



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

**TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS**

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

TRABAJO DE FIN DE TITULACIÓN

AUTOR: Arévalo Ruiz, Ruth Patricia

DIRECTOR: González Torres, Paul Fernando, Mgs.

CENTRO UNIVERSITARIO LOJA

2014

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magister.

Paúl Fernando Gonzáles Torres.

DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” realizado por Arévalo Ruiz Ruth Patricia; ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Febrero de 2014

f)

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Arévalo Ruiz Ruth Patricia declaro ser autora del presente trabajo de fin de titulación: “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” de la Titulación de Ciencias de la Educación mención Inglés, siendo Mgs. Paúl Fernando González Torres director del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

Adicionalmente declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: “Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad”.

f.

Autora: Arévalo Ruiz Ruth Patricia.

Cédula: 110514160-8

DEDICATION

This thesis is dedicated with my heart to my beloved parents for their love, unconditional support during the development of my education, words of encouragement, and especially for always believing in me. They are the motivation to accomplish my goals.

Additionally, I want to dedicate this work to my dear husband who has given me the strength, his absolute help, understanding and unbroken love throughout the development of this thesis project. And finally, to my wonderful siblings who have been there in the good and bad moments, showing me that they are my best friends.

I am thankful with each one of you; so, never forget how much I love you.

Ruth Patricia Arévalo Ruiz

ACKNOWLEDGMENT

I would like to express my heartfelt gratitude to my dear sister Soraya Arévalo for all I learned from her, for being my best example and specially for providing me all her unconditional care, guidance and support throughout this major and all my life. I will be grateful forever for your love.

I am very thankful as well, to the Universidad Técnica Particular de Loja, and all the teachers who I have the opportunity to share with during this major. Thanks for imparting me all your wise knowledge, and stimulus; you really have showed me the importance of working hard to make my dreams come true.

CONTENTS

CERTIFICACIÓN.....	ii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS.....	iii
DEDICATION.....	iv
ACKNOWLEDGMENT	v
CONTENTS	vi
ABSTRACT	vii
RESUMEN.....	viii
INTRODUCTION.....	1
METHOD.....	5
DISCUSSION.....	9
Literature Review.....	9
Description, Analysis, and Interpretation of Results.....	23
Conclusions.....	68
Recommendations.....	70
REFERENCES.....	71
ANNEXES.....	74

ABSTRACT

The present investigation explored the topic: Factors that influence the English language teaching-learning process in Ecuadorian private high schools. This research was aimed to analyze the factors that influence the English language teaching-learning process.

This research was carried out in Loja and Cuenca, Ecuador. The selected sample included fifteen English teachers as well as their students from the 8th year of basic education to the 3rd year of senior high school in six different private high schools.

The quantitative approach was used in this study. This approach described and interpreted through graphs the obtained results from the analysis of the four factors considered for the development of this research, namely: factors concerning teachers, factors concerning students, factors concerning classrooms and factors concerning educational institutions. The information for this analysis was provided by teachers and students from the designated sample. Moreover, this analysis was supported with the information obtained in the class observations.

This study revealed that the main factors that influence the English language teaching learning process in Ecuadorian private high schools are the ones concerning teachers and concerning classrooms.

Key Words: Teaching – Factors – Private high schools

RESUMEN

La presente investigación exploró el tema: Factores que influyen en el proceso de enseñanza- aprendizaje del Idioma Inglés en los colegios privados del Ecuador. Esta investigación tuvo como objetivo analizar los factores que influyen en el proceso de enseñanza- aprendizaje del idioma Inglés.

Esta investigación se llevó a cabo en las ciudades de Loja y Cuenca, Ecuador. La muestra seleccionada incluyó quince profesores de inglés, así como sus alumnos desde el octavo año de Educación Básica hasta el 3er año de Bachillerato, en seis diferentes colegios privados.

En este estudio se utilizó el enfoque cuantitativo. Este enfoque describe e interpreta a través de gráficos los resultados obtenidos a partir del análisis de los cuatro factores que se consideraron para el desarrollo de esta investigación, a saber: factores concernientes a los docentes, factores concernientes a los estudiantes, factores concernientes a los salones de clase y factores concernientes a las instituciones educativas. La información para este análisis fue proporcionado por los profesores y estudiantes de la muestra designada. Además, este análisis fue respaldado con la información obtenida en la observación de las clases.

