan en el proceso de la enseñanza y aprendizaje del idioma Inglés son los siguientes: métodos utilizados por los profesores, el tamaño de la clase, el espacio de las aulas, el porcentaje del idioma Inglés utilizado por los educadores, los materiales suplementarios y el manejo o dirección del aprendizaje.

PALABRAS CLAVES: factores, procesos de enseñanza y aprendizaje.

ABSTRACT

The following investigation is based on the topic "Factors that affect the English language teaching-learning process in Ecuadorian public high schools" and its main goal is to analyze the factors that affect English teaching-learning process.

This research was done in Santo Domingo de los Tsáchilas-Ecuador, in 5 public high schools. In each institution, a sample of 3 teachers and 3 students were selected. The group of students belongs to 8th, 9th, and 10th grade and 1st, 2nd, and 3rd senior year.

First, main theories related to the topic were reviewed for writing the literature review. After that, data was gathered using instruments such as observation formats and questionnaires; likewise, techniques such as surveys and note-taking were applied. Then, the quantitative method was applied to calculate and obtain the results for the analysis of the factors that affect the English teaching-learning process in the observed classes.

It can be concluded that main factors that affect the English teaching-learning process are: methods used by teacher to teach their lessons; class size; classroom space; percentage of English used in class; teaching resources; and, managing learning.

KEY WORDS: factors, learning and teaching process.

INTRODUCTION

The fact that there is low scholastic achievement of English in Ecuadorian students has been a source of concern for the government. This means that students have low performance at English language examinations at universities because of the poor quality of English language teaching in public high schools, which makes students unqualified to apply for scholarships offered internationally. Therefore, the factors that cause this lack of knowledge deserve to be investigated for improving the English level of Ecuadorian students.

Concerning the aims of this research, they are: to determine the classroom conditions in which English lessons take place. It also attempts to identify the characteristics of in-service English teachers, and to determine teachers' instructional competence. The successful achievement of those objectives will help authorities and teachers to execute plans and actions that promote a better English language education.

Likewise, other studies have been done about the same topic where the authors have observed and analyzed the different factors that affect the learning process such as class size, classroom space, teaching methods, etc. One of those studies was done by Narayanan, Rajasekaran, & Iyvappan (2008). The authors found that highly motivated learners are able to foster linguistic skills effectively, show positive attitude towards learning, and their language anxiety is low.

Another study was carried out by Aydin&Ozden-Tunc (2009) to identify teachers' perception in relation to the influence of affective domain and its influence on the teaching experience and the type of institution they worked at. The researches demonstrated that teachers gave great importance to the affective factor in their classes.

Finally, another study was conducted by Adwa-Ogiegbaen in 2006 to investigate whether the English teaching-learning process was affected by the type of instructional

resources and methods used by teachers. In addition, the investigation was done to know whether the English language environment was conducive to effective learning. The results showed that lack of resources and teaching techniques were the most significant factors affecting the teaching-learning process.

The present research will benefit teachers along the different observed high schools, because it will give a broad overview of many aspects that have to be considered when teaching English. Also, this research is devoted to the interests of teachers and authorities engaged in teaching and learning English focusing in perspectives on how and which factors could affect the process. It was also a great experience for me, the researcher, because it helped me to comprehend the problems involved in learning and teaching English. Finally, this investigation has a relevant importance to other teachers to extend their knowledge in this topic, in order to recognize their weaknesses and strengths, analyzing how to improve classroom management skills, and the way they can cope with the factors that affect the learning and teaching process.

Despite the benefits mentioned above, some limitations were present in the research process. First, the target-participant sample was relatively small which means that the results cannot be extrapolated to the general students and teachers population. Next, observations made it possible to prove that some teachers did not give true answers, because, in some questions, percentages did not coincide with their responses; it seems that they thought the results were part of an evaluation carried out by the Ministry of Education. Therefore, it is possible to apply another research methods such as correlation of factors that provide accurate results about the observed process.

Finally, as a suggestion, it would be important for readers to investigate more about this topic in order to help teachers and new learners to be attentive to the factors that would affect the teaching-learning process.

METHODS

Setting and participants

The current investigation about the factors that affect the English learning and teaching process was held in Santo Domingo de los Tsachilas-Ecuador in five public secondary schools. The sample population was composed by three teachers and three students from each institution making a total of thirty participants between students and teachers. All the teachers were in-service professionals who have wide experience in the teaching field. About the students, they were teenagers between 12 and 17 years old who belong to a low-medium social and economic class.

Procedure

It is important to point out that this investigation was done with the application of the quantitative method in order to analyze the results. This method was necessary to show the percentage of responses in relation to the factors that affect English language during the fifteen observed classes.

This research began with a deep bibliographical investigation, where relevant studies and theories were proposed about different topics related to teaching-learning factors. Then the gathered information was used to write the literature review. Once it was finished, the field research was carried out.

The field research consisted of different activities. First, five public high schools were selected and the authorities and teachers were asked for permission to observe classes; data was gathered using observation formats. Second, teachers and students were interviewed using, questionnaires and surveys. The variables that were identified in the study for research questions and data collection instruments were factors concerning students, teachers, classroom, and educational institutions.

The process itself consisted in applying a questionnaire to the teachers in each high school and observing their classes. After that, each teacher was interviewed to determine his or her language proficiency level and to know more about his or her professional background. A similar process was applied to the students; they answered also questionnaires to figure out their perceptions about the teaching-learning process.

Regarding the observation process, the details of each class were recorded into observation formats and it provided a better view about the possible factors affecting the teaching-learning process.

Once all the necessary information was gathered, it was processed using Microsoft Excel to obtain the statistical graphs which gave a visual representation of the teachers' answers. The results were analyzed for determining main factors that affect the English language teaching-learning process in the observed classes. Finally, conclusions and recommendations were elaborated taking into consideration the objectives and results of this research.

DISCUSSION

Literature Review

The Ministry of Education in Ecuador (2011), based on the Curriculum Reform English Project (CRADLE), carried out diagnostic assessments to students of 10th and 3rd year of Public High School and the results showed an overall average of 13 out of 20 in English language proficiency. In addition, the level of English among teachers was also evaluated by means of tests applied by SENESCYT (2009) to in service English teachers. The results demonstrated that the majority of teachers have low language proficiency level because they obtained A1 and A2 level within Common European Framework of reference for languages (CEFR); this trend was ratified in 2011.

According to specifications given by CEFR, it is argued that "an equivalence of B2 should be the minimum requirement, ideally, to practice teaching in the transfer of the English language". Additionally, SENESCYT (2012) informed that students do not have an adequate level in the language due to lack of teachers with an appropriate language level proficiency; there is not enough professionals in the English language; There is not a National English Curriculum aligned with international standards; and, there are no common schemes that define the ideal English teachers' background.

Finally, SENESCYT (2012) explains that English is important in all stages of the education field. Therefore, it is essential to have a contingent of teachers adequately trained in applying English teaching methodologies.

Teaching Approaches and Methods

In order to get an idea about the factors that affect the English language teaching and learning process, it is important to review some theories, author's definitions and recommendations about this topic that will give the reader a good approach of the characteristics of the most common methods in the English teaching field.

The Grammar Translation Method, as Larsen-Freeman (2000) states, has the purpose to help students to read. Besides, students would be familiar with the study of the grammar structures which help them to speak and to write better. An important characteristic of this method is that learners are taught to translate from one language to another. In many cases they translate readings in the target language. The teacher gives grammar rules and examples to memorize them, after that, they have to use them for other examples, and finally the students learn as well verb conjugations and vocabulary words. Likewise, Thornbury (1999) expresses that this method starts with grammar rules and exercises making the students translate from the mother tongue to the desired language.

In relation to the Total Physical Response Method, Larsen-Freeman (2000) indicates that a lot of target language structures and vocabulary can be taught through the imperative form. Main points remarked by this author in relation to this method let see that in the first stage of development, instructors use some commands with a few students. In the second part, the same students explain instructions by performing by themselves. Also, the rest of the learners demonstrate that they understand the instructions. The commands are often humorous. In addition, student's speech will develop later. The process of listening and speaking is slow. According to House et al. (2011), main goal is to develop in students self confidence during the listening stage until they get some comprehension in the production of speaking.

Concerning Communicative Language Teaching (CLT), Larsen Freeman (2000) expresses, that the communicative competence and communication is the goal. Main characteristic of this method is that everything has a communicative intention. Communicative Language Teaching is used in different activities such as games, role plays and problem solving tasks, where the students apply the communicative

approach. Moreover, CLT has the purpose of communication between students. The author also suggests that this kind of method has to be used with small groups of students because they can communicate better.

Similarly, House, et al. (2011) mentions that the aim of Communicative Language Teaching is to achieve communicative competence in the students and student's motivation comes from their wish to communicate in real-life situation. The author affirms that, communicative competence has to be the goal of language education, whereas grammar should be focused previously. In addition, Thornbury (1999) recommends ways to use grammatical knowledge as main tool in Communicative Language Teaching. He adds that communicative competence is related to the use of grammar and vocabulary to achieve the target language.

Another method to be considered is Task Based Instruction, according to Larsen-Freeman (2000, p. 144) "the aim is to provide learners with a natural context for language use". When students work to complete the activity they interact and then this interaction facilitate them to understand each other. Consequently, learners can confirm if they have understood the task. Moreover, they get to listen to language in this kind of interaction and they would use this knowledge of the language in other places.

Also about Task Based Instruction, House et al. (2011, p. 40) state that, "it focuses on the use of authentic language in the classroom". He expresses that a Task Based comes from a real-life whereas the exercises has to be with a linguistic form. Besides, when pupils do some tasks and their assessment in the target language, they get confidence and fluency instead of the accuracy of the language. Moreover, when they do an activity they are allowed to use all the language and not just the vocabulary of the recent lesson.

Another method is the Natural Approach. House et al. (2011) explain that it focuses in communicative language, besides, the use of some techniques such as mime and gesture will make them improve their use of a foreign language. Student's errors are ignored. To support this idea, Thornbury (1999) expresses that Natural Approach does not take into account grammar syllabus and explicit rules giving.

Teaching Techniques

Dhand (2008, p. 14) defines a teaching technique as" the day to day activities which the teacher may design for a particular lesson". Therefore, when teachers plan their classes it is important to choose and apply the right technique with a high sense of responsibility. Besides, the author explains that a technique is "how the learner will learn the desired information, concept, generalization and/or skills and they can be active or passive depending on how they are used".

Some authors such as Brown (2001) affirm that a technique is totally guided by teachers. He also recommends some examples of techniques such as drama that is more formalized form of a role play, with a pre-planned story line and script. Likewise, students need to be constantly stimulated with the purpose to keep their attention on the lesson. For this reason the application of some techniques such as role play, debates, group work, drills, picture description, story-telling, and others can be highly meaningful and relevant for learners.

Managing Learning

Stronge (2007) indicates that an effective managing is part of successful classrooms. According to this author, teachers have to plan and prepare their classes to interact academically with students. In addition, he considers that clear instructions, specific feedback, and allocated time for teaching are some important issues that teachers must consider when they are in the classroom.

In that sense, effective instructions are vital if activities involve change of interaction. To support this idea, Davies and Pearse (2000) indicate that instructions should be simple and clear. Also they recommend always using the same type of instructions for the same kind of activity. The authors are aware that with elementary learners, even simple, familiar language is not enough to get across complex messages. For that, the teacher may show a demonstration of the activity. And, he or she cannot assume that the learner have understood completely the instructions. For this reason, teachers need to make sure that their messages are effectively clear.

