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MENCIÓN INGLÉS

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

TRABAJO DE FIN DE TITULACIÓN

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**APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE
TITULACIÓN**

Doctora.

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DOCENTE DE LA TITULACIÓN

De nuestras consideraciones:

El presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools, realizado por Acosta Guzmán, María Oliva y Narvárez Cárdenas, Elssie Mabel, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero del 2014

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DEDICATION

I dedicate the present work firstly to God, who gives me health and strength to go ahead; to my lovely parents who have given me their invaluable advice and unconditional support; to my dear husband and my son who have been my inspiration and have understood me all this time; to my advisor; Paúl González; and finally, thanks to everyone who has helped me reach my goal.

All my love for them.

María Oliva Acosta Guzmán

DEDICATION

First, I like to thank God and all who made this Thesis possible. Second; my deep and sincere gratitude to the “Universidad Técnica Particular de Loja”; which gave me the opportunity to obtain a Bachelor’s Degree in Ciencias de la Educación mención Inglés”. Third, I am very thankful my parents, Ligia and Romeo, who gave me support throughout my studies.

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Thank you from the bottom of my heart.

Elssie Mabel Narváez Cárdenas

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ABSTRACT

The purpose of the present research is to analyze the factors that influence the process of teaching and learning the English language in Ecuadorian private high schools. This research was done in five private high schools in the cities of Ibarra and Quito, the sample consisted of five EFL teachers, from 1st, 2nd, and 3rd years of basic education, in all fifteen classes in Private-high these schools. Students' ages ranged from eleven to fifteen years old. In this study we used the quantitative (teacher and student surveys) and qualitative (observed class description) methods. Based on this collected data, we conducted a comparative analysis between the five high schools.

The main conclusion is that the major problem in the teaching- learning process in our private high schools is low student motivation to learn English. According to Saricoban & Sakisli (2006), "Teaching and learning a foreign language is a social process, the teacher and the students, in a social environment."

KEYWORDS: Teaching-learning process, English language.

RESUMEN

El propósito del presente trabajo es analizar los factores que influyen en el proceso de enseñanza y aprendizaje del idioma Inglés en las escuelas secundarias privadas ecuatorianas . Esta investigación se llevó a cabo en cinco colegios secundarios privados en las ciudades de Ibarra y Quito, la muestra está formada por cinco profesores de enseñanza de Inglés como lengua extranjera , a partir del primer, segundo y tercer año de educación primaria , en las quince clases en secundarias privadas estas escuelas. Las edades de los estudiantes variaban entre once a quince años de edad. En este estudio se utilizó los métodos cuantitativo (maestro y encuestas a los estudiantes) y cualitativa (descripción de la clase observada) métodos. Sobre la base de estos datos recogidos, se realizó un análisis comparativo entre las cinco escuelas secundarias.

La principal conclusión es que el problema principal en el proceso de enseñanza-aprendizaje en nuestras escuelas secundarias privadas es la baja motivación de los estudiantes para aprender Inglés . Según Saricoban y Sakisli (2006), " La enseñanza y el aprendizaje de una lengua extranjera es un proceso social , el profesor y los estudiantes , en un ambiente social. "

PALABRAS CLAVES: Proceso de enseñanza –aprendizaje, idioma Inglés

INTRODUCTION

Nowadays, English language instruction is in high demand due to a globalized world. There is a strong necessity for people to speak more than one language, in order to develop their knowledge in all fields such as education, business, tourism, medicine, science, technology and culture among others. This, is an issue that has concerned teachers for years because we live in a country in which English is not our mother tongue. Students that finish high school have little knowledge of English and it is a major problem that, prevents students from obtaining scholarships or study in other countries where English is the main language.

Teachers have to face some complexity, and diversity of the aspects that make up this kind of work. Among these aspects we can mention the socio-cultural aspect, which is essential in the educational context and environment, and what foreign languages are taught and learned when making decisions about teaching.

The specific objectives of this research are the following: identify student's English level and their needs in the classroom; determinate the classroom conditions in which English lessons take place; identify characteristics of in-service English teachers, determinate institutional facilities and norms regarding quality education.

The teachers and the students will be the main beneficiaries of this research since the classes will be more enjoyable, lively, interesting and motivating, and because the teachers will learn some aspects that are relevant in the teaching – learning process. The EFL education system will also benefit because it will be

improved through the findings of this research and because this information can be used as the basis for assessing the quality of language instruction, improving it and promoting the teachers' professional growth and development through the analysis of different factors concerning; students, teachers, classrooms and institutions. This research will be also useful since the findings can be used to replicate other studies.

There have been some studies related to this theme. One study conducted by Haboud (2009) discusses the impact that foreign language has on some aspects in homogeneous groups; by analyzing attitudes and expectations of Indian and mestizos people in order to encourage the teaching learning process. For this research, the methodology used was freedom of expression, creativity , group work, and motivation to discover and increase creativity. This kind of methodology has to be updated as well as educational pedagogical techniques easy to use for this process. Some questionnaires were given but the researcher suggested building a portfolio that has to motivate the student and his family as well as class group work in order to eliminate competitiveness.

Finally, as result, in this study, the researcher concluded that the foreign language should be included in the scholar pensum, using appropriated methodologies and clarifying objectives in order to reach a high level of knowledge of English language in high schools.

Another study was conducted by Narayan (2008). The purpose of this research was to study some of the factors affecting the learning of English as a second language during the third year. This study analyses the important socio-psychological factors as motivation, attitude and language anxiety.

The methodology used in this research was questionnaires and the data was collected writing.

The results indicate that factors such as motivation, attitude, language, anxiety, and gender affect students learning English.

The third study was conducted by Aduwa-Ogiegbaen, & Iyamu (2006). The purpose of this study was to determine factors affecting quality of English language teaching and learning in secondary schools in Nigeria.

For this study, researchers used questionnaires and observation schedules based on: teaching strategies, instructional resources, media and teaching learning environment. The questionnaires included sections of demographic items while observation was focused on the learning environment.

The results of this research are: that secondary school teachers often use only five resources in teaching English Language. These resources are chalk boards, English work books, posters, English text books, and dictionaries. Charts are occasionally used by teachers.

In public secondary school in Nigeria these resources for teaching the English language are the only teaching techniques; intensive reading of textbooks and lecture are other methods used is debate and group.

Furthermore, furniture in Nigerian secondary schools is not comfortable and classrooms do not have proper ventilation and lighting.

Something important to note in this research is that the results were limited because the time for the lessons was short; Therefore, during the observations, there was not enough time to see how the factors affect the English language teaching-learning process in the classroom. Also, there was a delay in obtaining official authorization of a high school Principal to observe classes. In general, it is important to state that proposed objectives were accomplished.

Methodology

Setting and Participants

First of all, this research was conducted in three High Schools in the city of Quito and two High Schools in the of city Ibarra. It was completed at the end of a five months period lasting from November 2012 to until 28th December, 2013. After that, we visited the high school principals to obtain corresponding authorization to observe three classes in eighth grade, three in ninth grade and three in tenth grade. Fifteen classes in total were selected for this study.

Regarding the sampling, we took into consideration, the average student's age was between eleven and fifteen years old. The sample was taken from students in grades eight through ten. The students in the private high schools were female.

Procedures

In order to start with this research, it was necessary to look for information in different sources such as; books, journals, web pages, and scientific studies pertaining to the English language teaching-learning process of the English language.

In this research we used both quantitative (surveys applied to teachers and students) and qualitative (observed classes description) methods.

The observed classes throughout different phases of the teaching-learning process, especially focusing on students, teachers, classrooms and educational institutions.

At the end of each class, students were given questionnaires, five questionnaires for 8th, 9th, and 10th grades for a total of fifteen questionnaires per

school.

Likewise, teachers of these classes were given questionnaires in order to learn about factors that affect the teaching-learning process. Some classes lasted forty five minutes, and in on other occasions, they lasted ninety minutes.

After having gathered information ~~in~~ at these High Schools, we conducted the qualitative and quantitative analysis, in which the collected data was tabulated to determine the factors that affect the English language teaching-learning process. Thus, we could compare the obtained results between the Private High Schools.

Based on this collected and tabulated data and on a clear criterion given by the results, while taking into consideration the scientific support from the literature review, those conducted to an analysis and interpretation of these results.

Finally, we drew the conclusions based on the evidence presented by the findings of our research, and then wrote the recommendations taking into consideration the knowledge acquired during our studies and teaching practice.

Discussion

Literature Review

Nowadays, English language instruction is in greater demand due to a globalized world. There is a strong necessity for people to speak more than one language in order to help develop their knowledge in fields such as education, business, and culture, to name a few.

Recently, in a radio interview, an expert in education at UNESCO stated that not knowing English at this time, constitutes a kind of illiteracy. So always have seen from many private education institutions within and outside of Ecuador, but this awareness just begins to deepen in the environment of the public education of our country.

The importance of the English language in today's society is seen as demanding to the education system, its institutions and, in particular, to the teachers who specialize in the subject.

This research emphasizes the importance of obtaining remarkable information about the factors that influence the English language teaching-learning process in Ecuadorian Private high schools. English is very important in Ecuador because it is an international language that is spoken more and more. Increasingly, people are wanting or being required to learn English. For example, governments are introducing more educational programs with English as the first, and sometimes only, foreign language. Many people use it in politics, science, technology, commerce, entertainment, and it is widely used for air and sea communication.

Therefore, it is an issue that has worried Ecuadorian teachers because we live in a country in which English is not our mother tongue.

In fact, teachers face some difficulty, because of the diversity of the components that make up this kind of work. One of the components is the socio-cultural, which is essential in the educational context and environment in which foreign languages are taught and learned. It is indispensable to highlight the choice of appropriate methods and techniques which play a very important role because educators are expected to use the most appropriate ones along with resources applied in different contexts. All of these integrated components contribute to the success of the teaching – learning process. Furthermore, educators must apply and use appropriately a variety of aids and sources to create an effective environment to the teaching-learning process in order to achieve their goals. This research takes into account some specific topics which are extremely important in order to achieve the aim.

This literature review includes topics related to foreign language education with special focus on the importance of teaching English as a foreign language in Ecuador. It is known, when teaching a foreign language, that there are several aspects to consider for optimal learning by the students: These include the teacher and the methodology.

The topics to be discussed are teaching approaches and methods, managing learning, lesson design, class size, classroom space, seating arrangement, classroom teaching resources, classroom observation, learning styles, and language aptitude.

Finally, this literature review also includes previous studies concerning the factors that influence the English language teaching-learning process.

Teaching Approaches and Methods

A foreign language teacher must be able to determine the best techniques to teach some of which are explained below.

The following authors describe how teaching a foreign language is developed, and provide sources a teacher may use for improving the teaching-learning process.

For instance, Richards (2001) states that there are several methods to teach a foreign language, but the most important aspects we have to know as teachers is that teaching is guiding students and facilitating learning. Also, teaching helps students learn how to do something by giving them instructions and providing them with knowledge. Consequently, it is important that teachers understand how students learn and adjust their teaching style, approach, methods, and techniques to the students' learning styles

Communicative Language Teaching is paramount because it is an approach in which students work together to develop aspects of a language they would like to learn. In this approach, the teacher acts as a counselor and explains while the learner acts as a collaborator. Sometimes this role can be changed. The goal of this method is to develop communication. Hymes (1972) coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Additionally, this approach establishes procedures for teaching the four language skills that recognize the interdependence of language and communication.

According to Richards (2001:73), Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical activity and the main objective is to teach oral proficiency at a rudimentary level and teach basic speaking skills.

On the other hand, Gattegno (1972) explains that The Silent Way method is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to speak as much as possible. In addition, the objective is to give beginning students oral facility in basic elements of

the target language. Furthermore, the Silent Way is an innovative method characterized by its focus on discovery, creativity, and problem solving. This method encourages students to be experimental learners.

The Grammar-Translation Method approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. However, while Stern (1983) mentioned that this method emphasizes the teaching of the second language grammar, its principal practice technique is translation from and into the target language.

Brooks (1964:263) mentions that The Audio-lingual Method is presented in dialogue form. Structural patterns are taught through repetitive drills, that describe the nature of the subject matter. The objective is to teach the fundamental skills of (listening and speaking) while developing target language skills without reference to the mother language.

Harmer (2007) suggested that approaches to language teaching that draw on an understanding of humanistic psychology highlight the importance of an effective learning environment. Harmer believes that the best one can do is to make the conditions right for others to learn. Parts of these 'right conditions' includes how the teacher relates to- or attends to- the learners.