Este estudio reveló que los principales factores que influyen en el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios privados del Ecuador son los referentes a docentes y referentes a los salones de clase.

Palabras Clave: Enseñanza del Inglés como lengua extranjera – Factores – Colegios privados.

INTRODUCTION

The teaching of English as a foreign language has been an imperative issue through the times. In this globalized world the language most commonly used is English. English has become the Lingua Franca for communication, business, education and opportunity in general. However, concerning the learning of this language, a serious problem has been observed in our country, Ecuador. Certainly, it has been observed that a great deal of students enter the university with little or no English knowledge. For that reason, it is essential to investigate the factors that cause this knowledge insufficiency since those students cannot access to foreign information or studies.

For instance, the students whose knowledge of English is insufficient cannot access to up-to-date information in English. Furthermore, they are not qualified to apply for international scholarships or immersion programs. Therefore, the present research is focused on finding those factors that influence the English language teaching-learning process and guide us to find better solutions to this problem in Ecuador, especially in the public high schools where learning English is mandatory.

The present study aims to identify students' English level and their needs in the classroom. In addition, another objective of this study is to determine the classroom conditions in which English lessons take place. Likewise, to identify the characteristics of in-service English teachers. Finally, this research seeks to determine institutional facilities and norms regarding quality education.

It is worth mentioning that, this research topic is relevant since, the factors that influence the English language teaching-learning process in Ecuadorian private high schools will be identified. Furthermore, the conception that factors concerning students,

teachers, classrooms and educational institutions are absolutely important aspects that affect the English teaching-learning process in our country will be analyzed.

In this respect, some other important studies have been conducted on this topic. Among them, the study conducted by Khamkhien (2010), whose purposes were to determine three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies, and to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students.

Hence, regarding gender, the results found through this study revealed that males reported higher use of cognitive category than females. However, there was no statistically significant difference in all of the six categories of language learning strategies used by Vietnamese male and female students. Regarding motivation, which is the most strongly among all the factors, the results delineated that motivation affected the learner's strategies choices. Finally, concerning experiences in studying English, it was found that for Thai students, it is plausible that the students with additional experience group used language learning strategies in each category more than the students without additional experience. Nevertheless, for Vietnamese students, the fact that the student group without additional experience employed the six categories of language learning strategies more than Thai students with additional experience is intriguing.

The limitations of this study were that, the findings of the research remain inconclusive and call for subsequent studies analyzing a larger group of participants because of the limited number of the students. Furthermore, it is possible that learning

strategies identified might be influenced by other variables e.g. nationality, age, field of study, etc.

Another study conducted by Nel and Mulles (2010), was aimed to discover the impact of teachers' limited English proficiency on English second language learners in South African schools. The results of this study indicated that teachers made basic errors such as grammatical errors, incorrect use of tenses, concord and spelling errors. This was generally applicable to all the teachers.

Additionally, a study done by Brok, Levy, Brekelmans, and Wubbels (2005), had the purpose of analyzing the Effect of Teacher Interpersonal Behaviour on Students' Subject-Specific Motivation. The results of this study are reported separately for pleasure, relevance and confidence. Regarding pleasure, most of the variance in pleasure is located at the student level, while only about 10 percent is located at the teacher level. Concerning relevance, about 90 percent of the variance in relevance (for EFL) is located at the student level. Only a very small percentage of the variance is located at the teacher level, less than one percent. Finally, in respect to confidence, teacher Proximity still significantly affects confidence: the more cooperative teachers are perceived, the more confident their students are.

The limitation found in this study was that interpersonal behavior was the only teaching variable included in the models, its effects may have been overestimated in the results.

Concerning the present study, it is worth mentioning that it will offer a valuable contribution to students, teachers, educational institutions and authorities since it will awake the interest in identifying the factors that affect the English teaching-learning

process having as a result intervention plans from the educational authorities of each educational institution and the government in order to address students' needs, teachers training, institutions equipment and policies development that will change our reality. Besides, this study may provide the basis for future research.