Along with clear instructions, Davis and Pearse (2000) refer to timing as another important aspect of managing learning. According to the authors, when teachers plan the timing factor for a lesson, they have to consider how much can be done in a lesson. Later on, with some practice a teacher will become able to analyze how much time he or she would need for each stage in a lesson, probably teachers may need to cut a stage of their lessons if there is an expected interruption to their classes, and then teachers will decide if the stages omitted should be incorporated later in a lesson.

Talking about feedback, Stronge (2007, p.89) explains that educators recognize the importance of feedback to students on their work, because feedback is "one of the most powerful modification techniques for increasing learning outcomes in students". Furthermore, the author mentions that an effective teacher must prepare feedback in advance. In that sense, if the teacher takes long time in giving feedback, the learners would not be prepared to answer. Finally, an effective teacher is able of increasing the students´ ability for involving them in comments and opinions about their own work.

Lesson Design

Richards &Renandya (2002, p. 28) suggest teachers to ask themselves some questions such as, "what the objectives of the lesson will be, what materials and

activities will be used, what type of interaction will be encouraged, and how the learning will be monitored". The authors explain that scrutinizing those aspects teachers will be able to plan their lessons correctly. In addition, the authors state that the process of planning a lesson is crucial because of many decisions that a teacher makes to get students involved in the lessons.

Another point of view about lesson design is given by Scrivener (1994). He explains that planning helps teachers to be clear about what exactly they are going to do in the class. For this reason, the teacher has to be well prepared for a lesson in case things take another direction. In that sense, the author suggests some areas to consider when planning such as learners, aims, teaching point, teaching procedures, materials and classroom management.

Finally, Harmer (2007) indicates that lesson design is especially important for teachers when they are going to be observed. He recommends that plans have to be well elaborated to make the class interesting not only for the person who is going to judge but also for students who are part of the everyday class. This means that lesson plans bring teachers a valuable tool to evaluate their teaching process.

Class Size

Tabassum (2005) points out that English language classes depend on the number of students. He explains that in a private lesson, the teacher has to deal only with one student. But some teachers have usually hundreds of learners in some countries; this fact depends mainly on the different types of education systems. So, the techniques that they will use can vary in relation to the size of the class.

Likewise, in small classes where there are at least six or ten students, there is a lot of time to speak during a lesson. On the contrary, this would not happen in larges classes, Tabassum (2005) recommends pair work for students talking time. Besides, in

small classes it would be less stressful for students to speak in front of ten people. Moreover, when the class is so big, teachers will have logistical problems. But, there are some ways for successful large classes such as the teacher has to be very organized, teachers must establish good routines, and use different steps for different activities. The author concludes that is more difficult to teach in large groups, and because of that teachers must be well organized.

Regarding the teaching process in small classes, Marton (1988) affirms that teachers have recognized that some methods and techniques are more useful in small classes instead of large classes consisting over thirty pupils. That is for this author, the most important difference between large and small classes.

Classroom Space

Tabassum (2005, p. 122) expresses that many teachers are not aware of how the classroom space affects the social interaction of learners. She notes that "classroom space can be symbolic and conceptual but one needs to observe how the space divides subjects and objects from one another, the gaps separating materials objects, and in turn how the space can be reconstructed differently".

In addition, Good (2008) states that some teachers in learning-centered classroom do not determine physical arrangements because they do not provide personally assigned space. Others teachers set up the room arrangement in advance for an interactive classroom. The author remarks that the arrangement of the furniture is important for the design of empty space as well free spaces are the pathways between furniture that students use to move in and out of their chairs to access classroom materials, to work in small groups, and to enter and exit the classroom. Therefore, effective classroom arrangements reduce distractions, encouraging the students' attention to be on the instruction right away.

Supporting previous information, Marzano et al. (2005, p. 135) also say that "desk arrangements should provide the teacher with access to any student in the room in three or four steps from where the teacher spends most of the instructional time". Besides, the arrangements should also provide for easy access to work in groups, storage of materials and for clear traffic pathways. How the classroom is arranged, an atmosphere, of comfort, safety, and order is a crucial setting for effective learning.

Setting Arrangement

Clark (1968, p. 318) indicates that dividing classes into small groups or committees is an excellent way to encourage real pupils' participation in classes. He recommends grouping students in order take advantage of the vast differences that exist among learners such as "the great varieties of interests and purposes, the wide range of talents and skills, the important differences in ability and potential, in speed, and nature of comprehension". This type of seating arrangement requires the use of classroom procedures that provide each student within the group opportunities to interact and exchange opinions.

When creating activities in the classroom, teachers should try to organize the furniture in a way that sends a different message, because language learning is concerned with communication and a variety of interaction between students. Therefore, Edge (1993) proposes another style of seating arrangement known as semicircle. In this configuration, pupils are distributed in groups of four learners in a desk because everyone can look towards the front of the class when it is necessary.

However, seating arrangement is not suitable for all activities. For that reason, Clark (1981,p. 65) explains that teachers would arrange the class in relation to teaching activities , like watching a movie, working individually, or listening to a lecture, some variation of the ordinary row setup may be enticing. For committee work the suitable

arrangement would be small circles of chairs; for a discussion would be appropriate a circle or some segment of a circle. Furthermore, the instructor should move the chairs to suit the activity. The author concludes that "the important thing is to arrange the entire room so that it will be useful and comfortable".

Classroom and/or Teaching Resources

Alvarado (1997) defines a teaching resource as "an object, an instructional resource that provides the students an indirect experience of reality and implies both didactic organization of the message to be communicated, and the technical equipment necessary to do it". It indicates that a teaching resource helps teachers to develop an activity and depends on the way they plan to make it more interesting when teaching.

Regarding the variety of teaching resources, Amato & Snow (1992) state that are different types of materials that can be used to improve the teaching-learning process such as visuals, audio, audio visuals, etc. because they provide learners unforgettable experiences. Besides, using a varied amount of materials in the classroom helps learners to focus their attention on learning task and facilitate comprehension of complex meaning.

Another type of material is described by Alvarado (1997). He explains that teachers can use objects that are familiar to students making them learn unfamiliar concepts and language; those materials are known as realia. In that sense, this author affirms that materials are significant, enticing, remarkable, understandable, and trouble-free when a teacher makes a good use of them.

Namely, there are many types of material that have some advantages as in the maneuver of these resources in a teaching process. Haycraft (1978, p. 99) expresses that "they allow us to explain a word or concept simply, by showing a picture, or pointing to an object". It means that mime or words are not enough to explain a topic. Besides,

time can be saved when working in groups passing pictures or objects around the class. The most popular and used materials are objects, the board, flashcards, words cards, pictures cards, and overhead projector.

Classroom Observation

Observation is defined by Wajnryb (1992, p. 7) as "a focused activity to work on while observing a lesson in progress". It means that observation requires from the observer collecting information of a lesson. In that way, observation would be the language a teacher uses, the pattern interaction, teaching and learning behavior, learning styles, and so on. The author emphasizes that observation helps teachers in two important ways: First, it limits the opportunity to make a self evaluation and allows teachers to focus only in one or two aspects of their teaching. Second, it gives the scope to collect data for forming an opinion or making a generous evaluation. However, the author remarks that teachers would be judged later depending on the data collected.

About different types of observation, Kral (1994, p. 38) says, "Self observation is easier than observing other teachers". In that sense, he explains that teachers are free to move around the class. Also, they are free to choose aspects of teaching. However, He notices that it is not easy to face one self.

Regarding another type of observation, Randal & Thornton (2011) state that pre observation has some problems because teachers are rushing from one lesson to lesson. They express that should be a planning conference and this needs to be ready with enough time, due to any suggestion that teachers would need and determine their confidence. Finally, some mechanical aids such as videos tape recordings would be used in an observation having an advantage in providing non judgmental evidence for the event after it has ended.   However, the authors consider that such recorders

devices would cause some disruption that could complicate the observation when they are setting up.

Student's Motivation

Woolfolk (2007, p. 373) defines motivation as "an internal state that arouses, directs, and maintains behavior". For this author, stimulation plays an important role in the life of every individual, because it directs human behavior, and it encourages them to achieve a goal or to learn a language, when there is not motivation in students, it becomes a problem because they cannot grow in the learning process and they do not have anything that motivates them to study, a teacher who teaches a foreign language must be really conscious about the importance of giving students a positive stimulus to obtain a good result.

About the different types of motivation, William (2002) indicates that a student can have intrinsic and extrinsic motivation. Intrinsic motivation is an incentive that every student has to continue their studies and they are satisfied with the material, and activities performed in the classes. Extrinsic motivation is when students are motivated by external things, for example, it might be a trip to the beach, a toy, to go see a movie and so on. This motivation is effected for the purpose of receiving a reward. However, the author remarks that not all the students can be motivated in the same way, because it is a fact that there are different styles to learn, something which can also redirect the use of materials and the planning of the activities in the class. In order to know how to take all of those details into the teaching process, it will be necessary to identify what is exactly the motives students have to study and help them.

Other classifications of motivation are related to students' reason for learning a language. Saville-Troike (2006) refers to integrative and instrumental motivation.

Integrative motivation is related to learners' desires to learn a language and instrumental motivation is driven by the sole purpose and value that learners discover in learning a language.

Learning Styles

Felder &Henriques (1995, p. 21) defines learning styles as "the ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's learning style". It clarifies the idea that there are different characteristics in every individual when learning a topic. Some students feel attracted by sounds, others by pictures, images and others students enjoy making activities with their hands. As learning styles are related to the senses, they are classified according to the organ they stimulate. For this reason in a class, a teacher may find visual, aural, reading/writing, kinesthetic learners, which are the most common classification of learning styles.

Another description about learning styles is provided by Giles (2003) who explains that all the learners may share some characteristics for learning, but will differ in the way they perceive sensory information. According to the author, there are different kinds of learning styles that a teacher may consider, and they are visual learner where student can understand a topic better by looking at charts, presentations, videos, posters or flash cards. Another one is an aural learner. They like to listen or to speak about something in order to retain more knowledge. Then a reading/writing learner will prefer written information formats for receiving and processing data. And finally, for a kinesthetic learner, a topic would be understood if reinforced with physical movements.

Student's Intelligence or Aptitude to Learn English

Lightbow & Spada (1999, p. 52) say about the term intelligence the following, "it has traditionally been used to refer to performance on certain kinds of tests". They add that these types of tests often are made to measure student's level in school or in language learning and depending on these tests, they would predict such success. The authors also emphasize that intelligence is complex, for that reasons every individual has abilities and strengths. Furthermore, they have found in their experience that those students who are weak in their academic work are more successful in learning a language.

Lightbow&Spada (1999) bring also information about aptitude. They mention that aptitude is the way a student learns quickly. Besides knowing the learner's aptitude, instructors can prepare appropriate activities for them, if they do not have such information, activities would be done to ensure that all students have understood the subject matter.

Additionally, House et al. (2011) make reference to learning disabilities; they explain that many disabilities cause problems in language learning and related to students' intelligence and aptitude. They also have recognized that learning disabilities are associated with emotional, social or behavioral difficulties. In that sense, pupils with learning disabilities might feel frustrated giving the sense that they are not intelligent or they do not have aptitude for learning languages. So, when a teacher is planning his lessons he or she has to take into account these considerations.