Managing Learning

There are many aspects teacher uses in class. One of the more obvious of these is using students' names. Others are eye contact, touch, facial expression, etc. Learner-motivation In trying to understand the motivation that drives language learning, major studies... The learner as doer. It allows you to become sensitive to the

fact that 'learning by doing embraces a large range of activities, and to analyze these activities as being cognitive (thinking), affective (feeling) and physical.

Gower (2005) relates that Mistakes and feedback are based this assumption on an extensive reading of the research evidence available to them. According, Richard (2001) agrees, showing how the teacher's 'follow-up moves' when a student has said something 'play a crucial part in clarifying and building on the ideas that the students express' (2002:126). It is important, therefore, to make sure that the feedback we give is appropriate to the students concerned and to the activity in which they are involved. Furthermore, we must recognize feedback as a crucial part of the learning process.

One of the things that puzzles many teachers is why students go on making the same mistakes even when those mistakes have been repeatedly pointed out to them. Yet not all mistakes are the same; sometimes they seem to be deeply ingrained, yet at other times students correct themselves with apparent ease.

Harmer (2007) cites Julian Edge who suggested that we can divide mistakes into three broad categories: 'slips' (mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they can't correct themselves and which therefore need explanation) and 'attempts' (when a student tries to say something but does not yet know the correct way of saying it).

Lesson Design

Gower (2005) explains the main purpose of planning lessons is to clarify the nature of lesson objectives, class language, expressions, class material and tools, while considering how these factors may be most effectively shared with students. Planning lessons also help teachers prepare simpler and effective lesson activities. Furthermore, writing a lesson plan has a number of important functions:

- An aid to planning - writing down what you expect the students to be able to do- by the end of the lesson, and what you intend to do to make that possible, helps you to think logically through the stages in relation to the time you have available.
- A working document - having something to refer to in the lesson helps keep you on target, although it should never prevent you from responding to the needs of the moment.
- A record - suitably amended after the lesson, a lesson plan acts as a record of what the class has done and might form the basis for a future lesson plan with a similar class.

A lesson plan should include information under the following headings:

Aims; Procedure; Approach(es) and Activities; Material, Aids and Equipment; Student Information; Anticipated Problems.

Harmer (2007) says some teachers allow the course book to do the planning for them; they take in a lesson or unit and teach it exactly as it is offered in the book. On the other hand, some teachers scribble a few notes down in folders or notebooks. Perhaps these might consist of the name of an activity, or some languages.

Occasionally, teachers do some kind of vague ‘corridor planning’ in their head as they walk towards the class. Even when teachers don’t make notes or write a decent plan, they generally have ideas on how they want to teach a lesson.

Except in formal assessment situations, the actual form that a plan takes is less important than the thought that has gone into it; the overriding principle is that we should have an idea of what we hope our students will achieve in the class, and that this should guide our decision about how to bring it about.

Class Size

Woodward (2001) mentioned another very important factor to consider while planning lessons is the type of class, as whether it's heterogeneous, large, small, an exam class, a substitute class or a class with very few resources.

Heterogeneous classes, can be mixed in language skills and levels, age, academic background, mother tongue, sex, personality, language aptitude, learning style and many other factors. In practice, every class we teach is mixed. It's strange that we tend to regard heterogeneous classes as a special category when they are an everyday reality. There are, in fact, many attractions to teaching heterogeneous classes.

Very Large Classes

A very large class is one that feels too large to you. These problems included noise, too many people, fixed objects in a restricted space, not enough materials for everyone, lockstep teaching, and the lack of target language use if students speak a common language.

In one-to-one work, teachers can now adjust to student pace and interest and have authentic conversations to their heart's content. Harmer (2007), referring to class size, says that some teachers conduct classes with as many as 100 students (and sometimes even more)! Everything depends on the particular education system in which a teacher is working. That is why, if you ask a teacher what a 'large class' is, they might answer 20 to 40 to 60 or even 80 students. If we want to maximize individual student talking time, it is perhaps less necessary in a group of, say, five students where everyone will have plenty of opportunities to speak during a lesson.

A special teaching context is a "private class," one in which an individual student work alone with a teacher over a period of hours or weeks. Such one-to-one teaching is extremely popular, especially for business students.

One-to-one lessons have considerable advantages over classes with two or more students. In the first place, in a private lesson the teacher is focused exclusively on one person, whereas in a group student only receives a part of the teacher's attention. It is difficult to be prescriptive about one-to-one teaching, especially since so much will depend on the people involved, but the following guidelines are almost always appropriate. Make a good first impression and be well-prepared.

Classroom Space

Real and virtual learning environments:

Language learning has traditionally involved a teacher and a student or students sharing the same physical space. However, the development of high-speed Internet access has helped bring about new virtual learning environments where students can learn even when they are literally thousands of miles away (and in a different time zone) from a teacher or other classmates.

The classroom should be arranged to promote efficient learning and minimize behavior problems. Students must be able to see and hear instruction and have efficient access to learning materials. The teacher should be able to easily monitor students and provide feedback. The classroom should also be flexible to allow for different types of learning activities. This lesson provides suggestions for making the classroom a positive and effective learning environment.

Seating Arrangement

Gower (2005) writes that teachers organize the positions of students in their classroom is of great importance.

Seating arrangements can determine: students' attitudes towards each other and the teacher, the teacher's attitude towards the students, student interaction, and the type of activities students accomplish.

Students should be seated so that their attention is directed toward the teacher. Students should be able to clearly see chalkboards, screens, presentations and displays. Students should face the front of the room and away from window. Students should be seated so that teachers and pupils can see all students at all times.

Adults in the classroom provide monitoring and attention to students. It is important that all students are within the view of the teachers and pupils at all times. Students should be seated so that teachers and educators can easily move among students to monitor work and behavior. Areas should be established to display student work. Students should be able to quickly and easily find their work in order to begin working right away.

Gower (2005) writes that classroom arrangement sits that the position and the way you organize the positions of the students in your class is of great importance. Bear in mind that concepts of personal space vary from culture to culture.

In multicultural classes, teachers and students sometimes cause unease or even offense to other students because they get too close. On the other hand, some students may think that people who prefer to keep a greater distance are cool or even unfriendly.

In addition, classroom furniture affects the learning atmosphere to some extent but the choice will almost certainly be outside a teacher's control. A teacher may have the choice on how to arrange that furniture. Ramsden (1999) indicates that

placing desks together makes it easy for all students in the cluster to see each other and to converse.

This scenario fits the philosophy of the teacher is using a more collaborative learning-style by allowing the students to experience more hands on activities and to learn through practice The teacher shares and gives guidance and help to the students. This arrangement also, allows for students to do individual work at their desk.

Another arrangement is desk rows where the students are all facing the teacher and can see the blackboard, overhead projector, screen and other instructional aids. It is easy for the teacher to monitor all the students. The rows might consist of long tables that are placed perpendiculars to the front and back of the room. The students sit next to and across from each other. This set-up is typically found in science labs and writing workshops. It is a good arrangement for group work and large group projects.

Ramsden (1999) suggests that another way to arrange the classroom is with semi-circle seating. Here all the desks touch each other while facing the front of the room in a semi-circle shape. The teacher can easily see each student and they can see him/her and the instructional aids.

Classroom and Teaching Resources

Gower (2005) indicates how a teacher can use different resources to make lessons more interesting and effective. Teaching institutions vary enormously in the number and type of resources available to teachers. Some resources can be used to good effect in lessons. They are:

- The A blackboard, it is unusual to find classrooms without a board of some kind, whether it is white, black or green. It is essential, then to organize your use of it in order to obtain the maximum effect.
- The projector, while not replacing the board, is becoming increasingly popular.
- Visuals like can take many forms but the most common are real objects (sometimes called realia) as well as pictures or photographs.
- Worksheets Although there are many worksheets and work cards excellent published materials available for the EFL classroom there are times when you will want to make your own worksheets to give to students to use in class or out of class for homework.
- Media devices, like Also the a cassette recorder, a video recorder, or a DVD player. is one of the language teacher's most useful tools. Nearly all course books and many other published EFL materials are accompanied by cassettes. Another resource is the video cassettes they are generally very popular with students and can add variety and a welcome change of focus in a lesson.
- Computers As well the computers and the photocopier are very used by the institution-work.
- Photocopiers

Classroom Observation

Wajnryb (1992) states that classroom observation is a tool which can increase a teacher's knowledge about the students' personalities, attitudes, motivations, learning styles, and The students' levels as (basic, intermediate, high intermediate, or advanced). Wajnryb (1992) agrees with a that classroom observation is a learning tool where we can increase our experiences as teachers because it helps

us to know: the students' needs such as age, personality, attitude, motivation and learning styles, The students' level as basic, intermediate, high intermediate, or advanced.

Moreover, Gower (2005) says monitoring the class helps a teacher make decisions about whether correction is needed, when it is time to move forward to the next stage of the lesson, or whether further examples are needed to help students better understand a lesson.

In addition, an important aspect of monitoring the classroom is the discipline often needed for less motivated students, younger students and sometimes monolingual classes, where the temptation might be to abandon the task or to talk in the mother tongue.

Monitoring students is just as important a skill as teaching. Because the focus isn't on the teacher, there's a temptation to believe that the teacher isn't doing her job. However, giving the students appropriate tasks, knowing how and when to leave them alone, and providing suitable follow-up requires sensitivity, intelligence and confidence.

Learning Styles

Our learning style influences how we like to learn and how we learn best. Experts have suggested several different ways of classifying learning styles. They relate to the physical sense we prefer to use to learn, our way of interacting with other people and our style of thinking. We must remember though, that learners may not fall exactly into any one category of learning style, that different cultures may use some learning styles more than others, and that learners may change or develop a new learning style.

Learning styles are ways in which an individual characteristically acquires, retains, and retrieves information.

Language aptitude

Language aptitude refers to the potential that a person has for learning languages. This potential is often evaluated using formal aptitude tests, which predict the degree of success the candidate will have with a new language. Aptitude tests vary but many include evaluation of one's ability to manage sounds, grammatical structures, infer rules, and memory.

Description, Analysis, and Interpretation of Results

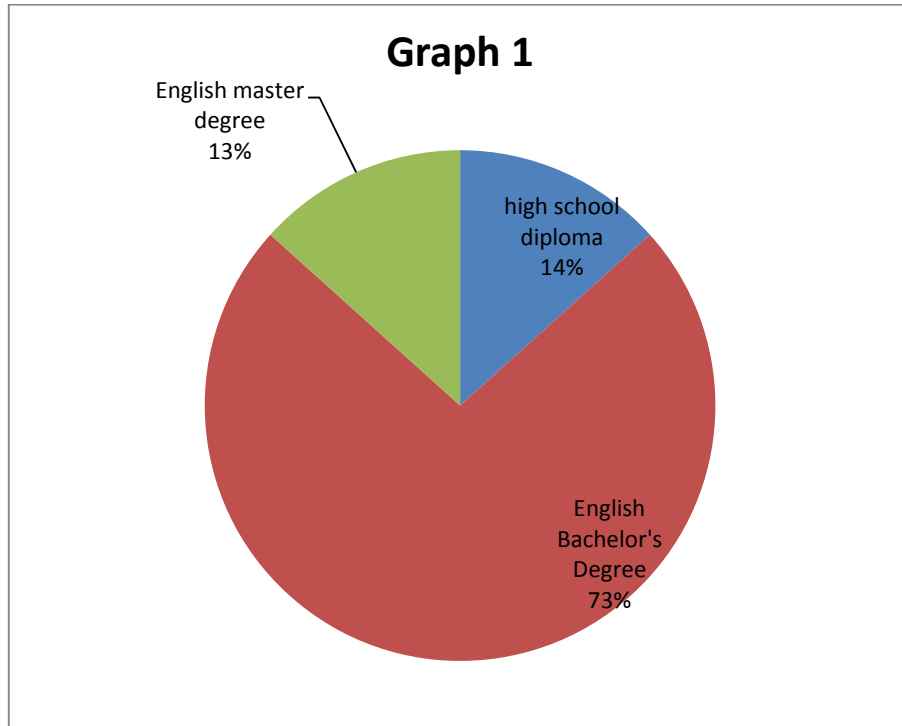
This section includes a qualitative and quantitative analysis which focuses on the obtained results of the factors that affect the English language teaching-learning process in Ecuadorian private high schools.

After having observed and analyzed fifteen classes in the Private High School in 8th, 9th and 10th grades of basic education from the cities of Ibarra and Quito, we can state that the teachers used different resources to teach their class such as: flash cards, maps, pictures, charts, handouts, posters, words cards, white boards, workbooks, songs, dialogues, and realia. Each were used as a way to make students understand the different activities performed in the teaching-learning process. As a result, the students were motivated and clearly demonstrated interest in the educator's explanation.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



Authors: Acosta Oliva y Narváz Mabel

Source: Private High Schools

Graph 1 indicates that almost seventy four percent (74%) of correspondents have a Bachelor's degree while fourteen percent (14%) have a high school diploma, and finally only thirteen percent (13%) have a Master's degree in English.