The only limitation found during this study was the lack of time to perform the observations adequately. In other words, the class periods were too short; consequently, teachers did not have enough time to demonstrate the use of the didactic materials as well as their teaching methods in class. Finally, a suggestion to improve this research would be to select a larger sample to obtain more generalized results.

METHOD

The present research was aimed to analyze the factors that influence the English language teaching-learning process; for that reason, several theories as well as settings on this issue were deeply investigated.

Setting and Participants

For this study there were visited a total of six private high schools. Five of them are from Cuenca city and the other one belongs to Loja city, all the institutions are located in the urban area.

Moreover, the sample population was composed of English teachers and students.

Regarding teachers, a total of fifteen educators were required, three of them per institution, who were randomly selected by the respective principal from each one of the private High schools. Most of the teachers were native Spanish speakers, except one male teacher who was born in Canada. During the observed classes, teachers showed a high level of interest, preparation, knowledge, and commitment to the students.

With respect to students, they were boys and girls from 8th year of basic education to 3rd year of senior high school who develop their studies during the morning. The ages of these students ranged between 12 and 18 approximately, and are considered to have a medium to high socioeconomic class. A deep description of the mentioned groups of students will be provided.

In the first private High school, I could observe a number of 123 students. In the second private High school there were observed 72 students. Moreover, in the third private High school the sample consisted of 116 students. In the fourth private High school the number of students was 38. On the other hand, in the fifth private

high school there was observed only one class composed by 14 students. And finally, in the sixth private High school the participating students were 52. According to the amounts mentioned above the total number of the students adds up to 415 students.

Regarding language proficiency, it could be noticed that most of students have an intermediate English level; so that, the lessons taught by the teachers can be understood without difficulties. Likewise, at a general level I could perceive that the observed students showed neither interest in the English subject nor respect towards the teachers; as a result, students did not take advantage of the new knowledge.

Procedures

In order to obtain the accurate data for this project, a bibliographical research and a field research were conducted. The bibliographical research provided the scientific data about students' English level and needs in a classroom; likewise, what the appropriate classroom conditions to teach English as a foreign language are, as well as the different techniques and methods teachers apply for a successful class and; finally, how educational institutions support the quality of English teaching. On the other hand, regarding the field research, direct observation was mainly used and in this way, noticing how the different teachers conducted their corresponding classes in real situations according to their knowledge and varied settings. Consequently, a thoroughly description of this research process will be exposed below.

To start the development of this investigation it was mandatory to work in a bibliographic research in order to give the scientific basis to this project. For that reason, with the help of different methods and techniques used for a successful investigation a variety of sources such as: books and peer reviewed articles found in

the web and libraries were deeply analyzed. After that, taking into consideration the collected data, it was possible to write the Literature Review.

The literature review included relevant data about the different factors that influence the teaching-learning process, taking into consideration aspects such as; the approaches and methods used by teachers, managing learning, class size, classroom space and setting arrangement, students motivation, classroom observation among others, as well as different previous studies from other countries. All this information was carefully summarized, paraphrased and finally, documented in the references section.

Subsequently, the field research was conducted, for doing this the design utilized was the Quantitative method.

The procedure of direct observation and data collection starts with the respective permission from the authorities of six different private High schools. Regarding this, the on-site classroom observations took place in consecutive three days with also three different teachers, once a week per each private High school. In consequence, a total number of fifteen class observations were performed.

In order to collect the requested information, instruments such as: observation sheets, teacher's questionnaires, teacher's interview and student's questionnaires, as well as note taking, were applied.

The observation sheets were used to determine the real environment of teachers and students is in each class also, teacher's English proficiency, student's needs and classroom conditions. The teacher's questionnaires were used to collect information from teachers, taking into consideration their opinions. Regarding teachers interviews, it was useful to determine teacher's communicative capabilities. On the other hand, I used the student's questionnaire; through this, students shared

their opinions about the work and methods performed by their respective teachers when teaching English.

After obtaining the results the next step was the tabulation. In this part, the twenty questions from the teacher's questionnaire were considered. After that, for a best comprehension, each question was illustrated through graphics and then thoroughly described, analyzed and interpreted. It is important to denote that, for the analysis section the different reasons provided by teachers and students as well as the researchers' point of view were taken into account.