To add some more information about this topic, this research will provide some deep and important data which will show how some factors in English language affect the teaching-learning process.

Regarding the factors that affect in English language teaching and learning, there are few studies with their interpretations related to this target investigation.

The first study to be presented is the one conducted by Narayanan &Iyvappan in 2008.The purpose was to identify some factors affecting the English learning process. The researchers used questionnaires, sample selection, and a pilot survey preceded the final survey. At the end, they applied the instruments and techniques to verify the influence of factors such as motivation, attitude, language and gender. Finally, they demonstrated that those factors affect student's English learning. They suggest that learners have to be very motivated to demonstrate a positive approach towards the language.

The next study was directed by Khamkhien in 2010 to find out how some factors as gender, motivation and experience in studying English affect students' options of language learning strategies. To carry out the investigation two groups of university students had to complete four major criteria to be qualified for the study. All of them had no more than 4-months experience in a foreign country and at least 6 years of experience of English instruction. Besides, an inventory for language learning and a background questionnaire were employed. This study revealed that motivation is the most significant factor affecting the choices of language learning strategies, followed by experience in studying English, and gender. This study concluded that the roles of decisive variation in learning English existing between male and female, motivation and experience in studying English would be useful to classroom teachers, facilitating the better understanding of learners.

The next study was conducted by Aydin&Tunc in 2009. The purpose of this study was to investigate the effective teacher's domain of the language teaching process. To test their hypothesis, they used a questionnaire referring to the effective domain of language learning. Then the questionnaire was sent to five experts with the aim to get their opinions about the content and to face validity of the instrument. This

study showed that English foreign language teachers give importance to the effective side of language learning and according with the teaching experience the main reasons for not addressing the effective side were the school context, students, teachers and environmental factors.

Another study, which was conducted by Adwa-Ogiegbaen in 2006 in Nigeria, had as a main goal to investigate the factors that affect quality in English language teaching. In order to get information about it, the researcher applied a questionnaire and observation schedules. The questionnaire had four sections dealing with demographic items such as school type and location, instructional resources, media used by the teachers frequently, methods teachers usually adopted for teaching English, and the school environment. Besides, research assistants were trained to observe each classroom during administration of the questionnaire noting the features of the learning environment. The researcher found out that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques. It was also found that students do not learn English language in environment conducive to effective learning. The schools were overcrowded, furniture was not comfortable for proper sitting, and classrooms did not have appropriate lighting. Besides, students learn under harsh environment which is often rowdy, congested and noisy.

Lastly, a study was conducted by Saricoban&Sakizli in 2006 to show how some factors influence teacher's management skills. In order to do that, the researchers observed firstly, factors concerning student's needs and characteristics such as age, personality, attitude, aptitude, motivation, learning styles, multiple intelligences, personal needs, developmental, and cultural needs. Secondly, factors concerning physical, social and educational environment. Finally, the factors concerning teachers

which includes lesson design, student motivation, teachers' roles and styles, teachers' voice and body language as well as the importance of teacher training in a classroom management, as the basics of effective teaching. The researchers concluded that motivation and an understanding of these factors will enable teachers to cope with such factors and then will make unmanageable classrooms manageable which will immediately result in effective teaching and learning process. Besides teachers who have some deficiency in certain management skills would be prepared by some training programs.

All the studies mentioned above presented important evidence of the influence that different factors such as physical environment, teachers' teaching skills, etc. has on the English teaching-learning process. Besides, the theoretical background presented in previous sections will bring appropriate support to restate the results that will be analyzed in the next section. At the end, this research will provide notable proofs of the development of English classes in Ecuadorian classrooms.

Description, Analysis and Interpretation of Results

This section is the most important part of this investigation, because it shows how some factors in teaching and learning process influence the observed classes. The quantitative analysis will be explained in terms of factors concerning teachers, students, classroom, and educational institutions. Each group of factors is related to the results of the questionnaire applied to teachers and students, and they are analyzed and supported with the information gathered in the observed classes. The results are represented in statistical charts for visualizing the percentages of responses given by teachers.

Factors Concerning Teachers

*Which level of education do teachers have?*

Graph 1
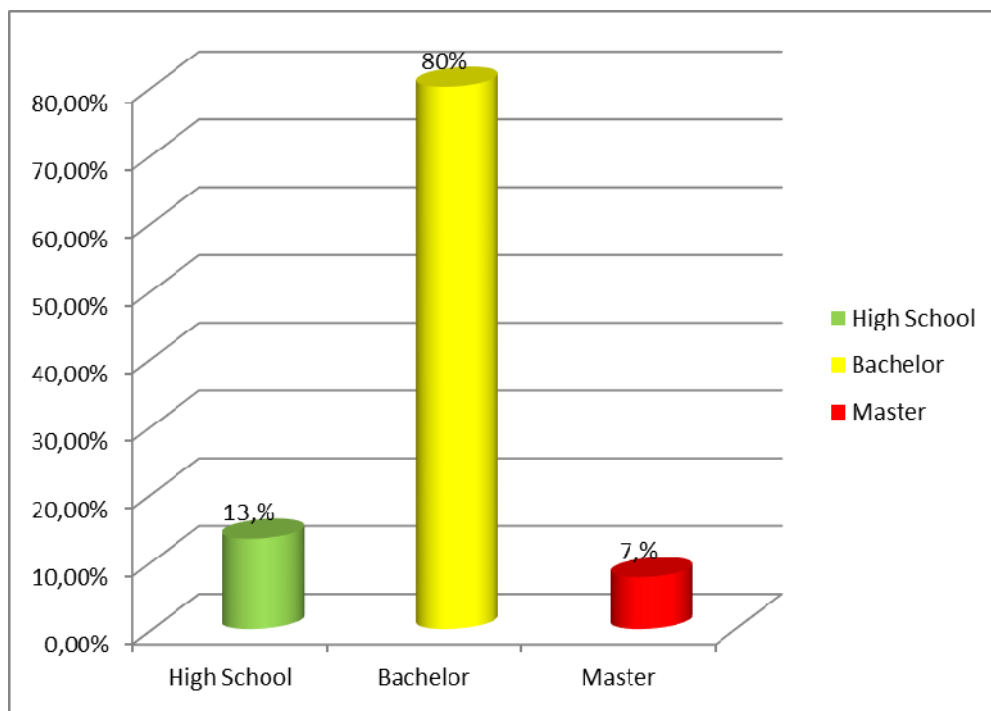
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

According to graph 1, 13% of the participants have High School Degree, 80 % teachers have English Bachelor's Degree, and 7% of them have Master's Degree. This means that the observed institutions had an important staff of teachers with formal degrees in English teaching. In addition, it is important to mention that all teachers have long experience in the field; most of them have worked for 5 to 10 years.

Although teachers have long experience in English teaching, the results obtained through the interview showed that the majority of the participants had B1 level, because some of them did not understand the questions and their speaking was not fluent, it demonstrates that teachers' knowledge is not the appropriate level teachers should have if they have an English degree. And according to international standards, an equivalence of B2 should be the minimum requirement, ideally, to teach the English language. This means that, a teacher at this stage should have or suppose to understand main ideas in concrete and abstract topics, as well as produce detailed text on a wide range of subjects.

Which of the following methods was used in the class?

Graph 2
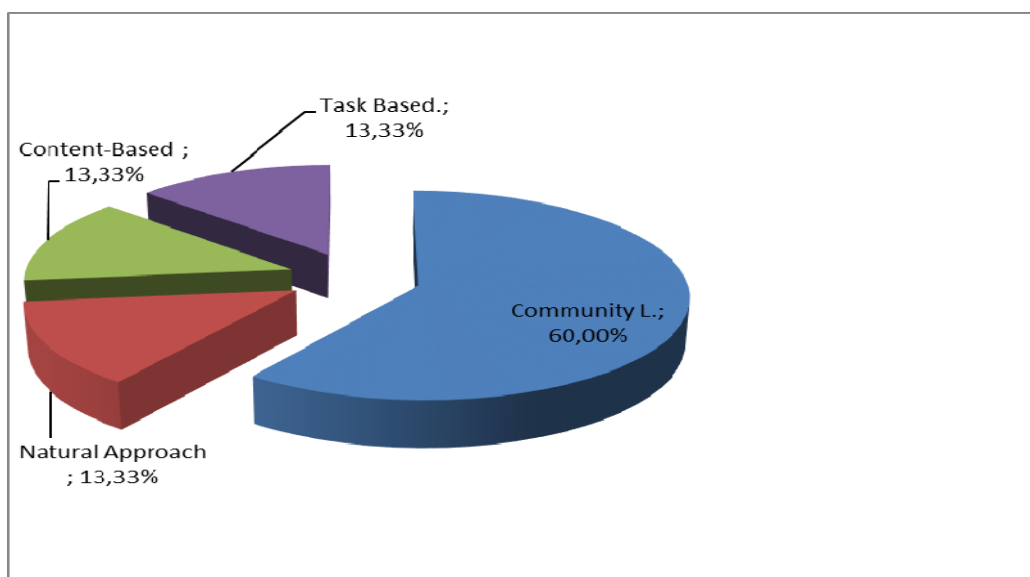
Author: Jeanette Liliana Peñaloza Peñaloza
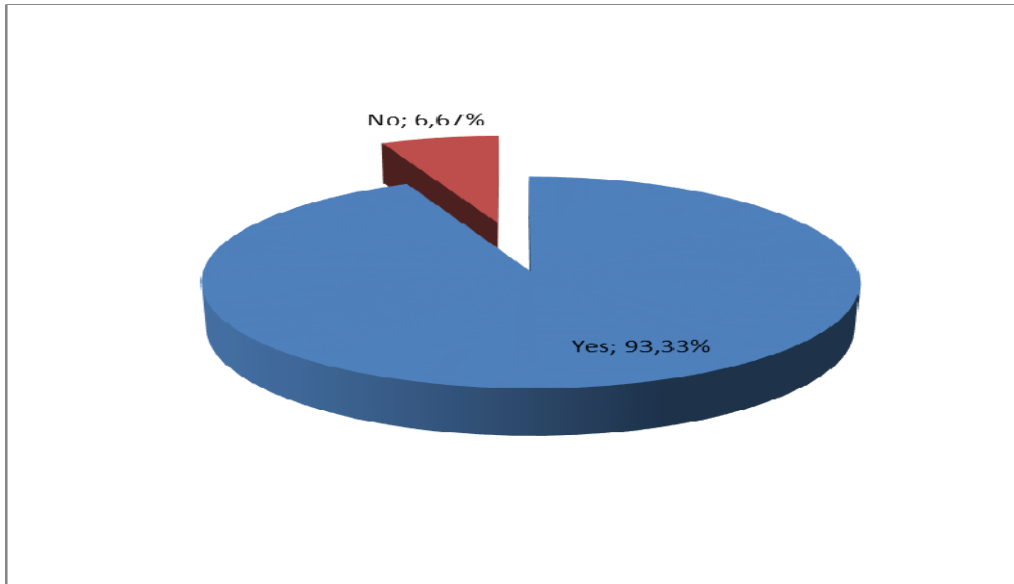Source: Teacher's Questionnaire

Graph 2 shows that from nine methods proposed in this study, just four had a real presence in the lessons. In this sense, the graph indicates that the method mostly used by teachers is Communicative Language Teaching with 60%; followed by The Natural Approach, Content Based Instruction, and Task Based Language Teaching, all of them with 13.33%. The results demonstrate that the Communicative Language Teaching is used by teachers to communicate their ideas in a precise way by using the appropriate grammar rules and pronunciation and also for them to structure correct utterances. However, observations did in the classroom showed that teachers did not use any of the methods they indicated in the questionnaires because they began the classes always following the same routine that consisted on checking the grammar structures to be taught in the textbook; explaining the contents in English and then in Spanish; finally, they assign students to do the activities proposed in the textbook.