The teacher is another component of the learning and teaching process because initial training involves an appropriate combination of principles and theory methodology as well as practical skills to teach a foreign language.

Teachers can keep up with new ideas, share their experience, reflect on their future, and give a professional dynamism to foreign language teaching.

Permit us to quote from Strevens(1978) on the distinction between the terms Instructor and Teacher:

“Instructor: Who is able to manipulate the techniques of language instruction who knows the course-books and material in use for his particular pupils.

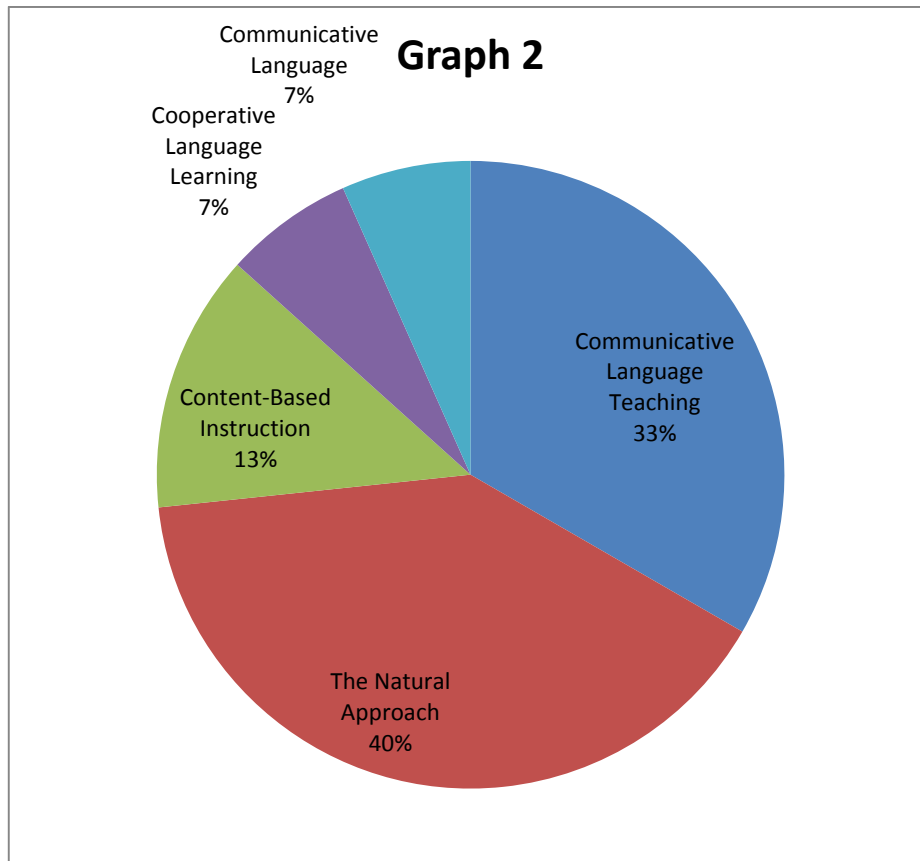
Teacher: Who is a good instructor and more. The good Teacher appreciates his pupils knows them, understands their individuality as learners, recognizes their learning preferences and their difficulties and sees their language learning progress on a time-scale greater than simply that of the class, the week, the semester or the year and Educator: Who is a good teacher but whose perspective is wider, who thinks of the students in relation to the whole of their needs for tuition and training and who is aware of the interrelations between the techniques of language teaching the contributory, disciplines, and the needs of society”.

It is important to mention that hopefully the higher the level of training of the teacher in the classroom, the better his teaching performance. A teacher who has had a strong academic background , especially in terms of English oriented teaching pedagogy will always have better tools for planning, implementation , evaluation and accreditation of education, to the extent that his theoretical support will be able to cope with situations in the teaching process

The fact that most of the surveyed teachers have a bachelor's degree, implies an intermediate level of teaching possibilities: there is a specific preparation to teach the subject , but this does not necessarily mean that these teachers are engaged in a

process update . Worryingly, there is still a large group of teachers who carry out their task without proper training and that this percentage is somewhat higher than those who have obtained a master's degree in English teaching.

Which of the following methods were used in their class?



Authors: Acosta Oliva y Narváz Mabel

Source: Private High Schools

In Ecuadorian Private High Schools many methods have been used such as: The Natural Approach, Communicative Language Teaching, Content-Based Instruction, Cooperative Language Learning and Communicative Language.

As show in Graph 2, forty percent (40%) of teachers use The Natural Approach (six teachers). Using this method, the teacher is the primary source of input.

The teacher creates a classroom atmosphere that is interesting and friendly and chooses a rich mix of classroom activities and used realias, visual aids, maps, brochures, while emphasizing and comprehensible and meaningful practice activities. Thirty three percent (33%) of the teachers use Communicative Language Teaching (five teachers).

This method uses conversations to teach a second language. The classroom activities are meaningful and involved because the communication authentic and requires fluency and accuracy, the students engage in a meaningful interaction, and the teacher provides opportunities for learners to experiment. Typical classroom activities of Communicative Language Teaching are comparing a set of pictures and noting similarities and differences, working out a sequence of activities in a series of pictures, or giving instructions on how to draw a picture or shape or how to complete a map.

Only thirteen (13%) of teachers used Content-based Instruction (two teachers).- Content-based Instruction is a method where the interaction between the teachers and students is a means of acquiring information rather than as an end in itself.

Only seven percent (7%) of the teachers used Cooperative Language Learning (one teacher). Cooperative Language Learning promotes a communicative interaction in the classroom through a paired or group activities.

Finally, in some classrooms the teachers use a mixture of methods and techniques or prefer traditional methods, like teaching English through Spanish. This mixture constitutes another problem which affects the foreign language learning and teaching process in a negative way.

The methodology a teacher chooses is the most central element of the language learning and teaching process. The best methods are guided by an interesting textbook, they train, promote group work and include good audiovisual aids, games, films, songs, and puzzles.

Of course, the teacher decides, based on each group dynamics, the type of activities that are more convenient and when to utilize activities that involve the whole group and those that imply an individual challenge to each student.

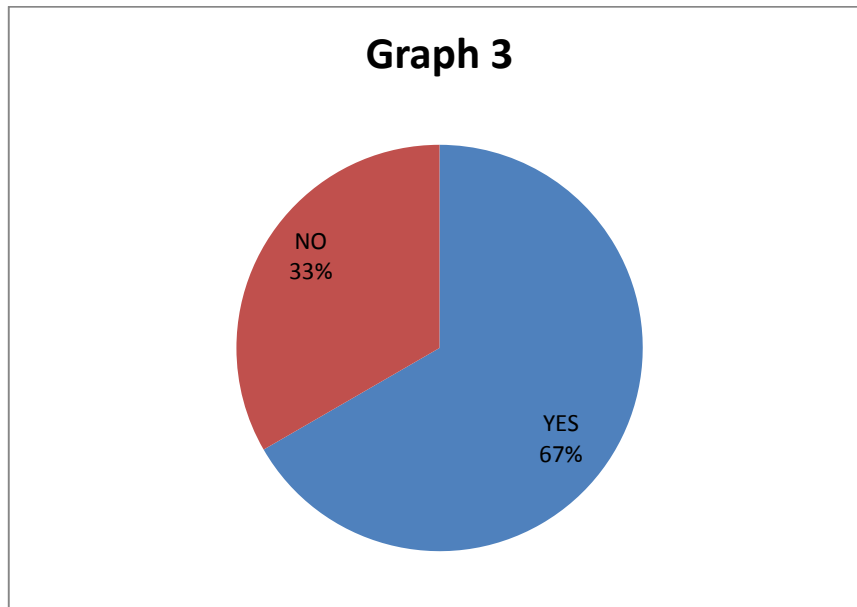
Richards (2001) states that there are several methods to teach a foreign language, but the most important aspects we have to know as teachers is that teaching is guiding students and facilitating learning. At the present time, one of the major methods used in communicative situation resorting to the native language is called Natural Approach.

The second method more used by the teachers is Communicative Language Teaching, Hymes (1972) states this method is paramount because it is an approach in which students work together to develop aspects of a language they would like to learn. In this approach, the teacher acts as a counselor and explains while the learner acts as a collaborator. Sometimes this role can be changed. The goal of this method is to develop communication.

The follow method agreeing the results, is Content-Based Instruction that According to Nunan (2003, "this reflects what happens in the real world, where interactions involve multiple skills simultaneously").

The last used method used by the teachers is, Cooperative language Learning in which teacher got students motivated themselves and acquired leadership skills (Anderson, 1984).

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



Authors: Acosta Oliva y Narvez Mabel

Source: Private High Schools

Graph 3 indicates that the teachers in a sixty seven percent (67%) of the teachers (10 teachers), use whole –group activities to teach their lessons. For example, the teacher asks the students to describe pictures, list classroom objects, play games, or invent stories. The remaining thirty three percent (33%) of teachers (five teachers), did not use whole-group activities.

Some teachers believe that whole-group activities increase self confidence in students because the students can interact in a friendly environment with each other. It is important to say that activities involving the whole group are essential, because they guarantee minimum training skills that any English teacher aims to develop in his students, however , these activities must be accompanied by an individual or group activity enabling closer individual development of each student, in order to

finding inclinations , particular abilities , difficulties and problems as learning phenomena.

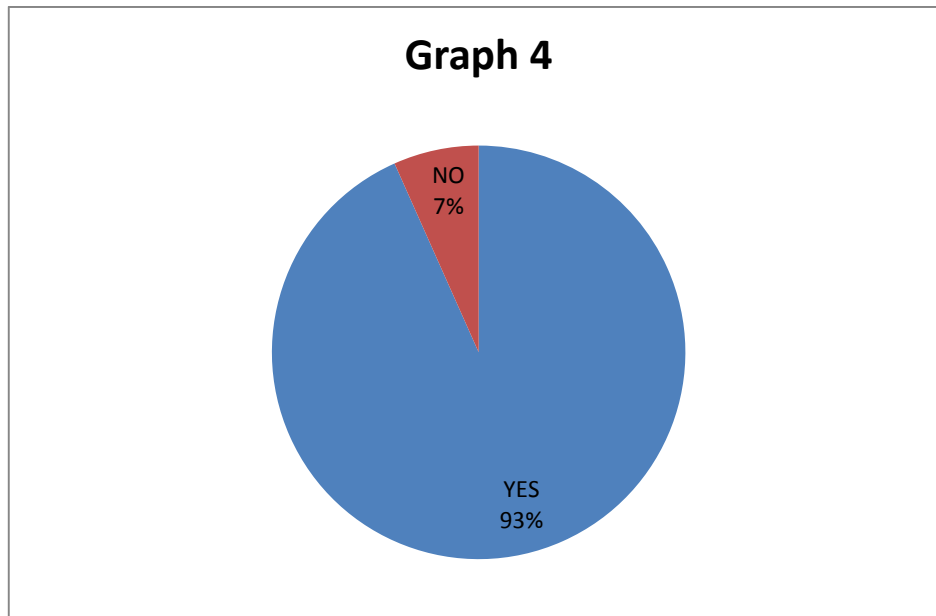
From the responses of the questionnaire given to the students, it can be inferred that they like team work because they believe that these activities are very dynamic, allowing them to practice the skills they learn, they turn to be motivating and interesting activities and constitute itself the opportunity to develop their own language skills in a familiar environment, as the one they work with their peers, and on the other hand , relaxed , since there is no evaluations substrate causing a unnecessary pressure on the student during the interaction.

The lowest percentage of teachers comprises those who do not usually work in groups . The tendency of these teachers is to lead a master class type , which limits the student participation in the classroom to the minimum, it takes out interest to the working topics and ends up being reduced to an information delivery that does not correspond to the learning of a language.

The students responded positively as they were asked about the same topic: a class in which they can actively participate, show their creativity, their interests and take advantage of the language as a tool to channel their skills is much more attractive than a class in which they become passive spectators.

Working in a group teenagers are more engaged not only intellectually but emotionally as well. They have to think, contribute to the group, evaluate what other members of the group say, share information, ask friends for clarification, and prepare a presentation together. Krall, (1993,p.161) states, "Group work gives learners exposure to a range of language items and language functions.

Do teachers use individual activities to teach their lessons?



Authors:

Acosta Oliva y Narvez Mabel

Source: Private High Schools

Graph 4 clearly show that ninety three percent (93%) of teachers (14 teachers) use individual activities to teach their lessons., Individual activies helps create interest in learning English. Among the individual activities the teachers used were to have students build their own portfolios, write their own stories, complete fill-in-the blanks–or repeat-after-me worksheets and to allow students free time for listening.