Finally, once concluded the entire process of this research project, some interesting information regarding specific factors that influence the English language teaching-learning process in Ecuadorian private High schools was found. These aspects were included in the Conclusions section.

DISCUSSION

Literature Review

It has been widely recognized today's role of English as the world-widespread language; consequently, the English Language education in public and private institutions have become an essential issue in many nonnative speaking countries. In Ecuador for example, one of the most important Government goals is to develop people who reflects English academic capabilities. For that reason, on 2011 Education Ministry applied diagnostic tests around the country in order to know what the English proficiency of students is; thus, SENESCYT (2012, p. 2) found out "a rating between 13.06 and 13.19 [...] with a general average of 13.13 over 20 points concerning the English language knowledge." Definitely, the grades obtained by the students revealed the lack of knowledge at a national level. Due to this fact, the next section will deal with topics and studies that describe the factors that influence the English language teaching-learning process. This analysis will help us to acquire high standards of English education.

Teaching Approaches and Methods

The ways in which English language can be taught vary in a great deal from each other, some of the approaches focus on communication, and others on grammar teaching. During the next few pages the analysis of some of the main methodologies used in this field will be discussed taking into account different settings as well as different levels of language proficiency.

The Natural Approach

Richards and Rodgers (2001) argue that the natural approach is characterized by the acquisition of a new language in non-formal contexts. The production of communication takes place without too much practice. Furthermore, according to

this approach the kind of exercises that should be applied to learners involve: miming, dialogues: including questions and answers, and also group work activities. Similarly, Brown (2000) claims that the best way to learn a new language is creating an environment without any pressure.

It is said that the development of this approach seems to be simple; however, the truth is that learners who adopt this approach, also have to pass through what Krashen and Terrel defined as three stages: (a) The preproduction stage: characterized by the adoption of listening abilities. (b) The early production stage: in which students start answering short questions and use simple words and, finally; (c) The last stage include the immersion of students in activities where they can share their speech capabilities.

In short, the freedom of students to feel self-confident is an essential factor in the natural approach. Of course, teachers also have their own roles; Richards and Rodgers (2001, p. 187) states, “The Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, [...] and providing subject matter of high interest to students.”

Total Physical Response

Concerning this topic, Richards and Rodgers (2001, p. 73) claim, “Total Physical Response is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity”. Certainly, teacher provides a set of commands and students listen carefully obtaining as a result physical responses. According to Brown (2000) these commands are the easiest way to maintain interactive classes. Nevertheless, TPR also share some drawbacks. It seems to be most efficient at early levels of language, the reason is that

in advanced stages, students had acquire enough knowledge of the language; so that, gestures, moving, looking, or grabbing is not enough.

In other words, this approach involves a step by step process recommended for beginners. As the class progresses teacher will make changes according to the learner's language proficiency and development.

Communicative Language Teaching

Communicative Language Teaching deals with the use of real communication tasks, applying fluently speaking. Referring to this topic, Brown (2000) argues that the main objective of this approach is to improve communicative abilities. Here the teacher's role is strictly as a guide, not as an expert of the subject. Regarding the same approach Richards and Rodgers (2001) add that the development of CLT also depends on the applications of three central phases which include the following: to create a program closely related with development of communicative skills also, to identify students' needs and finally, to select the most appropriate classroom activities.

Hence, Communicative Language Teaching plays an important role on student's proficiency knowledge, its fluency, and skills. For that reason, Brown (2000, p. 45) claims that "Language learning is learning to communicate."

Content-Based Instruction

According to Striker and Lou Leaver (1997, p, 5) "CBI implies the total integration of language learning and content learning". More specifically Richards and Rodgers (2001) claim that this approach, deals with the ability to learn a new language through the content already exposed by the teacher, taking into account the students expectations. For instance, it can be employ reading resources in order to

students, identify facts and opinions, answer surveys, and be capable of understand the information and if it is necessary develop a summary.