Some of the activities proposed in the textbook sometimes required that teachers ask students to play games, do role plays, or work on problem solving tasks. According to Larsen Freeman (2000), those activities are the main characteristic of the Communicative Language teaching because they have a communicative intention. However, it was observed that teachers frequently omitted those types of activities or adapted them in order that students only practiced the use of grammar structures.

There were other activities that required students to do tasks such as completing charts and explain their opinions, which are characteristics of Task Based Instruction. Those activities are described by Larsen-Freeman (2000, p. 144) as, "the aim is to provide learners with a natural context for language use". But the observed teachers did not allow students to do the activities in the way they were described in the textbook. Therefore, students did not interact with each other and this situation did not help them to use language effectively.

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

Graph 3

No; 6,67%

Yes; 93,33%

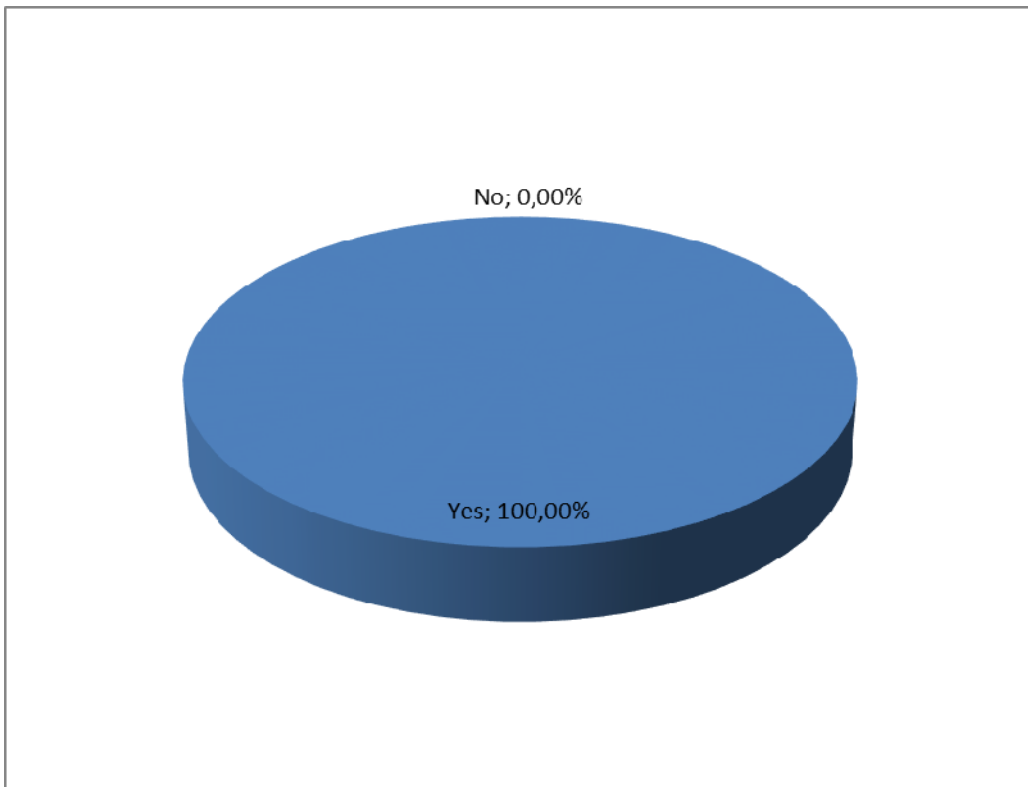Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

In the following graph the high percentage, 93.33%, indicates that teachers use whole-group activities to teach their lessons, and6.67% of teachers do not use this type of activity in their classes. It indicates that from a general perspective, teachers are using whole-group activities to teach their lessons. From the questionnaires answered by the teachers, some of them argued that they use this activity because students show their creativity and they share their ideas. Other participants say that, on that way students can feel free to express ideas and participate in an activity, and other teachers answered that the whole- group activities make the classes more interesting for students.

On the other hand, teachers who do not use whole-group activities expressed that it is not suitable for the amount of students in the class because the level of noise increases a lot and all the students talk at the same time using mostly the Spanish

language. It would happen because teachers did not guide the process adequately and they did not organize students to take turns and respect others time to speak.

Do teachers use individual activities to teach their lessons?

Graph 4

No; 0,00%

Yes; 100,00%

Author: Jeanette Liliana Peñaloza Peñaloza

Source: Teacher's Questionnaire

Graph 4showsteachers' preferences of individual activities used in class. In this case, all participants answered that they use individual activities, because, for them it is important to let students work alone depending on the task; besides, learners can develop their knowledge in the subject matter. This indicates the high relevance the teacher gives to individual activities to teach his or her lessons. The observations done in classes allowed proving that teachers assigned individual activities more than group or whole-group activities. In addition, students performed well in individual tasks

because they had more opportunities to work independently and practice the use of language structures on their own.

Do teachers use group work activities to teach their lessons?
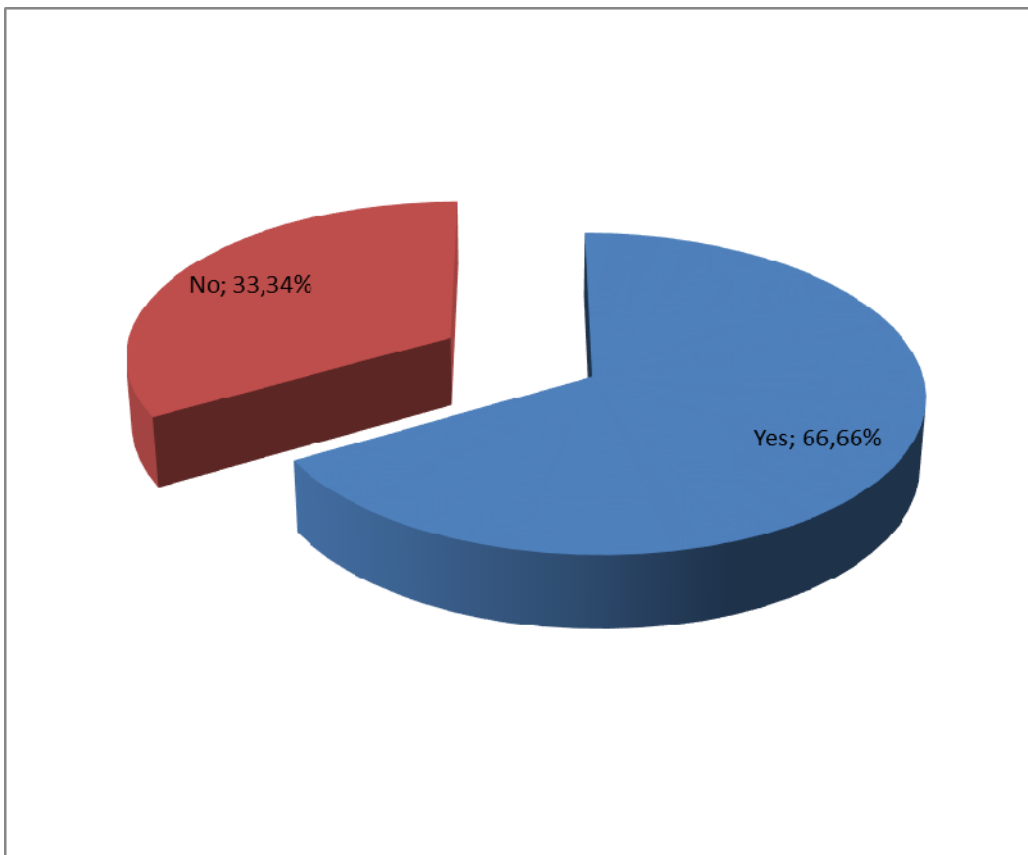
Graph 5

No; 0,00%

Yes; 100,00%
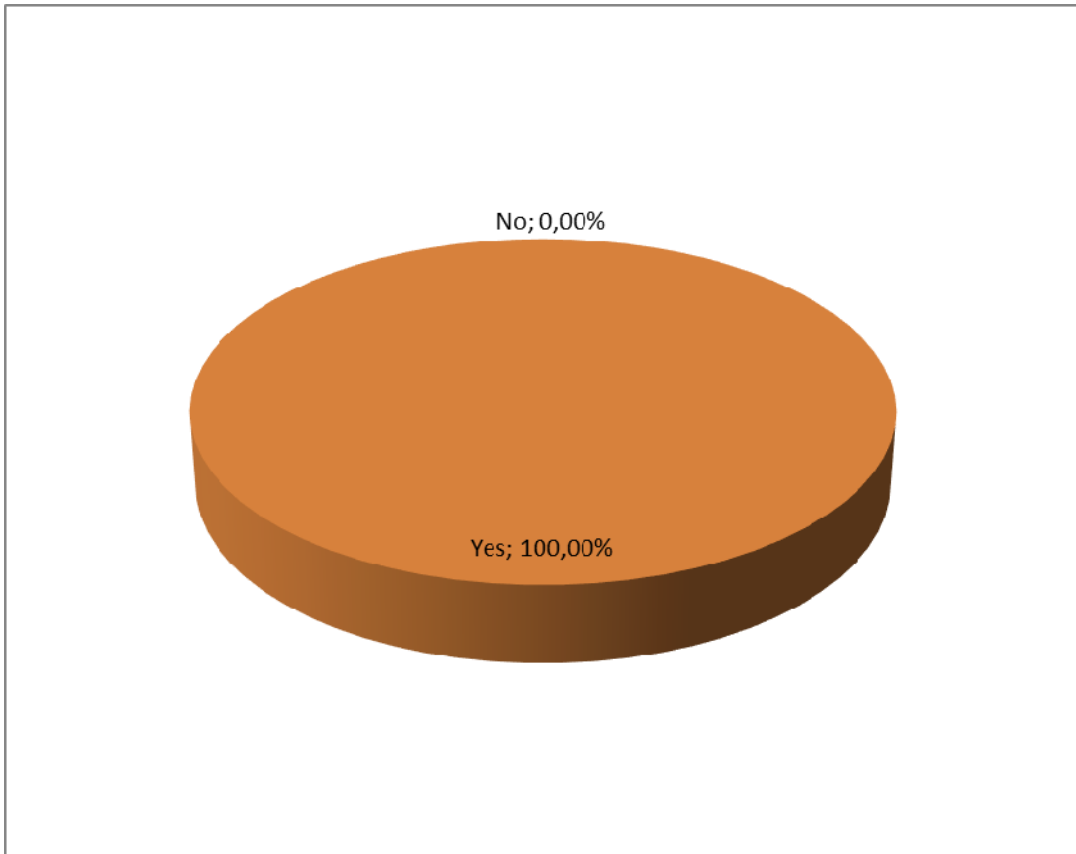
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

Graph five shows the percentage of responses in relation to the use of group work activities to teach English. It is evident that all teachers use work-group activity because all of them gave positive answers. In the teachers' questionnaire, all participants answered that they use work-group activities because students can discuss the topics assigned and express their ideas freely, they feel confident to participate in this activity, and students can compare personal opinions; besides, when they work in

this type of activity they can help each other. Observations did in the classroom proved that the use of this activity makes students enjoy because they participated actively in the task assigned to each group.