Only seven percent (7%) of teachers (one teacher) didn't use individual class activities.

When individual lesson are planned, it is necessary to think about its aims, the shape of the lesson and the kind of techniques that are most appropriate for a

particular group of learners. For example, if a new grammatical structure is introduced, it might choose a Presentation Practice and Production approach or a Task-Based Learning approach. Skills lessons, too, have regular shapes that can be used to organize lesson plans or receptive skills. Usually plan tasks or activities for learners to do before, during, and after reading or listening; for productive skills, there is usually an introductory stage to set the scene and a feedback stage after the speaking or writing activity.

Consider about the connections between the aims of the lesson and the procedures that will be used to achieve those aims. The available materials, the length of the lesson and the information we have about our learner will all help us to identify possible procedures, but the most important thing is to make sure that the materials, tasks and activities we select are the ones that will help a particular group of learners to achieve the aim we have identified.

A sequence of lessons is a number of related lessons that develop a single topic or language area, or may involve topics or language areas that are very closely connected. A scheme of work helps us plan a sequence of lessons in the best way to cover the school syllabus or the units of a course book in the time available. It also helps us to think about including variety across our lessons, what we want our lessons to achieve, what materials we might need enough variety across our lessons. Teacher and students need clear aims beyond the single lesson and need to see how lessons are linked to each other.

Although group work is particularly recommendable to teach a second language while creating a relaxed atmosphere in which you can apply and refine communication skills inherent in the language you learn, the evaluation prior to the accreditation requires from the teacher individual evaluation and tracking based on

evidence that can show how each student responds against certain communication situations.

This requires identifying individual differences of students by clearly detect individual achievements based on their own abilities and inclinations.

Of course it is also improbable and impractical for a teacher to plan and implement learning activities and evaluations for each student, much more if the teacher has to deal with a large group or if there are complex dynamics that must be taken into account within the class (students with special needs, students with learning disabilities, gifted students or over gifted ones).

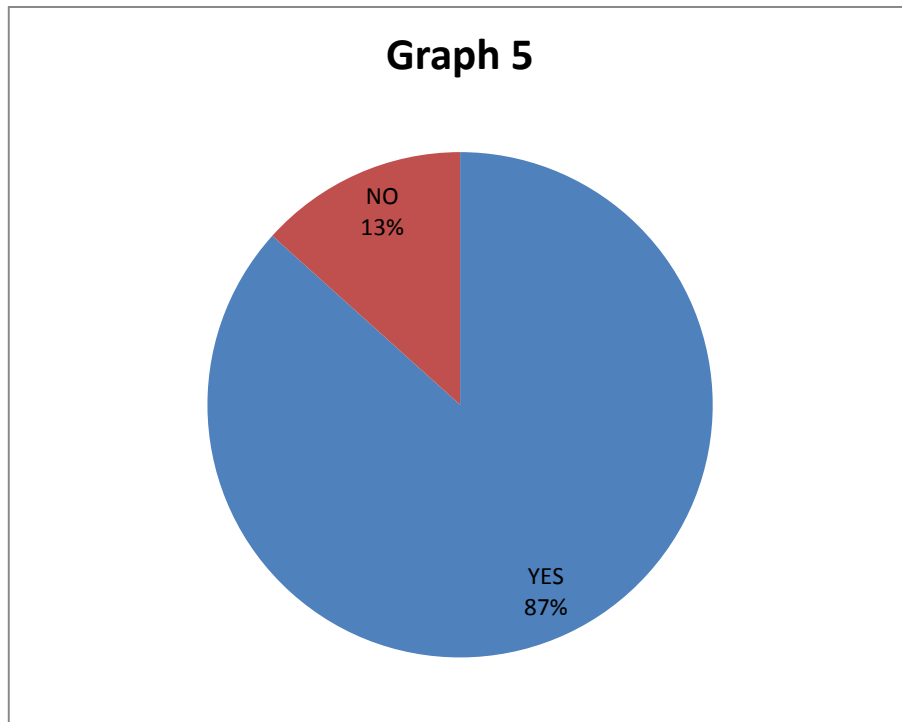
The reality of the classroom requires the teacher to be highly creative, therefore, aware of the reality of a heterogeneous classroom to be taught in class, he should consider the possibility of various types of activities, based on groups organized by their skills, for their preferences or their particular needs. The individualization of the student work, requires more careful look at the process he performs, than just at instrument that applies to reinforce their learning or evaluation.

In any case, individual evaluation should be continuous, processable and subject to be track as much as possible. Teachers who apply this, know they have at hand a long process of validation and reinforcement of the topics discussed, yet is indispensable.

Teachers who do not apply individual evaluation have a lack of objective data about the individual reality of each pupil working against them.

Finally, teachers used individual activities with the purpose of bettering student's cognitive and behavioral response (Skowron,2006).

Do Teachers use group work activities to teach their lessons?



Authors: Acosta Oliva y Narváez Mabel

Source: Private High Schools

Graph 5 shows that eighty seven percent (87%) of teachers, use group work activities to teach their lessons (13 teachers). These activities are most useful with large classes since they maximize student participation. When deciding how to group students, teachers need to consider a number of different factors: the teaching aim, the learning style, the ability and level of the students, the personalities of students and teacher, the class size, the activities chosen by the teacher, the balance of interaction patterns in a lesson, the group dynamics of the class.

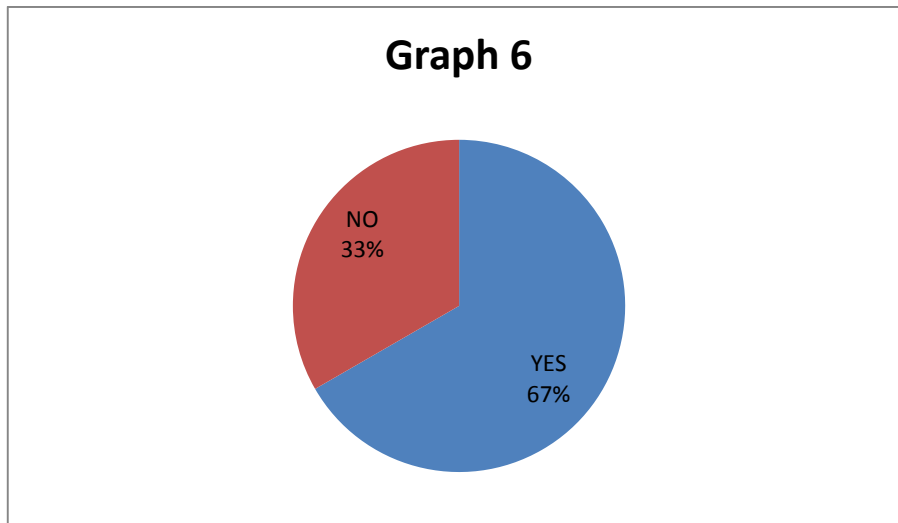
Teachers may let students compare their answers, practice dialogues, answer questions about a listening extract, or discuss the answer in pairs. Only thirteen percent (13%) of teachers (two teachers) did not use group activities.

Paired and group activities work well when we have a clear idea about how to resolve any problems that might occur. Also teachers should consider friendships between students, differences between students' levels, the assigned tasks, the genders of the students, and the status of each student.

When teachers prepare group activities, they should prepare all resources so that the students can perform their tasks efficiently while also considering group dynamics.

If group work is not well planned, students become confused and demand a great deal of attention simply because they are trying to understand the task. When the groups are formal, the teacher should: specify the goals to their class, make some decisions before teaching, explain the task and the positive interdependence to the pupils, observe and assess the learning of their students.

Do Teachers use English most of the time in their lessons?



Authors: Acosta Oliva y Narváez Mabel

Source: Private High Schools

Graph 6 shows that sixty seven percent (67%) of teachers (ten teachers), use English most of the time in their lessons while thirteen percent (33%) (five teachers) do not.

The former believe that when students listen and speak English all of the time, they make a concerted effort to understand what the teacher is saying. The latter think that speaking English all of the time in the class is not a good method to teach the language because students confuse concepts and vocabulary.

Many students disagree with the use of English all the time in class, especially when they have many difficulties understanding orders or expressing their own ideas and are always afraid of making errors.

Some teachers use-only English in their classes, combine literature, games, mimicry, and other activities that help the class better understand. Speaking and listening are two of the most important skills to develop and in order to get a great

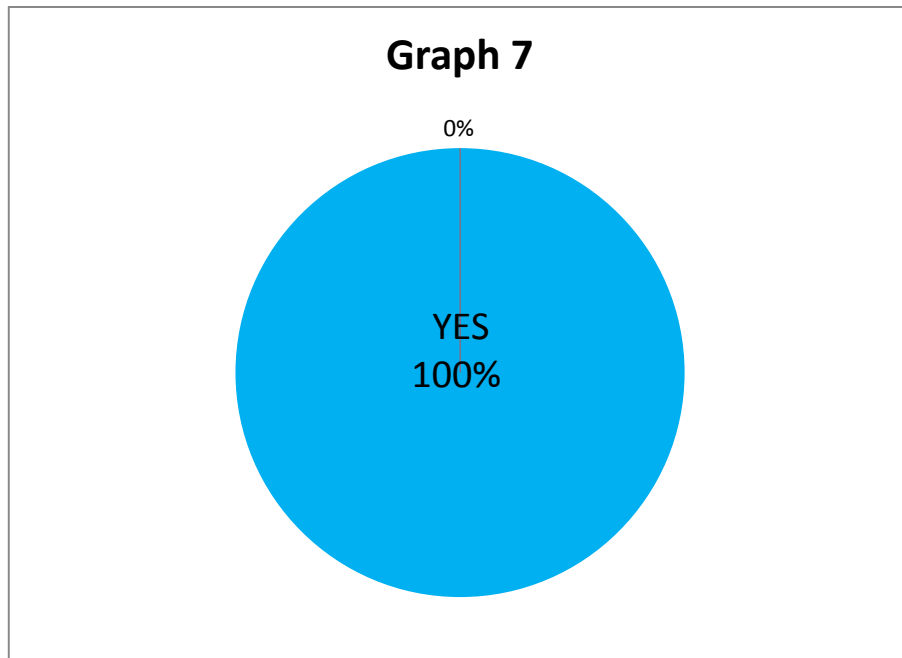
result, it is necessary to increase the use of English in the class. In one of the high schools visited in the observation, the level of knowledge of English was very high as a result of students and teacher speaking only in English even outside of class.

Other teachers explain that, they speak English and Spanish because there are students new to their high schools and these students do not have a good command of the English language.

That is the reason that makes teacher use bilingualism in the class, likewise teachers use another very important component in learning-teaching process because employ tools as motivation and movements along the class.

At the time of the execution of the class, the teacher must have it clear not only the objective of the lesson but also the process so it can be modified , if appropriate , without break or stop the process to implement a change, in terms of achieving the proposed development of skills and abilities .

Do Teachers plan their lessons?



Authors: Acosta Oliva y Narváz Mabel

Source: Private High Schools

Graph 7 shows that all teachers of the Private High Schools plan their lessons according to the students' needs and level depending on each particular institution's design, personality, and experience. The main purpose of lesson planning is to clarify the nature of lesson, objectives, class language, expressions, class resources and tools, and to consider how these factors may be most effectively shared with students.

There are a number of reasons why the teachers should plan their lessons. These include developing skills and strategies, integrating skills that include the

language of real life, using receptive skills like listening and reading; and productive skills like speaking and writing.

It is important to plan the lessons, and include a syllabus covering vocabulary, grammar, phonetics, and more. However, it is important to clarify that within the class dynamics, planning must become a guide to enable changes and parallel development of the skills and abilities of students, based on their own needs and reality and not on an inflexible instrument limited to cover a portion of the curriculum requirement.