On the other hand, CBI cannot work effectively in all cases. Striker and Lou Leaver (1997) state that when students start to develop their new language in everyday situations, some of them may feel upset because of the results are not favorable. It evidences the importance of teacher's role in order to motivate and guide the student towards excellence.

Task-Based Language Teaching

Richards and Rodgers (2001) argue that "Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching." Tasks allow learners to practice what they have learned on theory through specific activities. These kinds of tasks include: listing, ordering and sorting, comparing, problem solving, sharing personal experiences and, creative tasks.

In addition, the correct way to apply different tasks in the classroom is by making them simple. It is what Brown (2000, p. 50) states "Task Based Language Teaching [...] forces you to carefully consider all the techniques that you use in the classroom."

In short, the use of tasks is a matter that can never be missed in any second language class. The correct application of this method promotes students 'confidence about their abilities; in consequence, the teacher will get more interactive and motivated students.

The Grammar Translation Method:

Richards and Rodgers (2001) argue that one of the oldest ways of learning a new language is by translating it. The Grammar Translation Method involves taking

a word or groups of words and after that converting them on its mother language.

Moreover, another characteristic of this method is to strictly maintain its focuses on reading and writing rather than listening or speaking.

On the contrary, there are researchers who disagree with the previous assumptions. M. E. S (2004) claims that the excessive use of language translation as a source of teaching decrease the use of speech which is a key factor on communication. And also, translation does not allow students to catch by themselves what a new language means.

In other words, what seems to be easier for students is not always the best. The Grammar translation Method develop mechanic students; instead of, capable bilingual people.

Managing Learning

According to Nunan, G and Lamb (1996) the ability to apply clear instruction in second language classes, is a skill that not all teachers can develop; in fact, these instructions have to be clear, well organized and correctly formulated. Nevertheless, the use of the target language when giving instructions, do not have to be restricted in all cases. Nunan and Lamb (1996, p. 100) argue, “ In most foreign language contexts using the language first language to give brief explanation of grammar [...] as well as procedures and routines, can greatly facilitate the management of learning.”

On the other hand, the provision of time in classroom activities is also a core element in EFL classes, it allows students to become organized, and take advantage of every minute in the class. Konsa, Grainger and Bradshaw (2001) claim that time do not mean pressure, instead of that, students are facing high achievement degrees in their knowledge.

In short, both teacher's instructions and timing for activities are useful tools for a successful managing learning process. For best results, the teacher should be attentive on student's needs and capabilities.

Lesson Design

Mishra (2008, p. 6, 7) states "A lesson plan can be defined as a systematic development of instructional requirements, arrangement, conditions, and materials and activities, as well as testing and evaluation of teaching and learning." The correct planning of the class represents an everyday effort from the teacher, investing time and creativity. In addition, Kumar Singh (2008) argues that a lesson plan allows teacher to be organized and maintain a sequence of actions during the entire class, also the students' needs and differences between them are taken into account and finally, this will ensure that students stay interested during the whole class time.

Furthermore, when developing a new lesson plan a teacher has also to consider all the parts involved in a lesson. On this regard, Mishra (2008) claims that the parts of a lesson include the following aspects: the title of the lesson, the amount of time required , a list of required materials, a list of objectives, the seat or lead into the lesson, the instructional component Independent practice, the summary and finally, the evaluation.

Although, most of teachers do not develop lesson planning in their classes, they have to be conscious that it is a mandatory requirement for optimizing the use of time and resources in class. Hence, lesson planning is imperative to preserve a well-organized and successful class.

Class Size

Harmer (2007) claims that the points of view and classroom management techniques regarding class size are diverse. Managing short classes most of time

become easier; teacher starts to know what it is better for each pupil and also the participation of them increases. On the other hand, the author also refers to large classes. Most of teachers see this kind of spaces as a difficult; however, large classes also have benefits; students develop friendly relationships and, also have the opportunity to learn through whole group activities, which is not easy with short classes.

On the contrary, Baker and Westrup (2000) argue that by no reason it is possible to have a successful learning into large classes. Some of the reasons include the position of desks, students are near each other and moving becomes difficult, the presence of noise interrupt the lessons, students get distracted and finally, weaker students loose the attention of teachers.