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

Graph 6

Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

The results in graph 6 report that 66.66 % of the teachers use English most of the time and a 33.34 % do not use it. On the other hand, the relevant information obtained in the observations done in the classes shows that a high percentage of teachers do not use English frequently in their classes. It was observed that teachers use the English language less than 50% and the other part of the time they speak in Spanish.

The teachers who spoke only in English tried to make classes encouraging and motivating for learners by using techniques such as brainstorming or questions. Unfortunately, learners wondered about it and they did not understand the tasks assigned because teachers showed energy and good disposition but they did not help students to interpret meaning of contents. It would be suitable that teachers used Total Physical Response to help learners who have low language skills; the method explained by House et al. (2011).

Do teachers plan their lessons?

Graph 7

No; 0,00%

Yes; 100,00%
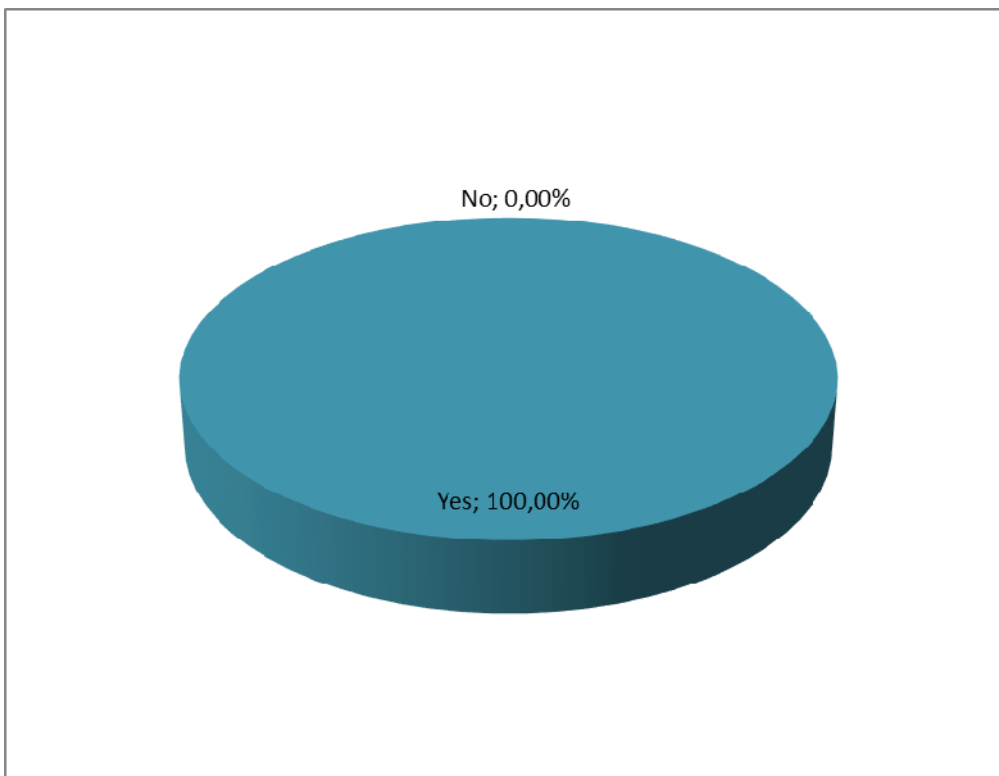
Author: Jeanette Liliana Peñaloza Peñaloza
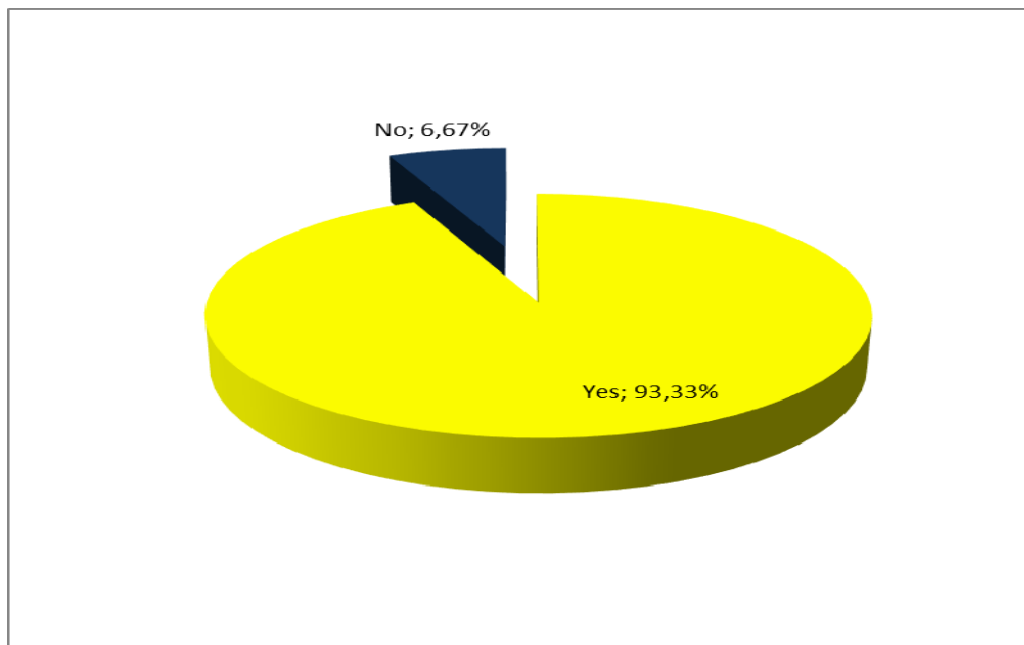Source: Teacher's Questionnaire

Graph 7 shows that a 100% of teachers plan their lessons. However, when classes were observed only 20% of them demonstrated that in effect they really plan their lessons. 80% of teachers just followed the book's instructions and improvised

their lessons. Moreover, it was observed that teachers used the same material in all lessons like whiteboards and just in one case a Cd recorder and overhead projector. In addition, the results of the students' questionnaire confirmed that teachers did not plan their classes. For that reason, students feel apathy towards the subject.

When planning a lesson, Richards&Renandya (2002, p.28) recommend teachers to take into account the next questions, "what the objectives of the lesson will be, what materials and activities will be used, what type of interaction will be encouraged, and how the learning will be monitored". The observation did in the classrooms demonstrate that many teachers neither plan the use of teaching resources according to the objectives of the lesson nor define clear objectives and type of activities students work with.

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

Graph 8

Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

It can be observed in graph 8 that 93.33 % of teachers consider discipline, timing, feedback, and instruction to teach their lesson. And, just 6.67% did not manage learning in the classroom. Despite the results, observations demonstrated that just two teachers provided students accurate feedback; the rest of the participants focused their teaching only in discipline, others in timing and a few of them on giving instructions. As a result, students were not involved in an empowering learning environment and they feel boredom and indifference towards the subject. This was confirmed by students' questionnaire because answers were varied; some of them said that teachers controlled discipline, others provided feedback, most of teachers gave instructions, etc.

Concerning the results described above, the observed classes varied according the type and quality of management teachers applied. Stronge (2007) indicates that an effective managing is part of the successful classroom. However, it was not possible to observe a class in which teachers managed learning appropriately.

Analyzing the type of instructions given by teachers, most of them were stated just as they were written in the book and some teachers did not make instructions clear. In that way, teachers acted in opposition with Davis and Pearse (2002)' explanations: teachers cannot assume that learners have understood completely the instructions.

About timing, it was observed that teachers assigned time to activities but they did not control it. Therefore, students took a lot of time doing the assigned tasks and they lost interest and concentration because teachers did not monitor the activities correctly.

Another observed aspect was feedback, it was mentioned before that only two teachers applied feedback correctly because they check the progress of activities and guided students in doing the tasks. In those classes, it was observed that feedback "increases learning outcomes in students", as Stronge (2007, p. 89) says.

Finally, discipline was another aspect that a few teachers were able to control. This situation was influenced by the amount of students in the class that in some classes there were 50 learners per class. It was observed that teachers have some kind of trouble managing discipline and it affected the normal flow of activities because students' talk and noise interrupted the classes frequently.

Factors Concerning Students

Do teachers consider Students' needs to teach English successfully?
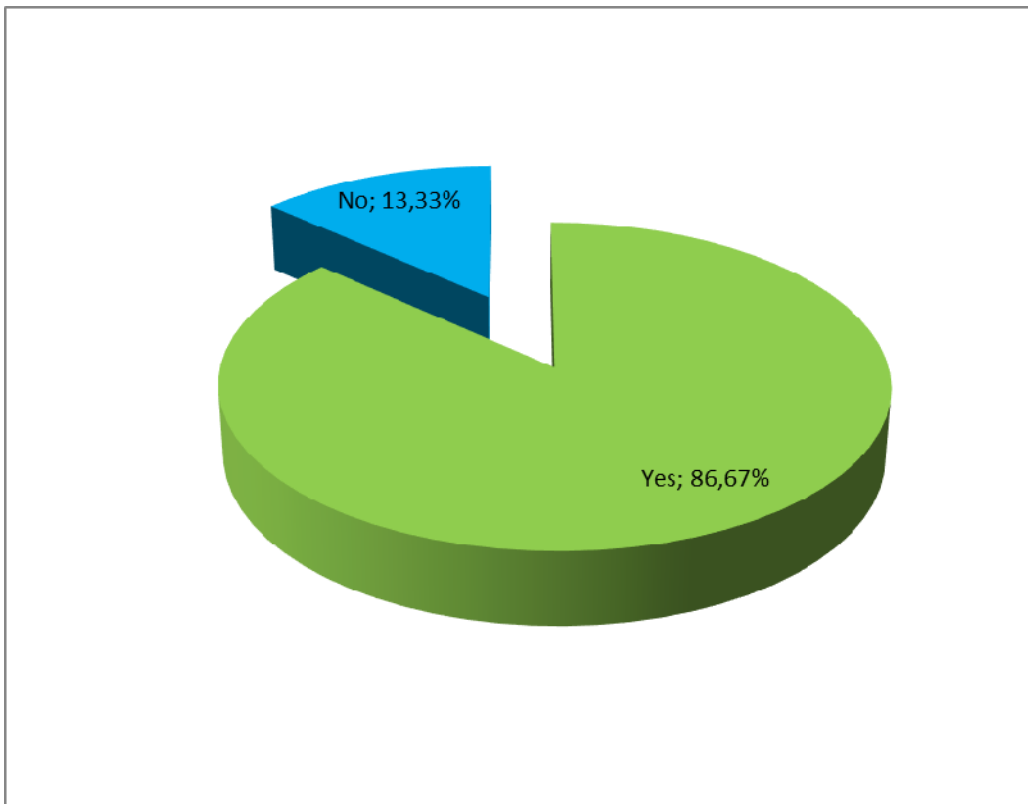
Graph 9