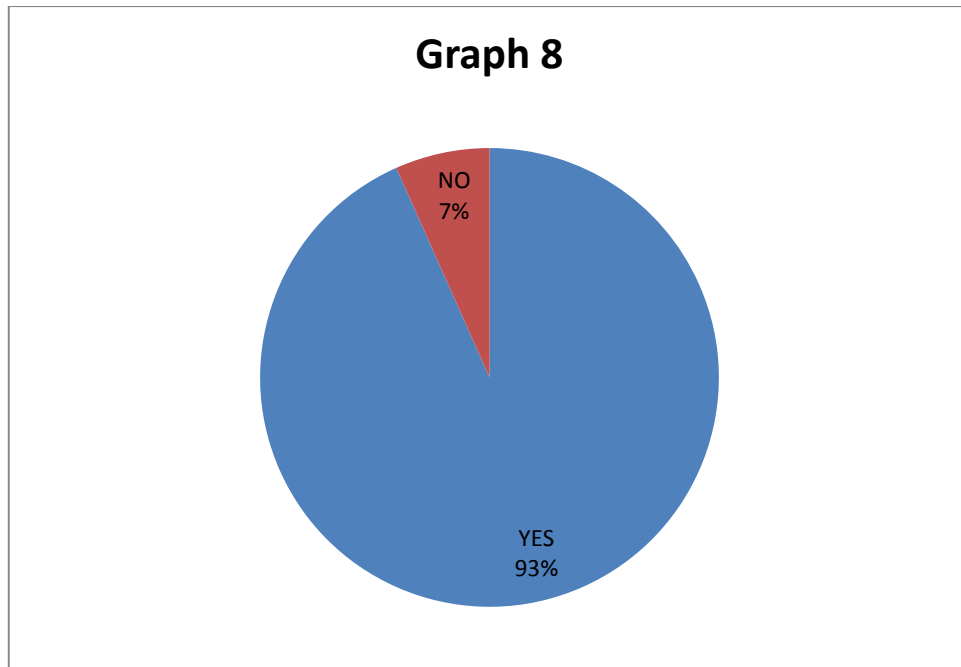
In this regard, it is important to add that even in groups of the same level, the development of lessons can be homogeneous but by no means equal. There are some influencing factors for it such as the composition of the groups, class schedules, curriculum, or extracurricular activities that limit the time of the lessons, availability of technological tools or information at the time of the class, as well as specific factors of the human interactions that include aspects so varied as health and extra or inter personal conflicts.

For the teacher, knowledge of the composition of the group is a key aspect in the process of teaching and learning at all times. As part of the class planning, it is important that the teacher is aware of the differences of styles , times, and most common forms of learning inside of the group as well as the special needs of students in terms of advantage (exceptionally gifted) or handicap .

Gower (2005) explains the main purpose of planning lessons is to clarify the nature of lesson objectives, class language, expressions, class material and tools, while considering how these factor may be most effectively shared with students. Planning lessons also help teachers prepare simpler and effective lesson activities.

Likewise, Harmer (2007) says some teachers allow the course book to do the planning for them; they take in a lesson or unit and teach it exactly as it is offered in the book. On the other hand, some teachers scribble a few notes down in folders or notebooks.

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



Authors: Acosta Oliva y Mabel Narvez

Source: Private High Schools

Graph 8, shows that almost all teachers, ninety three percent (93% or fourteen teachers) consider aspects such as discipline, timing, feedback and instruction to teach their lessons. According to students' questionnaires and observation sheets, we can say that discipline is a factor that determinates the teaching-learning process, especially in the teaching of the English language because if the theme is interesting for the students they pay attention to the teacher. Timing is another important aspect that teachers should consider when they plan or structure their classes, because if a class is well planned this obviously helps increase the knowledge of the learner. Teachers of some private high schools demonstrated excellent organization skills and

planned their classes with a motivating theme, introduction of the theme, construction of new knowledge, feedback, and evaluation, always taking into account the time for each phase of the planning.

Feedback is the aspect most important among the responsibilities that the teachers have. The goal is to evaluate the success and progress of the students. For this reason, it is very important for teachers to organize their class where the teacher acts as an observer, watching and listening carefully to students so that the teachers can give a good feedback to their students.

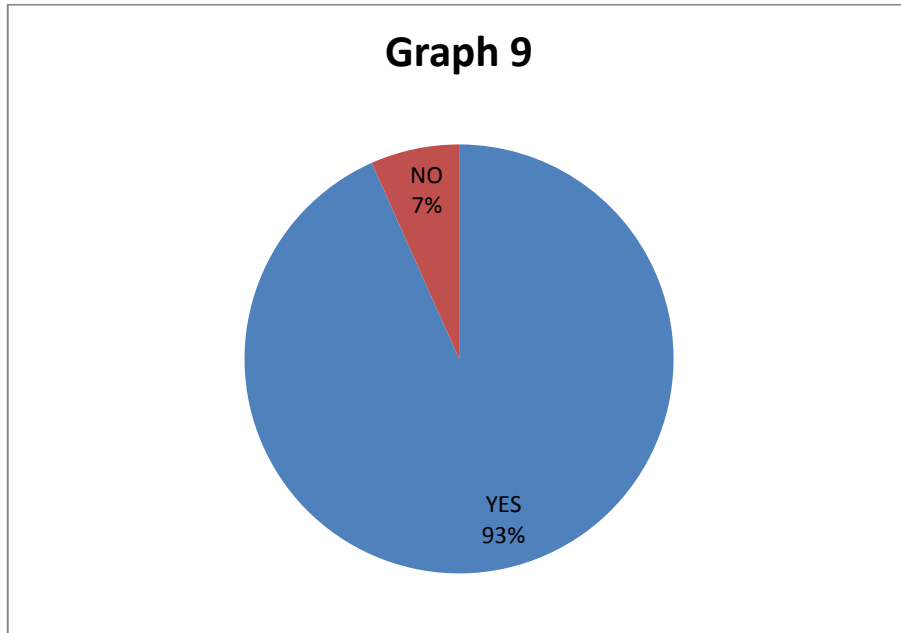
Feedback is often given soon after the teacher finishes their class. It can be oral or written, individual or a form of a group discussion. It is used to recognize the students' strengths and weakness and is open to suggestions for any improvement. Most teachers write down points that they want to refer to later; some like to use charts or other forms of categorization to help them do this. For example, the teacher should give an assessment of an activity, ask the students to explain what they found easiest or most difficult, or what they can remember about the problem and then whether they can put it right. Teachers can also write correct and incorrect words, phrases or sentences on the board and ask the students to decide which is which.

Only seven percent (7%) of the teachers did not consider these aspects but they should consider all of them.

According Richard (2001), showing how the teacher's 'follow-up moves' when a student has said something 'play a crucial part in clarifying and building on the ideas that the students express' (2002:126). It is important, therefore, to make sure that the feedback we give is appropriate to the students concerned and to the activity in which they are involved. Futhermore, we must recognize feedback as a crucial part of the learning process.

Factors Concerning Students

Do teachers consider Students' needs in order to teach English successfully?



Authors: Acosta Oliva y Narvez Mabel

Source: Private High Schools

Graph 9 demonstrates that ninety three percent (93%) of the teachers (fourteen teachers) consider students' needs such as age, personality, attitude, aptitude, or motivation. According to the observation sheet and the students' questionnaire use of easy activities helped to increase student interest in class. Student needs are a major factor that teachers should take into account when they decide how and what to teach. Various theorists have described the way in which children develop and the various ages and stages they go through.

Personality is a set of characteristic patterns of thoughts, feelings and behaviors that make a person unique. The personality arises from within the

individual and remains fairly consistent throughout life. Attitude is the positive or negative evaluation of the people, objects, activities, ideas or about anything in their environment. Aptitude is the skills that a person has for developing any activity.

Only seven percent (7%) of teachers did not consider student' need in order to teach English successfully.

For the teacher, knowledge of the composition of the group is a key aspect in the process of teaching and learning at all times. As part of the class planning, it is important that the teacher is aware of the differences of styles , times, and most common forms of learning inside of the group as well as the special needs of students in terms of advantage (exceptionally gifted) or handicap .

At the time of the execution of the class, the teacher must have it clear not only the objective of the lesson but also the process so it can be modified , if appropriate , without breaking or stopping the process to implement a change, in terms of achieving the proposed development of skills and abilities .

During the evaluation , the knowledge of the group in terms of levels , rhythms and learning times , allow the teacher to establish the distinctions that determine first the evaluation as a reflection on the progress of students , and secondly , accreditation, as assigning a score to reflect that progress , without necessarily all students getting the same kind of development.

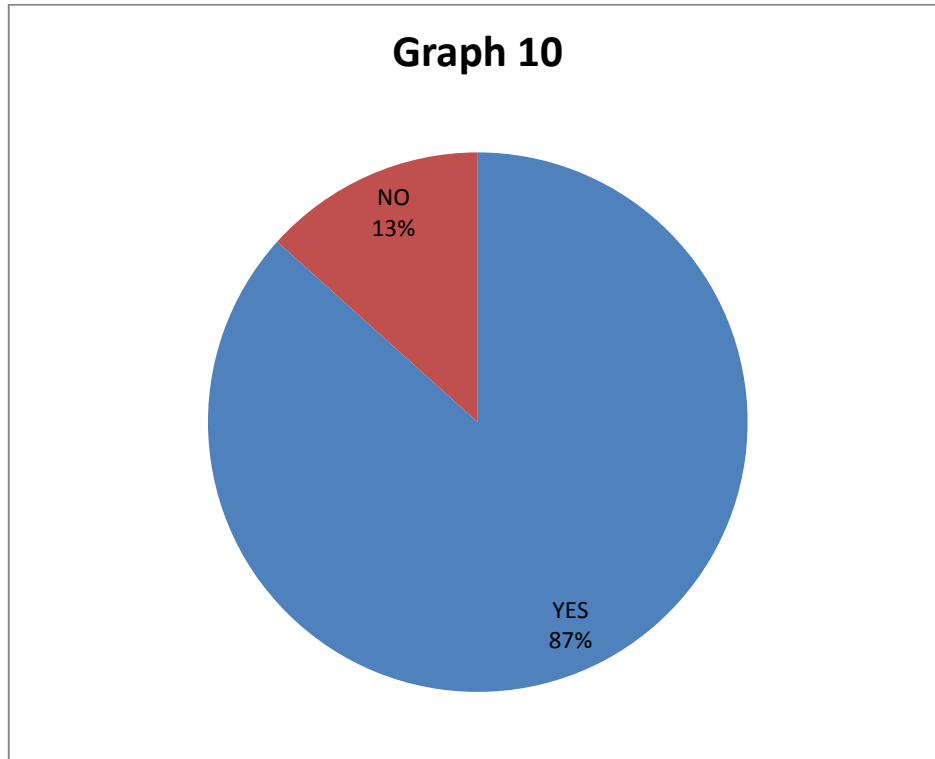
Jones and Jones (2001:29) state that high expectations, active engagement of students, cooperative learning and the incorporation of various aspects of students' cultures and important figures in effective teaching. It is believed that incorporating on of this methods that are designed in line with students' personal, developmental

and cultural need into instruction will help teachers to reduce classroom management problems.

Harmer (2007) states, the age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences and cognitive skills; we might expect children primary age to acquire much of foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

One of the most common beliefs about age and language learning is that young children learn faster and more effectively than any other age group.

Do teachers consider Students' levels in order to teach English successfully?



Authors: Acosta Oliva y Narváz Mabel

Source: Private High Schools

As graph 10 indicates, teachers in the study take into account students' levels in order to plan the class eighty seven percent (87%) of the time (thirteen teachers). In the observed classes, some teachers were always worried about students having different knowledge, intelligences, learning speeds, learning styles, preferences and levels of proficiency. Mixed-ability classes are especially problematic. Some teachers try to make the situation manageable, other teachers use different resources, and assigned the students activities according to their individual needs. For example, the teachers asked all the students to look at the same reading text.

Additionally, the students did activities like role-playing There were students that always finished the tasks earlier than others.

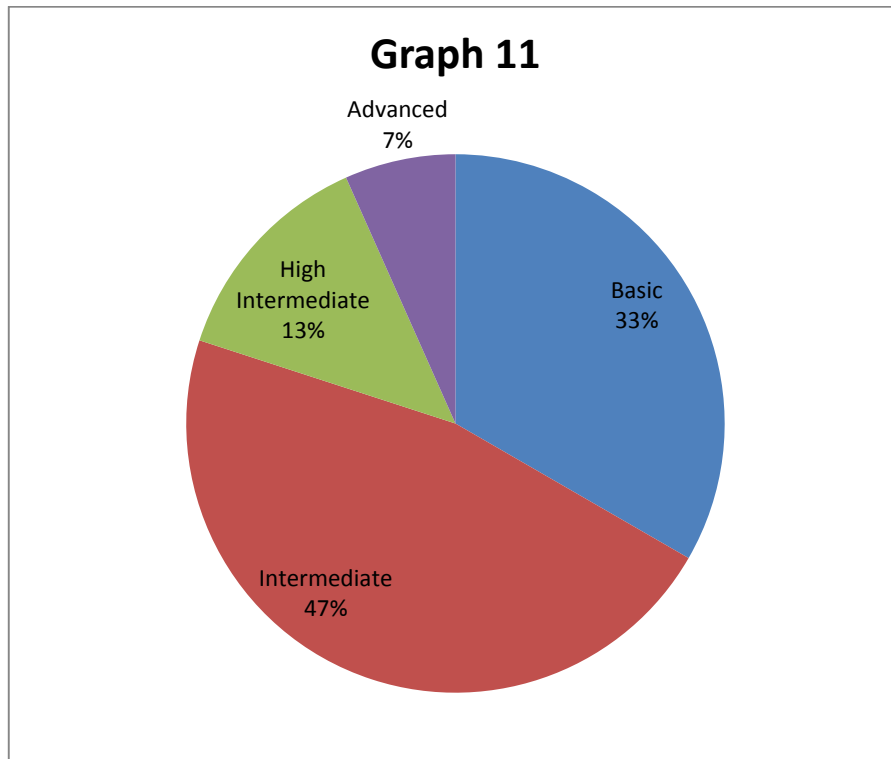
Thirteen percent (13%) of teachers do not consider student levels in order to plan lessons.