No; 0,00%

Yes; 100,00%
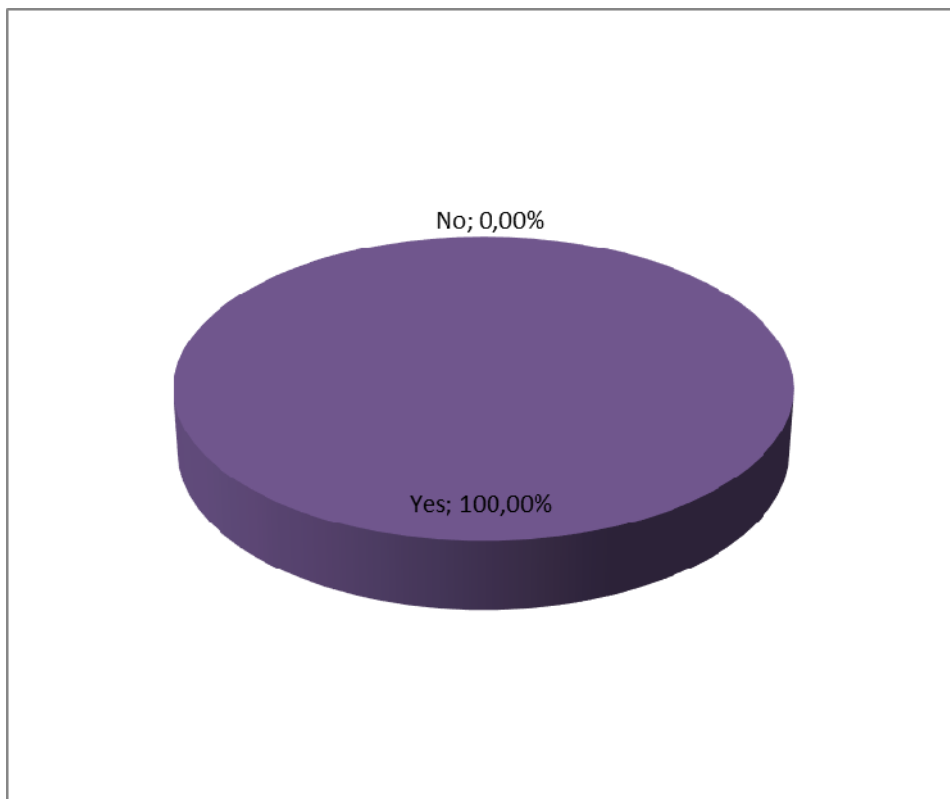
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

Graph 9 shows that a 100% of the participants consider Students' needs to teach English successfully. However, observations demonstrated that factors such as age, personality, attitude, motivation, and learning styles were not taken into account by

the observed teachers. Felder &Henriques (1995) explain that there are different characteristics in every individual when learning a topic but teachers did not considered that because they always assigned reading and writing activities rather than varying the type of activities such as using visual, audio, or audiovisual resources to teach their classes. Besides teachers only know the aptitude of their students, but the activities are for the whole group, without consideration that most of the students did not understand some task of the lesson and they come to class expecting something interesting and new to happen.

*Do teachers consider Students' level to teach English successfully?*

Graph 10

Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

In graph 10, a higher percentage (86.67%) of teachers indicated that they take into account the level of their students, while a lower percentage (13.33%) of them do not consider students' language level to teach their lessons.

In the observations did in the classes, teachers always followed instructions from the textbook assigned to each grade. Basically, activities consisted in writing sentences using grammar structures and vocabulary, filling in the blanks, reading, writing, etc. All those activities were in accordance with students' level because they were related to the topics and tasks included in the textbook. In addition, the whiteboard was used frequently to teach contents and to provide students practice with language structures. Teachers always guided students when they worked on the board but interaction about them were mainly in Spanish. This means, that teachers explained to learners how to do the activities and solve their doubts using mother tongue and switched to English once students demonstrated that they comprehended instructions.

Which is the level of their students?

Graph 11

Intermediate ; 26,67%

Basic; 73,33%
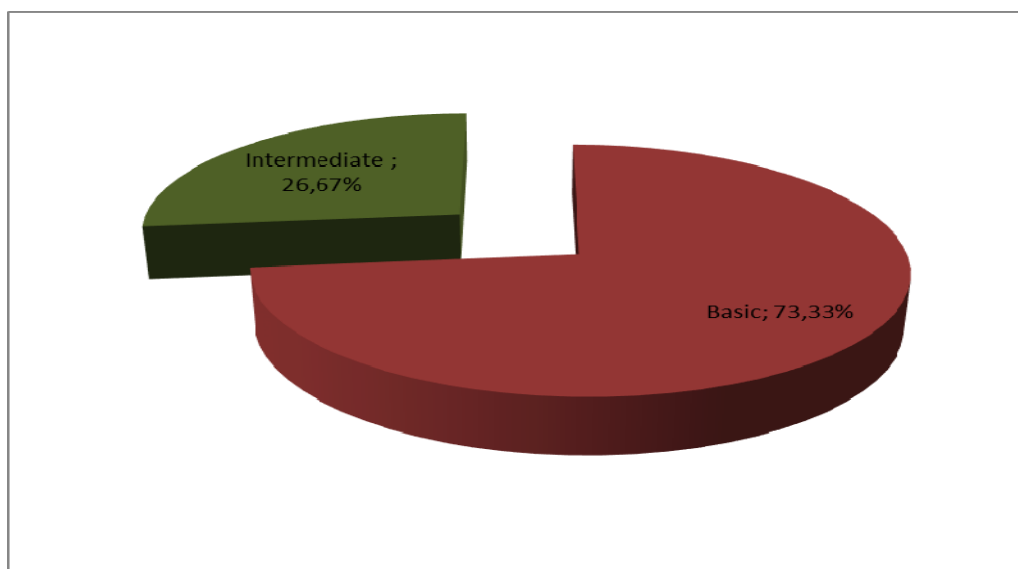
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

73.33% of teachers indicated that their pupils had basic level while 26.67% indicated that learners had intermediate language level.

It was not easy to recognize the level of the students throughout observations did in the classes because it was not possible to apply any kind of language test and institutions have not evaluated the level of learners' English knowledge. The only way of recognizing students' language level was reviewing the books used by teachers and observing the interactions between students.

It was observed that students did not use language structure correctly and they used their mother tongue to exchange information frequently. Besides, teachers did not provide students appropriate language input because they mix English and Spanish while teaching their classes; it can be said that students' English level is basic. Moreover, the observed public high schools did not take placement tests and sometimes there were classes in which students who had basic level were mixed with others who had intermediate level.

Factors Concerning Classrooms

How many students do teacher have in their class?

Graph 12
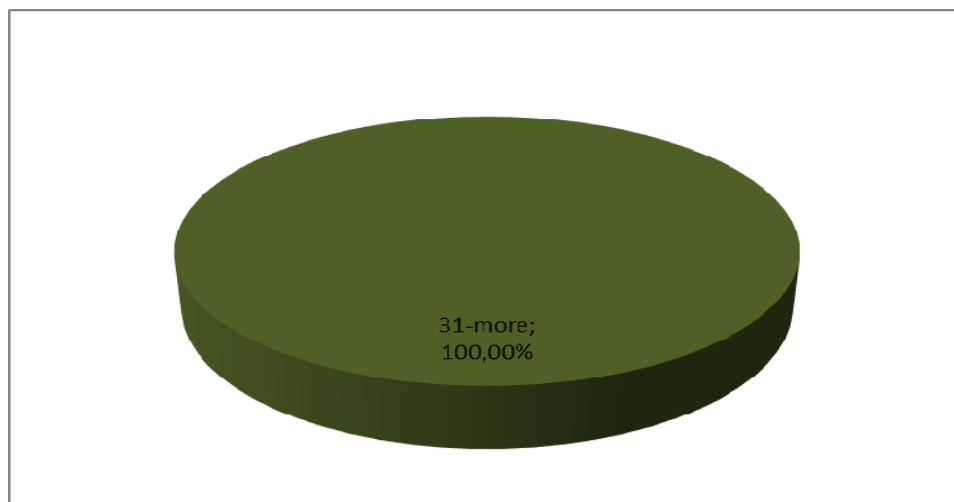
31-more;
100,00%

Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

It can be observed in graph 12 that 100% of teachers answered that they have more than 31 students in their class. This result was confirmed by means of the observations did in all classrooms. There were overcrowded classes with more than 40 students in each class, and in some cases there were 50 learners. Therefore, observations agree with theory explained by Tabassum (2005) who mentions that teaching in large classes is difficult for teachers because it demands from them better skills in organizing and establishing routines in order to engage students in an appropriate learning process.

In the observed classes, teachers did not have good skills in controlling discipline as a result students did not focus on the learning process as they should. The level of noise interrupted classes and teachers had to ask students to be silent frequently. As a result, there was not real learning because only students in the first eight rows paid attention and the rest of the class was doing other activities not related to the class.

Do teachers feel comfortable working with this number of students?

Graph 13
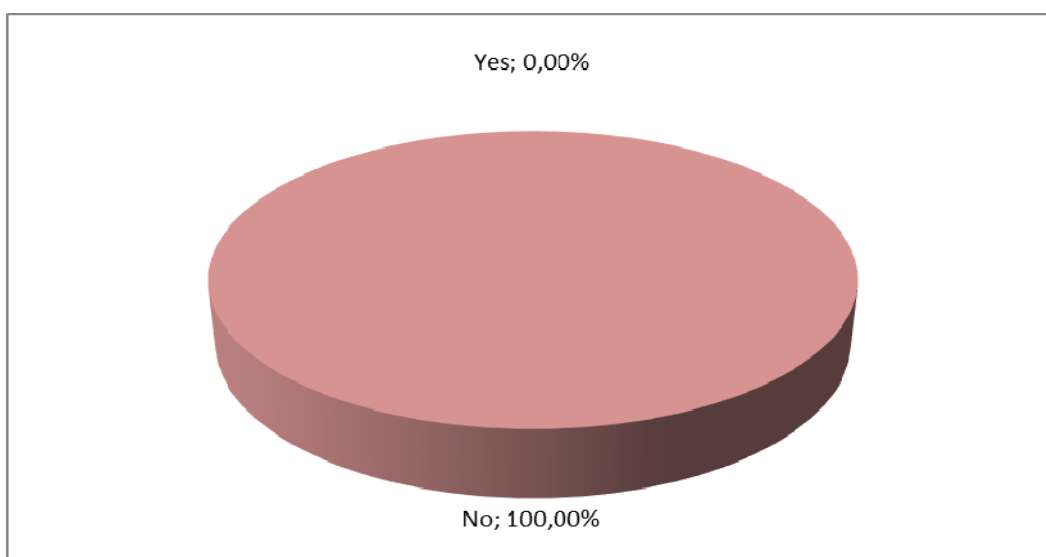
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

The results in graph 13 show that100% of teachers do not feel comfortable working with overcrowded classroom. This information coincides with students' answers because they consider that the number of students does not help them to learn. About this situation, Tabassum (2005) explains that it is difficult to teach in large groups. In fact, the number of students in the observed classes did not help learners, because teachers expended a lot of time trying to control discipline. Also, the space in the classroom was not suitable for the number of students and teachers were not able to monitor learning and arrange seats in relation to the teaching activities. In that way, the teaching-learning process did not flow continuously as a result students who have some kind of interest in the topic lose their concentration. Besides, there were a lot of students talking between them and doing other activities not related to the class.

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

Graph 14
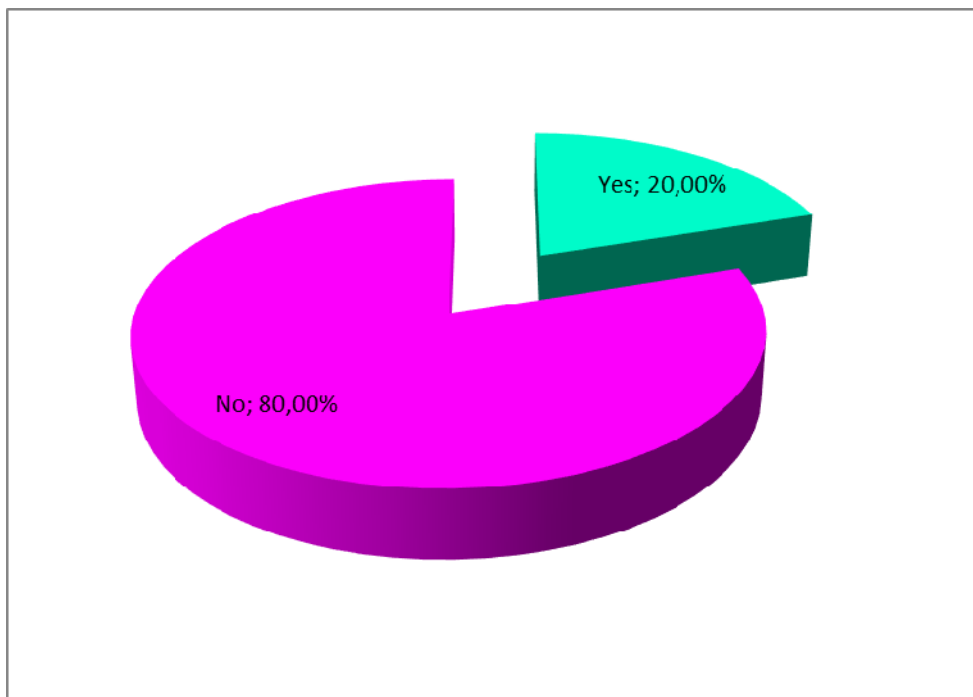
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

It can be observed in graph 14 that 80% of teachers answered that they do not have enough space to work with their group of students, and only 20 percent have answered "Yes" to this question. It seems that teachers who answered yes probably did not understand the question or they were not aware about what they have respond it, because in graph 12 and 13 they indicate that there were more than 31 students in the classes and it was unable to work with the group correctly.

It was observed that classrooms were designed to hold 25 to 30 students and each of the observed had a number of students that exceeded that limit; there was an average of 40 pupils per class. In relation to classroom space, some authors such as Tabassum (2005), Good (2008), and Marzano (2005) agree that teachers should design and arrange physical space to provide a better learning environment for students. However, in Ecuadorian public high schools classrooms and the amount of students are assigned to teachers and they cannot make changes to provide students and adequate classroom space. Therefore, the consequence is learning environments in which students do not learn well because of level of noise, temperature, and difficulty to arrange seats according to activities.

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

Graph 15

No; 0,00%

Yes; 100,00%
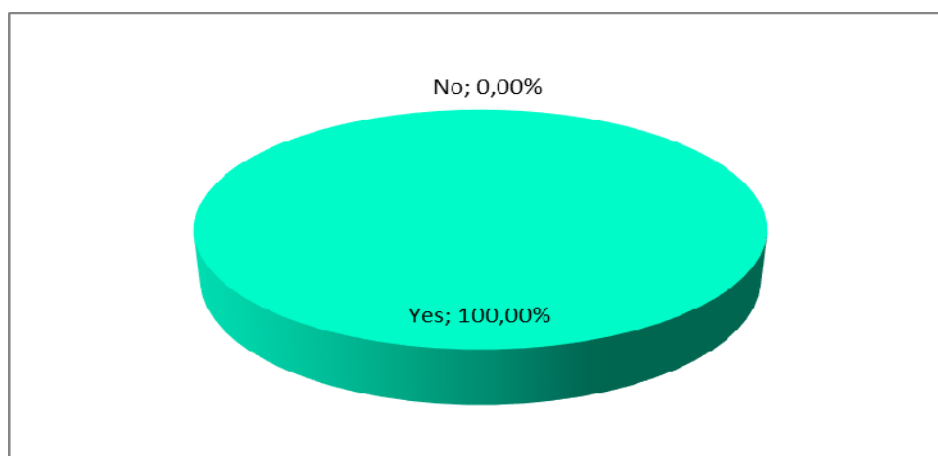
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

Graphic 15 shows that 100% of teachers answered positively to the question about seating arrangement, this means that all of them change students' seats in relation to teaching activities. But observations showed that there was not another way to arrange seats because of lack of space. Students' seats were arranged in rows and it was impossible to change that configuration because of the number of seats; there were around 40 chairs in classrooms designed to hold 25 to 30 seats. In that way, seating arrangement was not appropriate for the teaching-learning process since seats were too close to each other and this situation impeded students to work in groups because they cannot move their seats. Moreover, the reduced space amount students facilitated students to talk to each other and they did not pay attention to the class.

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

Graph 16
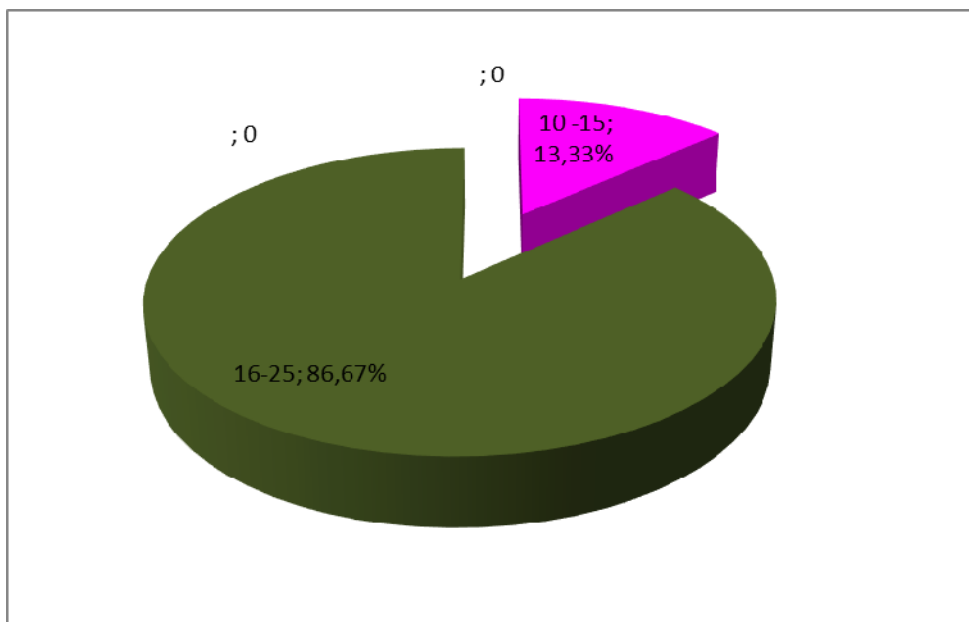
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

Graph 16 shows that 86.67% of teachers prefer to teach classes of 16 to 25 students. Besides, a small percentage of teachers (13.33%) considered that 10 to 15

learners is a good group. These results indicate that teachers would feel comfortable working with small classes. Effectively, Tabassum (2005) states that teachers work better with reduced group of students because they have a lot of time to produce language and learners feel more confident and secure talking in front of others. Unfortunately, there were not small classes in the observed public high school to prove what the author above mentions; there was an average of 40 students per class, this means that all teachers managed large groups.

Do teachers use teaching resources?

Graph 17
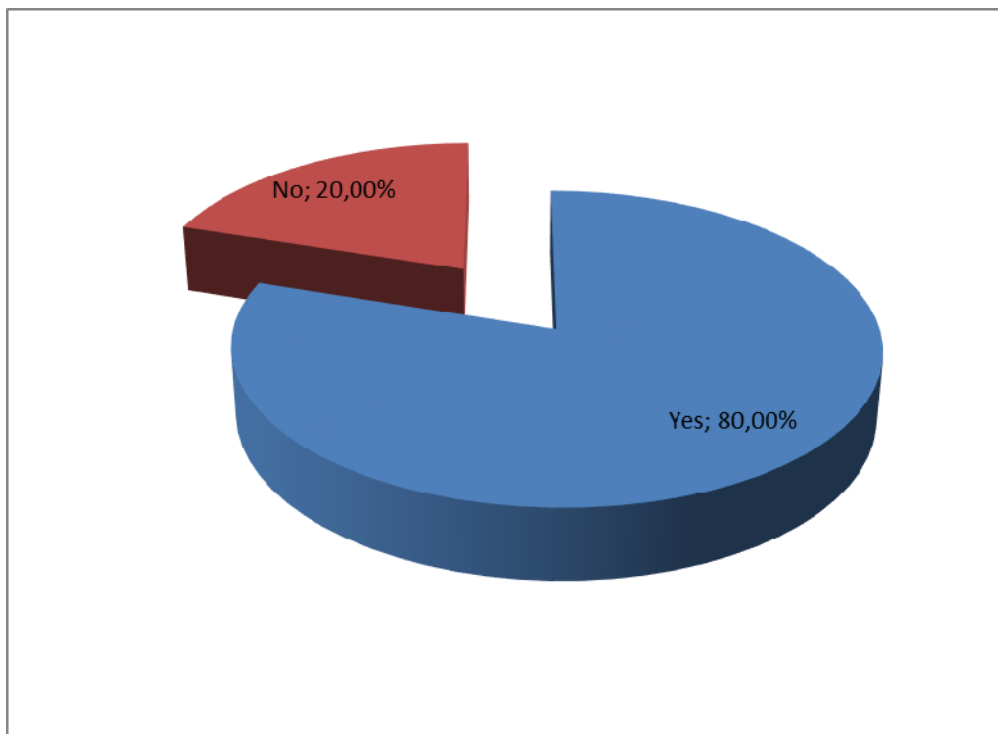
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

Graph 17 shows that 80% of the participants use teaching resources and a 20% do not use it. Based on the information gathered from the students, teachers do not use teaching resources at all. Likewise in the observations did in the classes,

educators just used the board; only in one class the teacher used a Cd-Recorder. And, in another class the teacher prepared in a rush the overhead projector; that awoke students' curiosity because, as they expressed, it was the first time that their teacher used the resource.

The results described previously indicate that teachers did not consider teaching resources as valuable tools for improving their teaching. Regarding this, Alvarado (1997) explains that a resource is "an object, an instructional resource that provides the students an indirect experience of reality". Therefore, the fact that teachers use few resources to teach causes lack of motivation in learners towards the English classes. In fact, the use of teaching resources allows students to maintain a strong interest and a good understanding in classes. For this reason, it is essential for teachers to use these materials in class.

Do teachers consider the resources they have in class appropriate?