Considering the differences in levels , styles and rates of learning results in the ability to evaluate and accredit more objectively each student , based on his reality , that is, if a student has problems developing skills related to speaking , because of a hearing problem, and the teacher knows this and he considered it when planning. The teacher knows that this student should receive a different learning stimulus, and the demanded skills will be consistent with the status of that particular student . Otherwise , if a student shows interest or innate skills for learning English, the teacher should plan your class according to the particular needs of this student, so even if the requirements for him are higher, this person is immersed in the dynamics of class.

However, the more crowded is the classroom , the more complex is the task of considering individual differences when planning lessons , so it is useful to know at least , in general, styles , levels and rhythms of learning of each student group, to set up class dynamics that are challenging , meaningful and eventually rewarding for students.

According Harmer (2007), students are generally described in three levels, beginner, intermediate and advanced, and these categories are further qualified by talking about real beginners and false beginners. Between beginner and intermediate we often class students as elementary. The intermediate level itself is often subdivided into lower intermediate and upper intermediate and even mid-intermediate.

What is the level of their students?



Authors: Acosta Oliva y Narváez Mabel

Source: Private High Schools

Graph 11, shows that forty seven percent (47%) of the students in the study have attained an Intermediate level of English. According to the student questionnaire, teacher questionnaire, and observation sheet, the students can successfully write letters or take notes on familiar or predictable matters. They can also express their opinions on abstract/cultural matters in a limited way or offer advice within a known area and understand instruction or public announcements. In addition, they can scan text for relevant information and understand detailed instructions or advice.

The second largest group was the elementary or basic level with thirty three percent (33%) of the students (five). At the elementary level, students can understand basic instructions, notices, information, complete basic forms, write notes, letters or postcards including times, dates, and relevant personal information, , express simple opinions or requirements in a familiar context, or take part in a basic conversation on a predictable topic.

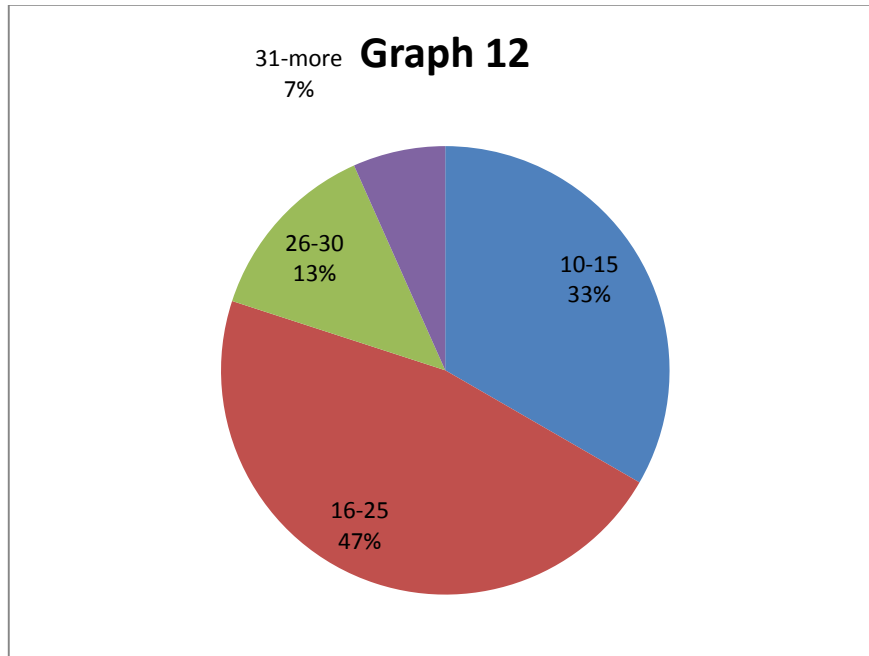
Subsequently, the high intermediate level, with a thirteen percent (13%) of the students (two) take notes while someone is talking or write a letter including non-standard questions.

Considering the differences in levels , styles and rates of learning results in the ability to evaluate and accredit more objectively each student , based on his reality , that is, if a student has problems developing skills related to speaking , because of a hearing problem, and the teacher knows this and he considered it when planning. The teacher knows that this student should receive a different learning stimulus, and the demanded skills will be consistent with the status of that particular student. Otherwise, if a student shows interest or innate skills for learning English, the teacher should plan your class according to the particular needs of this student, so even if the requirements for him are higher, this person is immersed in the dynamics of class.

Finally, only one private high school in the city of Quito has students at an Advanced level of English. An advanced student is able to prepare drafts, take reasonably accurate notes, write essays or letters on any subject, take accurate notes using well written expressions. Moreover, they can quickly read the news and show an ability to communicate what they have read with the entire class.

Factors Concerning Classrooms

How many students are there in the observed classrooms?



Authors: Acosta Oliva y Mabel Narváez

Source: Private High Schools

Graph 12 demonstrates that forty seven percent (47%) of the schools have ideal sized classrooms averaging between 16-25 students (3 schools). Thirty three percent (33%) or two highschools class sizes between 10 and 15 students. Subsequently, thirteen percent (13%) of the schools have between 26 and 30 students per class (one school). - Finally, a single school or seven (7%) has more than thirty one students.

According to the responses of teachers and students, we can determine that the best number of students per classroom is between 20 and 25 because the teacher can -better prepare the lesson, encourage students to work in a good manner and with

enthusiasm, always taking into account the students' needs and level while developing all skills of the English language.

To have an ideal number of students in an English class is relative, depending on the teaching and learning activities that will be done in class. For example, 20 students is considered an ideal number in order to introduce productive language skills; like speaking and writing. With this number, practically all students will have the opportunity to demonstrate their performance while the teacher will have sufficient time to provide quality direction and feedback.

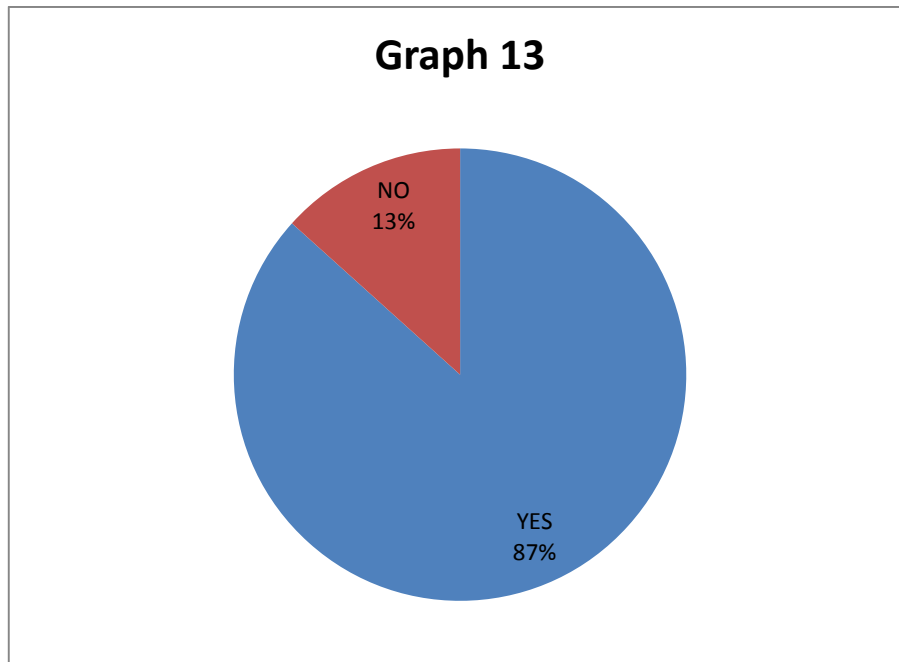
The more important concern is how to deal with a "large" class. A class with a total of forty students can be difficult to manage and the physical activities near impossible to accomplish.

However, although the situation could be adverse in terms of number of students, a dynamic and attractive class depends largely on the planning the learning activities and further evaluation of these groups, on the way that manage overcrowded classrooms, on creating several teams with clear and suggestive instructions that allows not only the interaction among students, but also space to develop the required skills by the curriculum.

Harmer (2007), referring to class size, says that some teachers conduct classes with as many as 100 students (and sometimes even more)! Everything depends on the particular education system in which a teacher is working. That is why, if you ask a teacher what a 'large class' is, they might answer 20 to 40 to 60 or even 80 students.

In other hand, Woodward (2001) mentioned another very important factor to consider while planning lessons is the type of class, as whether it's heterogeneous, large, small, an exam class, a substitute class or a class with very few resources.

Do teachers feel comfortable working with their number of students?



Authors: Acosta Oliva y Narváz Mabel

Source: Private High Schools

Graph 13 indicates that eighty seven percent (87%) of the teachers (thirteen), say that they feel comfortable working with the number of students in their class. They are able to attract the attention of the whole group; also they can help students develop individual abilities always taking into account social variables such as age, sex, social class, and place of residence. Teachers can influence the ways in which students speak and behave, as well as help to students to develop the ability and skills of the language; and increase their awareness of the importance of learning English in our country. Thirteen percent (13%) of teachers (two) do not feel comfortable with the numbers of students in their classroom because they have very large classes, in which discipline is very difficult to maintain.

Most teachers agree that teaching a small class comes with many benefits.

Teachers can offer one-on-one assistance and are more likely to meet the individual needs of their students. Some advantages explained by the teachers are the following:

Comfort - All the classroom (teachers and students) feel more relaxed if the class size is smaller.

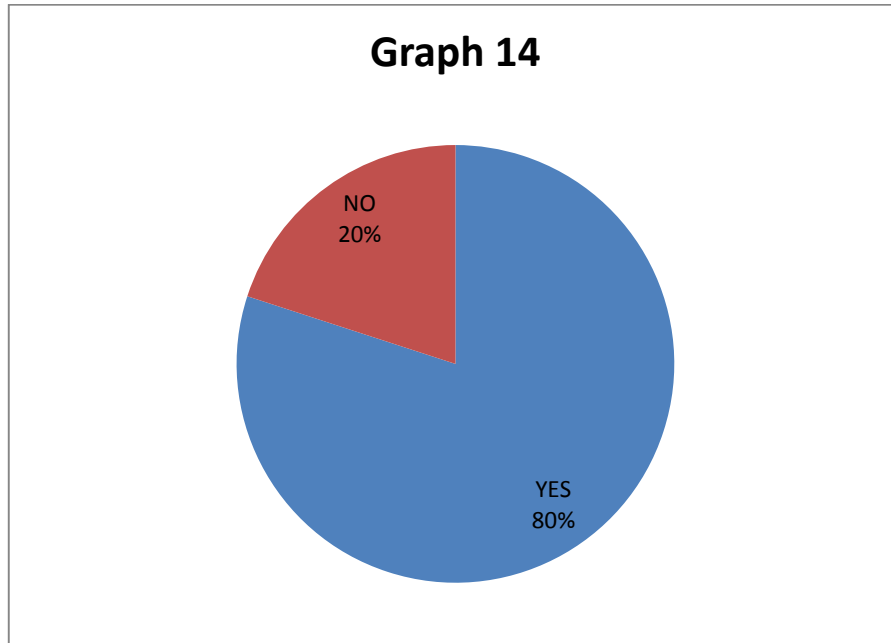
Student centered- Because they have more opportunities to develop speaking speak.

Space - Students feel better when they can move around in the classroom.

Attendance - When class attendance is high, students feel they belong to the group.

However Blatchford (2009) states, the noise in large is more noticeable and contribute to students' distraction .

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



Authors: Acosta Oliva y Narváez Mabel

Source: Private High Schools

Graph 14 shows that eighty percent (80%) or twelve teachers have enough space to move and participate in dynamic activities, and that twenty percent (20%) or three teachers; do not have enough space because their classrooms are small and it makes physical activities difficult.

Most classroom spaces are far from ideal. Maybe they were originally designed and built with little or no consultation with the teachers who would be working in them. Or maybe they were designed for another purpose. For example, some private high schools use old houses to hold their classes.