Graph 18
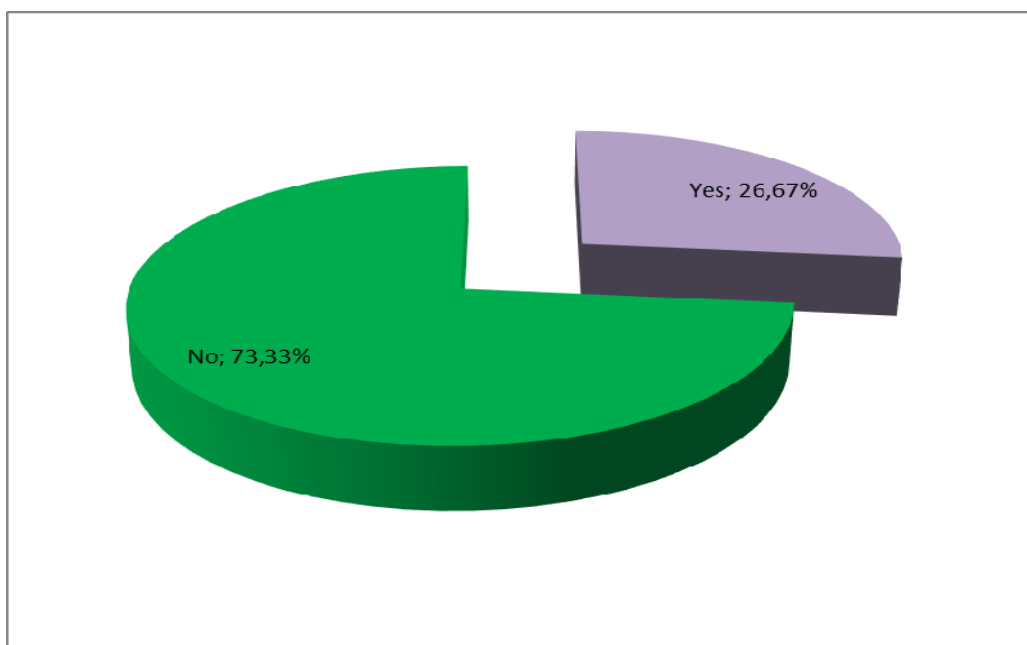
Yes; 26,67%

No; 73,33%

Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

It can be observed in graph 18 that 73.33% of teachers do not consider the resources they have in class appropriate, and 26.67%think the resources were suitable for teaching their classes. Regarding the observations, it is important to emphasize that three high schools did not have appropriate resources or an English Laboratory. The other two institutions have a computer lab but teachers did not use it to teach their classes because there are not enough computers for the number of students. As a result, learners cannot develop and increase their English language skills as they should. The observed teachers do not consider the benefit of supplementary materials; Haycraft (1987, p. 99) explains that teaching resources help teachers to reduce oral explanation because as he says, "they allow us to explain a word or concept simply, by showing a picture, or pointing to an object".

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

Graph 19
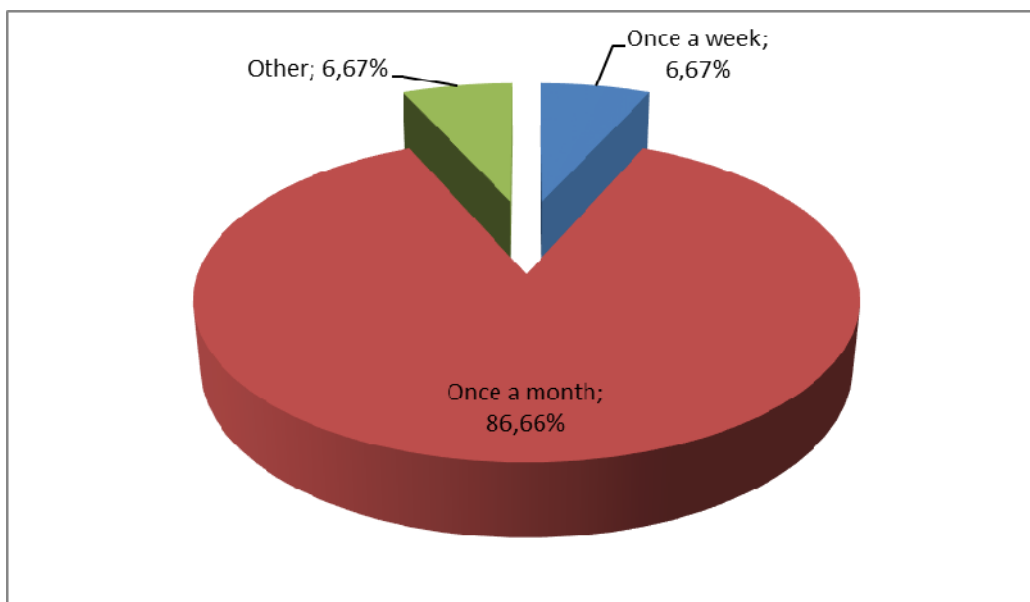
Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

Graph 19shows that 86.66% of teachers indicated that their plans are revised once a month in the institutions where they work; 6.67% of teachers' plans are revised once a week. About the results, it was not possible to confirm whether institutions check lessons plans as teachers indicated in the questionnaires because authorities were not interviewed due to their work load. Revision of lesson plans is a factor that helps teachers to improve the teaching process, because supervisor's feedback provide important guidance about the aspects of the lesson that need to corrected, included, or eliminated.

Do the institutions monitor teachers' teaching?

Graph 20
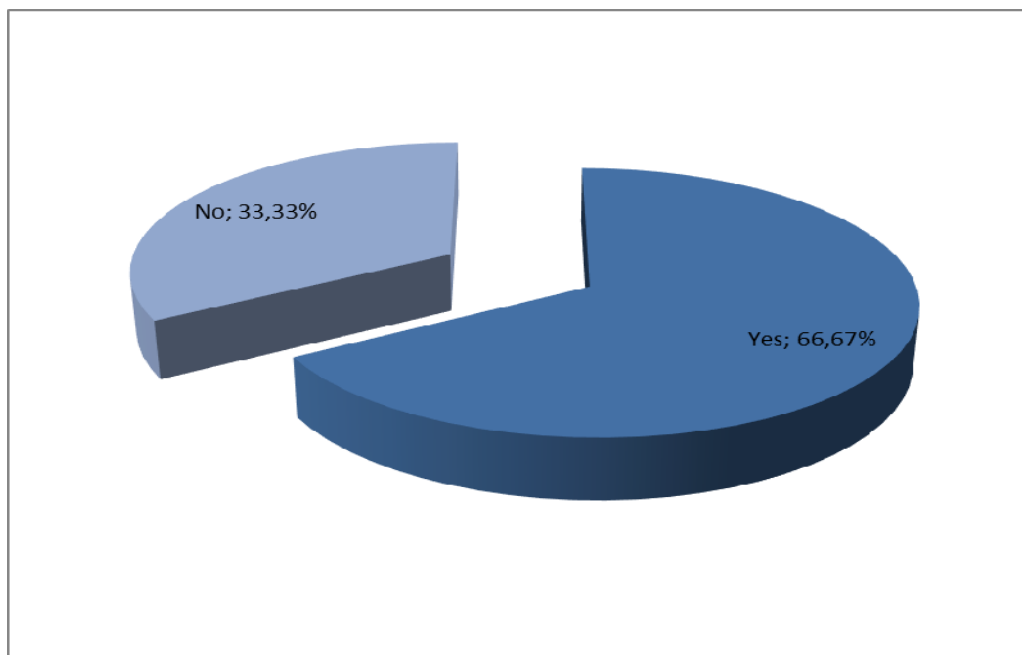
No; 33,33%

Yes; 66,67%

Author: Jeanette Liliana Peñaloza Peñaloza
Source: Teacher's Questionnaire

It can be observed in graph 20 that 66.67% of teachers answered that institutions monitor their teaching and 33.33% of the participants indicated that classes are not monitored at any time. Teachers did not give details of the frequency with which authorities evaluate their teaching and it was not possible to find out more information

about this because authorities were busy and they did not have time to provide details about this question.

Currently, the Ministry of Education has developed an evaluation program to ensure the quality of education in public and private high schools. Certainly, this process is of great help for educational institutions, because they are able to analyze their drawbacks and can take corrective actions. However, it is well known that authorities in the majority of high schools do not monitor teachers' class as a systematic process. This is an aspect that needs to be improved; Wajnryb (1992) explains that observation or monitoring helps teachers to focus on important aspects of their lesson plans and brings educational authorities valuable data for generous evaluation.

Conclusions

❖ This research found out that main factors affecting the English language teaching-learning process are: methods used by teacher to teach their lessons; class size; classroom space; percentage of English used in class; teaching resources; and, managing learning.

❖ Teachers do not use teaching methods appropriately to improve students' learning. Even though many teachers prefer to use the Communicative method, they did not promote in learners the use of the target language to communicate; classes were taught using the mother tongue and English was used only to read instructions or repeat vocabulary.

❖ The classroom conditions in which English lessons take place are not adequate for students because the number of students was around 40. Overcrowded classes impeded the correct flow of the teaching learning process and students did not have enough space to accommodate their seats in relation to teaching activities.

❖ Teachers do not feel comfortable with the number of students they are working with. All teachers had problems to control discipline and they were not able to monitor students' activities correctly.

❖ It was observed that teachers use the English language less than 50% of time and the other part of the time they speak in Spanish. Besides, teachers who spoke English in class did not use appropriate methods and approaches to facilitate language comprehension.

❖ Not all teachers plan their lessons as they should. They only follow the instructions from the textbook and this makes the teaching process monotonous and boring for students.

❖ Teachers do not use supplementary materials and teaching resources for awakening students' interest in English language learning. Therefore, students were bored and classes followed always the same routine; teachers used mainly the whiteboard and the textbook assigned to each grade. Materials such as flashcards, posters, CD players, or technology were not used by any teacher.

❖ Teachers do not manage learning appropriately. Specifically, lack of teachers' skill to control discipline affects the flow of the teaching-learning process because the level of noise and students' bad behavior interrupted classes and there was not real learning in the observed classes.

❖ The majority of teachers had learned English in Ecuador and they had between 10 and 20 years teaching English. However, their teaching experience does not ensure their language level proficiency because almost all teachers were assigned a B1 level within the CEFR; that is not an appropriate level for teaching in an academic context.

❖ Teachers' instructional competence was not good enough because they have poor skills in using methods and techniques. Teaching was limited by teachers' excessive use of the textbook and lack of creativity in promoting language use among students.

Recommendations

➤ Teachers should try to make the best of their teaching and themselves in large classes; they can select enticing materials and activities that would encourage students to learn the target language.

➤ Instructors should be aware of the importance of teaching resources for motivating learners and awaking their interest in English language learning. If institutions do not provide them with appropriate materials, they should develop their own resources because English is different from other subjects; it has to be taught through a sound, a mimic, or just by showing a picture and this has to be interesting for students.

➤ Educators should receive training to improve their teaching skills for managing large classes, because it demands more effort from them; they need to learn more about techniques for motivating students and controlling discipline.

➤ Teachers need permanent training in communicative skills because they are source of language input for students. Therefore, it is necessary that Ecuadorian government continues offering international scholarship for upgrading and maintaining teachers' language proficiency level.

➤ Authorities and supervisors must develop appropriate monitoring programs of teachers' classes and lesson plans for evaluating and verifying the quality of the English teaching-learning process; it could be implemented twice a year in all high schools.

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ANNEXES

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

High school diploma ( ) English Bachelor'sDegree ( )	English Master'sdegree ( )
Others:_____	

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

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

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

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

4. Which is the level of your students?

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

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

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

Others_____ ( )

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

YES ( ) NO ( )	
Why?_____	

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

YES ( ) NO ( )	
Why?_____	

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

YES ( ) NO ( )	
Why?_____	

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

YES   ( )   NO   ( )

10. Do you plan your lessons?

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

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

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES ( )	NO ( )

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

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

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

YES ( ) NO ( )
Whichones?_____

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_____

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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)	( )
Smart board	( )
Supplementary materials	( )
Others	( )

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

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

TEACHER'S INTERVIEW

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

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

\#

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 ( )

¿Porqué?_____

_____

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

GRACIAS!!!!!