For the class can develop within a supportive climate for learning, the way the space is distributed is essential, however, in this respect also the attitude of the teacher, the strategies put in place to improve the climate for class , the opportunity

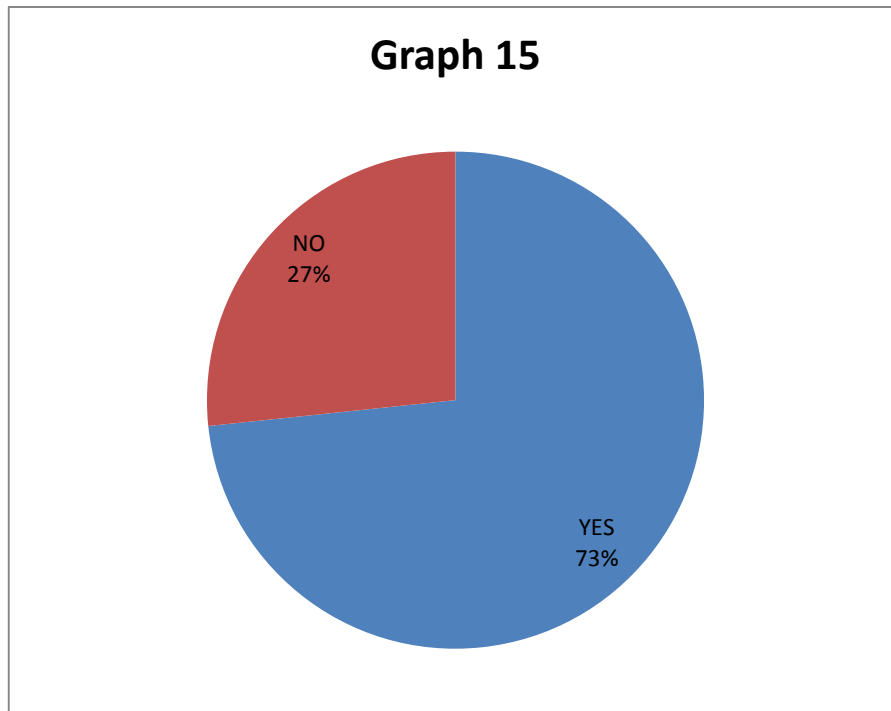
to work in an open space , team spaces and the provision of educational material has to be taken into account. Nevertheless, this by itself does not improve the infrastructure that has the property originally.

Although the ideal is that each group have an appropriately distributed and equipped classroom, teachers of private schools are forced on many occasions to work in conditions that add complexity to the dynamics of the class. In this case , only the site administrators have the final word in terms of providing teachers and students the best possible learning space.

Gower (2005) states, that language learning has traditionally involved a teacher and a student or students sharing the same physical space. However, the development of high-speed Internet access has helped bring about new virtual learning environments where students can learn even when they are literally thousands of miles away (and in a different time zone) from a teacher or other classmates.

The classroom should be arranged to promote efficient learning and minimize behavior problems. Students must be able to see and hear instruction and have efficient access to learning materials. The teacher should be able to easily monitor students and provide feedback. The classroom should also be flexible to allow for different types of learning activities. This lesson provides suggestions for making the classroom a positive and effective learning environment.

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



Authors: Acosta Oliva y Narváez Mabel

Source: Private High Schools

Graph 15 demonstrates that seventy three percent (73%) or eleven teachers arrange student-seats in relation to the activities planned for their classes. It has a great importance because proper seating gets students attention. Only 27% or two of the teachers do not change student seat.

It is important to highlight that teachers should consider aspects such as, students' attitude, interactions between students, and the type of activities planned when arranging seats.

The way an ESL classroom is arranged can make all the difference in helping students learn. Here are a few different ways to set up classroom so that students can get the most out of their time with their teacher and classmates.

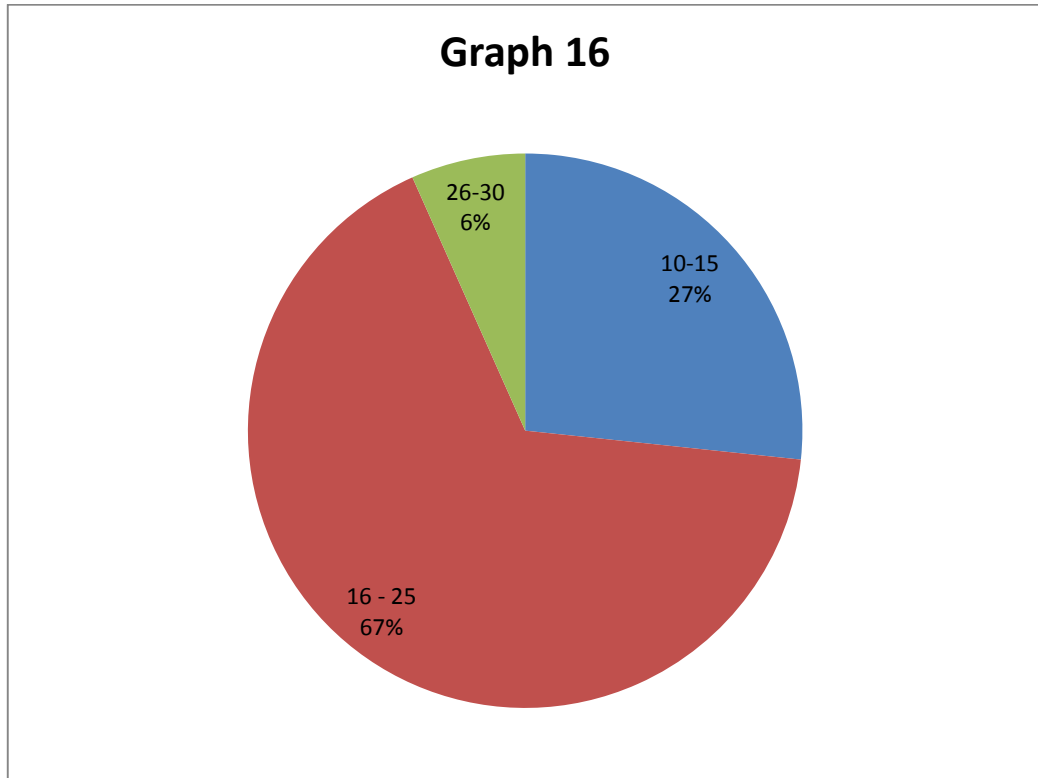
Rows are most conducive to lecture-style lessons and teaching. This might be best done for certain types of choral drills or so that everyone can see the teacher and the board during a grammar lesson. However, it is least conducive to class exercises where students are to perform role plays or other interactive activities.

Gower (2005) writes that teachers organize the positions of students in their classroom is of great importance.

Seating arrangements can determine: students' attitudes towards each other and the teacher, the teacher's attitude towards the students, student interaction, and the type of activities students accomplish.

However Ramsden (1999) indicates that placing desks together makes it easy for all students in the cluster to see each other and to converse and suggests that another way to arrange the classroom is with semi-circle seating. Here all the desks touch each other while facing the front of the room in a semi-circle shape.

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



Authors: Acosta Oliva y Narváz Mabel

Source: Private High Schools

Graph 16 also shows that sixty seven percent (67%) or ten teachers think that the best number of students to teach is between 16-25 students. Teachers can develop a class of this size most effectively, designing individual and group work activities, and personalizing the learning through drills, songs, fun activities, and games. Additionally, the teacher can organize the physical setting of the classroom, using all kind of resources according the students' need and level, or factors concerning the school environment.

However twenty seven percent (27%) or four teachers, say that the best number of students to have in the classroom is between ten and fifteen students

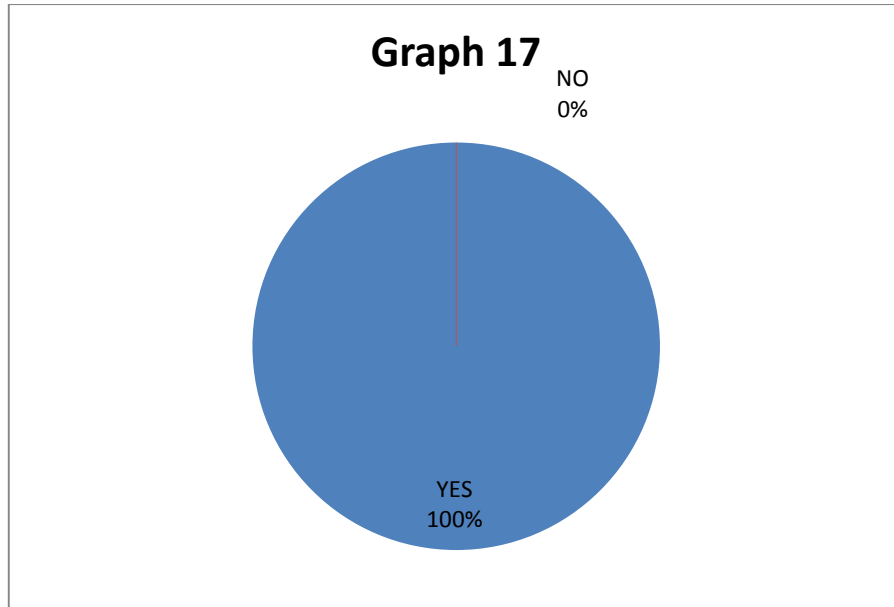
because they can plan their classes with a lot of free time and they can offer personalized teaching. Six percent (6%) of one teacher, prefers to work with a number among twenty six to thirty students because she can plan her class with a lot of interaction. She says that her main aim is the communication among all of the students.

Room size and furnishing are, of course, secondary in importance when it comes to the ideal numbers of students in the language classroom. The main consideration is the opportunity for active participation and interaction, which is critical for successful learning.

However, although the situation could be adverse in terms of numbers of students, a dynamic and attractive class depends largely on the planning the learning activities and further evaluation of these groups, on the way that manage overcrowded classrooms, on creating several teams with clear and suggestive instructions that allows not only the interaction among students, but also space to develop the required skills by the curriculum.

Bourke (1986) writes, in smaller class, teachers can spot problems more easily, identify specific needs and give feedback.

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



Authors: Acosta Oliva y Mabel Narváez

Source: Private High Schools

As shown in Graph 17, one hundred percent (100%) or fifteen English Language Teacher of the Private High Schools said they use teaching resources such as television, tape/CD recorder, overhead projector, computer, smart board, and published material like magazines, newspapers, brochures, worksheets, work cards, photocopies, books and authentic supplementary materials.

According to the answers of fifteen teachers, the most useful tools for building knowledge .

The board, it is unusual to find classrooms without a board of some kind, whether it is white, black or green. It is essential, then to organize your use of it in order to get the maximum effect.

The overhead projector (OHP), while not replacing the board, is becoming increasingly popular.

Visuals can take many forms but the most common are real objects (sometimes called realia) and pictures or photographs.

Although there are many worksheets and work cards excellent published materials available for the EFL classroom there are times when you will want to make your own worksheets to give to students to use in class or out of class for homework.

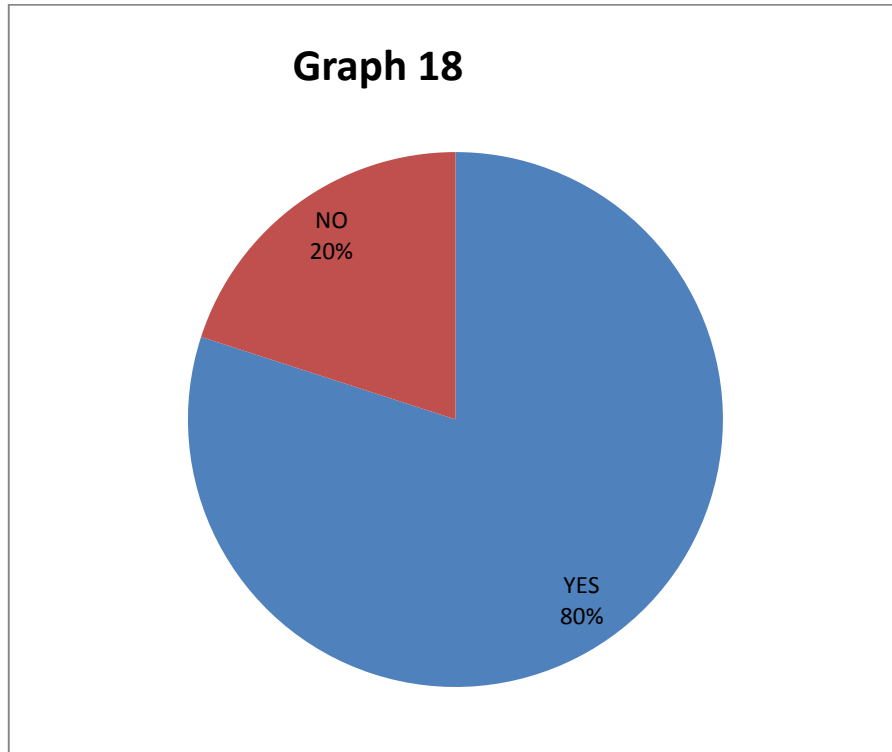
Video cassettes are not quite as common as audio cassettes in the classroom they are generally very popular with students and can add variety and a welcome change of focus in a lesson.

Computers, machine used by the institution work: How to switch on and off and how you can find your way around the programmers using the menus; whether they are stand-alone or networked with other machines; whether the programmes are on discs and, if so, how they are stored and accessed.

The photocopier is a piece of equipment which most EFL teachers have come to depend on is the photocopier.

Gower (2005) indicates how a teacher can use different resources to make lessons more interesting and effective. Teaching institutions vary enormously in the number and type of resources available to teachers. Some resources can be used to good effect in lessons. They are: The A blackboard, the projector, visuals as well as pictures or photographs, worksheets, media devices, computers and photocopiers.

Do teachers consider appropriate the resources that they have in class?



Authors: Acosta Oliva y Mabel Narváez

Source: Private High Schools

Graph 18 indicates that eighty percent (80%) or twelve teachers consider the resources that they have in class appropriate. The teachers are well equipment and it helps them to teach. Only twenty percent (20%) or three teachers do not consider the resources sufficient because they do not know how to use them or these resources are damaged.

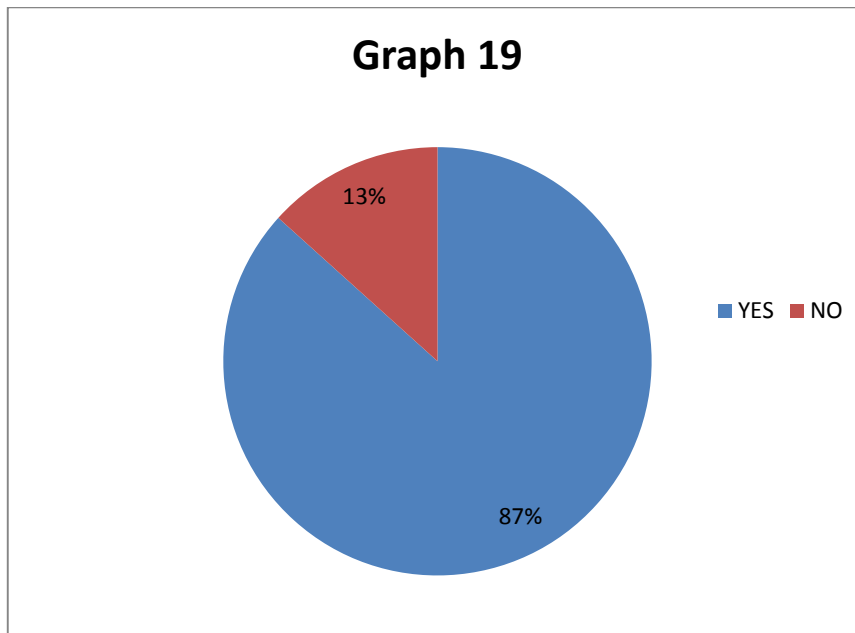
In some private high schools there are many resources that are considered the best technology; some have touch screens, projectors, computers, compact discs, internet and others. All of them help to increase the quality of teaching in the classroom.

However far away from quality and number of resources that a teacher has to increase the teaching- learning process, it is very important that teachers manage a high level in the subject that permit them use the resources as well they can.

All the resources used in the class must be a useful tool to reinforce the individual learning. The major problem for use all these resources is always the economic resource and training for teachers.

Harmer (2007), writes, the resources that are currently available are truly amazing. As we shall see, they offer an amazing variety of routes for learning and discovery. Yet we should not see them as methodologies for learning, but rather as tools to help us in whatever approaches and techniques we have chosen to use.

Factors Concerning Educational Institutions
Do the Institutions review teachers' lesson plans?



Authors: Acosta Oliva y Mabel Narvez

Source: Private High Schools

Graph 19 demonstrates that eighty seven percent (87%) of the teachers (thirteen), say that their lesson plans are always reviewed by the Vice-principal of each Institution. Furthermore, this person often observes how the teachers instructs their class every week, according to the laws of education.

Teachers write lesson plans each week or month, and these plans are reviewed and approved by a competent authority, generally once a month the development of a course is observed where the governing authority verifies all parameters of a lesson plan. Each plan has to have; informative data, an objective, a topic, feedback, assessment, resources, and timetable. Teachers are evaluated constantly; they have to offer English classes of a high level of quality; authorities

make sure that teachers use all materials available in the classroom and that they use them correctly.

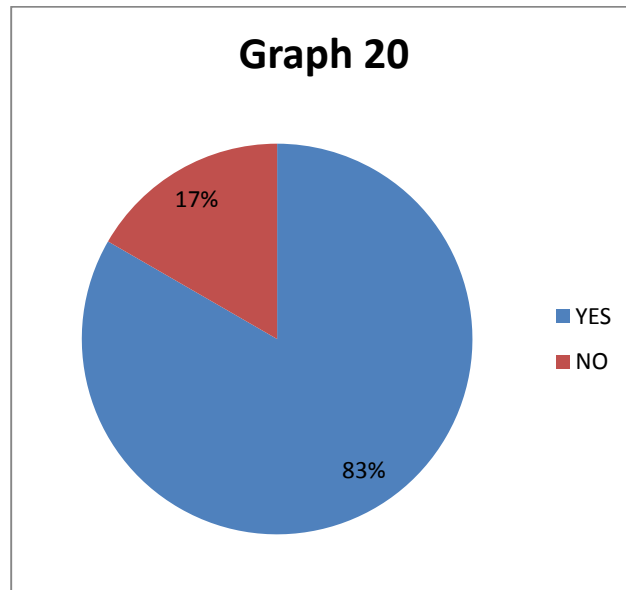
Additionally, the graph shows that fifty three percent (53 or eight teachers say that the Vice-principal of their school seldom reviews the plan lessons once a month. Forty percent (40%) or six teachers are reviewed one a week, and say that is too much, because sometimes they feel interrupted in the class. Students can feel afraid by the presence of the governing authority. Seven percent (7%) of teachers are reviewed occasionally and that allows them to work freely and without pressure. Thirteen percent (13%) are not reviewed at all.

It is important that schools establish and implement a review and control policy of lesson plans , as this facilitates the work of teachers, department heads and academic coordinators , but mostly because it homogenizes expectations of achievement, possible strategies , evaluation tools and accreditation , as well as providing a regular mean that allows parents and students the ability to access different instances where it is possible to monitor the progress of the curriculum , to prevent or resolve learning problems caused by the class dynamics or the particulars needs of each student.

Moreover, Gower (2005) says, monitoring the class helps a teacher make decisions about whether correction is needed, when it is time to move forward to the next stage of the lesson, or whether further examples are needed to help students better understand a lesson.

In addition, an important aspect of monitoring the classroom is the discipline often needed for less motivated students, younger students and sometimes monolingual classes, where the temptation might be to abandon the task or to talk in the mother tongue.

Do the institutions monitor their teaching?



Authors: Acosta Oliva y Narváez Mabel

Source: Private High Schools

Graph 20 shows that eighty three percent (83%) or thirteen teachers say that the Vice-Principal of their private high schools often monitor their teaching once a month and only a seventeen (17%) or two teachers, say that they are not monitored.

With the new educational reforms in our country, all teachers have to be monitored all of the time and in every school. They have to present plans according to the new curriculum; and students' reports must reflect not only how much they learn in each five month period but also information such as special capabilities, motivation, behavior, environment, material, methods and others.

Teachers are monitored and evaluated continuously in order to reach a good level of instruction. Almost all of the surveyed teachers agree that monitoring and evaluation should include, at the very least, training courses with new teaching techniques, pronunciation practice courses, and others courses that would help

teachers better perform their jobs. Teachers who are monitored have to be consistently prepared using media resources in order to provide quality education.

Every educational establishment has a responsibility to monitor the effectiveness of the service being provided for its students. Furthermore, monitoring is an essential element within all educational establishments. It is aimed very clearly at improving the teaching and learning process.

Additionally, the graph shows that sixty percent (60%) or nine teachers, are monitored once a week, while forty percent (40%) or six teachers, are monitored by the institution once a month.

The majority of teachers feel uncomfortable about monitoring once a week, because it causes some stress about the pressures of work, but agree that they must be in constant training, while practicing and innovating the English language teaching process. Other teachers consider that monitoring them once a month is really an evaluation that pretends to provide a statistic about teachers preparation. A few teachers think that now that the government spends more time in the institution, they should administer actualization courses to help teachers provide better quality English classes.

Only seventeen percent (17%) or two teachers say that authorities of their schools don't review their teaching.

It is important that schools establish and implement a review and control policy of lesson plans, as this facilitates the work of teachers, department heads and academic coordinators, but mostly because it homogenizes expectations of achievement, possible strategies, evaluation tools and accreditation, as well as providing a regular mean that allows parents and students the ability to access different instances where it is possible to monitor the progress of the curriculum, to

prevent or resolve learning problems caused by the class dynamics or the particular needs of each student.

Conclusions

- The present research concludes that in the fifteen classrooms we observed there are factors which influence the effective learning. These factors are: planning, teacher's profile, methodological practices, didactic resources, students' interest, and student motivation.
- This research demonstrates that private high school teachers take into account student's needs, student levels, individual and whole group activities, discipline, timing, feedback, student assessment and whether classes were interesting and engaging to the students. The advantage of focus in these aspects is that students learn English efficiently.
- In private high schools, teachers use visual materials like Power Point presentations, flashcards, maps, pictures, charts, handouts, posters, word cards, workbooks, whiteboard, smart screen, and media resources. These materials play a significant role during different phases of language acquisition, because today's students are immersed in global technology -and a new virtual learning environment.
- The correct use of all teaching resources enhances the EFL learners' motivation and interest to acquire the English language by creating a communicative environment in the classroom. For this reason, the students of these high schools speak the foreign language fluently.
- In private high schools, we can highlight that teachers use a variety of activities in their lessons and apply the concept of multiple intelligences. Teachers also use English the majority of the time in their classrooms.
- Teachers in Private High Schools have a good equipment and use correctly

media resources in order to increase the knowledge of English in students. This is a big advantage over public High schools, because with access to internet, and this kind of equipment, students feel motivated to learn more each day.

- Teachers need take account their roles, when they are planning lessons and choose appropriate activities according to the age; and level of the learner to rise the student's interest.
- In conclusion the most important tasks of the teacher are planning and organizing.
- The class size influence directly on student's performance, that is the reason why teachers rather work with small groups in the class.

Recommendations

- Teachers of private high schools should use English in their class because today the globalization of the world requires the English language. In our country, there is a strong necessity to speak two languages because of the concurrence of many foreigners. In addition, some Ecuadorian students want to study abroad.
- In private high schools, educators should explain the authorities the importance of the use of materials in EFL classes, so that the authorities will support the acquisition and use these materials.
- Teachers should continually study English in order to improve their own skills and therefore better teach their students.
- Educators should consider the best use of seating arrangement in the class, focusing on the students' needs and levels in order to obtain the interest and success in their class.
- It is recommendable that teachers use appropriate materials; in relation to the students' ages and levels. The use of these aids will help students to develop their language knowledge and skills according to their learning styles and needs. In this way, educators can always use adequate tools during the period of class to achieve successful learning.
- Teachers should use more technology like videos, internet, etc., because them influences directly student engagement and motivation.
- Teachers should use English more time in the class, in order to adapt students to intonation, vocabulary and grammar.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

**MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
TEACHER’S QUESTIONNAIRE**

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

)))
--	---	---	---

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

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

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

YES ()	NO ()	
Why?		

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

YES ()	NO ()	
Why?		

<hr/> <hr/>

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

YES ()	NO ()	
Why?		
<hr/> <hr/>		

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

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

10. Do you plan your lessons?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YES ()	NO ()
Which ones?	

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

YES ()	NO ()
Why?	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

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 ()
---------	--------

GRACIAS!!!!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

OBSERVATION SHEET

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

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

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

YES () NO ()

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

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

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

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

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

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

NOTES:

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

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

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

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

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

TEACHER'S INTERVIEW

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

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

TEACHER'S INTERVIEW

Where are you from?

Where do you live?

Where did you learn English?

How long have you studied English?

Which subject was the most difficult during your major?

How long have you been teaching English?

Which skill is easier for you to teach?

Would you like to continue studying? Why?

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?

What social benefits are derived from learning English?

What is the most important reward of teaching English as a profession?

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)?