Indeed, what is better, a small or a large class? The answer will depend on the teacher's opinion and the setting. The key factor in this topic involves the way the instructor best organizes and develops the class.

Classroom Space and Seating Arrangement

According to Ming-tak and Wai-shing (2008), the physical space of the classroom is a fully discussed theme between teachers and supervisors. Due to this fact teachers have to search on some strategies for the correct use of the space they were provided. Partin (2009), suggests that the use of group work activities as well as circular, semicircular and open-ended rectangular setting arrangements are useful. For instance: dividing the class in different groups according to the number of students and then, develop class discussions, debates, and socializing.

In addition, Ming-tak and Wai-shing (2008) argue that wall space and floor space are other relevant factors in a classroom. Wall can be used not just for ornamental purposes; instead the teacher can post some maps, schedules, writing and

visual stimuli in order to improve student's interest on the subject. On the other hand, through floor space, teacher can divide the class into centers devoted to develop skills like reading, writing, listening and speaking. These strategies would increase students attention. Certainly, is what Partin (2009, p. 2) states, "The Physical arrangement of your classroom can influence the students behavior and learning."

Classroom and/or Teaching Resources

Baker and Westrup (2000, p. 155) claim that "Resources are books, any person, animal, plant, or any object, that make teaching and learning easier, clearer and more interesting." The use of these implements, allow students to catch and understand the topic, in an interactive way. According to Haycraft (1978), the most common teaching resources include the following: the blackboard, flashcards, wall charts, slides and fill strips and, tape recorder.

Even if the tools mentioned above are extremely important when teaching a new language, they are not the only ones. Baker and Westrup (2000) suggest that simple objects and even students can be used as resources. In a class where there are students from different backgrounds it could be used as vital information when unwiring questionnaires or when developing listening and speaking activities. In case of simple objects it is even easier to get realia and manipulatives such as seeds, pennies, paper balloons etc.

Whether there are simple or complex resources, teachers should never miss to include those in any classroom. They certainly constitute a way to conduct learning in a more interesting and comprehensive way.

Classroom Observation (Institution Monitoring)

Zepeda (2009) argues that every school has to apply a program in which teachers are observed by a supervisor in order to provide a constructive feedback of

their classes or, analyze the negative aspects during the class. On the same matter, Cryl and Poster (1991) claim that having a supervisor at schools increases the quality of classes. Teachers have to prepare their lessons beforehand, and then report those to the supervisor. Successful monitoring will be ensured this way.

There are some other advantages of institution monitoring such as: the opportunity to motivate and support teachers, as well as, institutions are always informed about how everyday classes are going. Definitely, classroom observation adds up positively to teaching.

Students Motivation

Lighbown and Espada (2006, p. 64) state that “motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal.” The technique that allows students acquire these features through the development of Co-operative language activities in which strong and weaker students have opportunity to work as a group.

Similarly, Brown (2000) states that motivation is an important issue with respect to students success. In order to accomplish these objectives, two types of motivation have been identified. On the one hand, Intrinsic Motivation in which the force for performing an action emerges by the students themselves. And on the other hand, Extrinsic Motivation which deals with the fact that students are induced to accomplish their obligations, through external factors.

In short, the teacher indeed performs a key role when motivating students but as Lighbown and Espada (2006, p. 64) state “If classrooms are places that students enjoy coming [...] the atmosphere is supportive.”

Learning Styles

Regarding this topic, Lightbown and Spada (2006, p. 59) states that, “The term ‘learning style’ has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing and retaining new information and skills.”

That means that, everybody as individuals have certain preferences, abilities and likes when learning a new language. According to their aptitudes learners are divided into three groups: visual learners, aural learners and kinaesthetic learners.

However, Putintseva (2006) suggests that taking into account learner’s personality and social interaction, the kinds of learning styles can be even more. For instance: according to personality patterns proposed by David Keyser learners can be divided into: artisans (free; spontaneous); guardians (sensible); idealists (imaginative); and rationales (competent).

In other words, the importance of the identification of learning styles cannot be hidden. In fact, teachers have to “consider not only one but varieties of approaches to learning styles and select the most appropriate from both objective and personal perspectives.” Putintseva (2006)

Language Aptitude

According to Candlin and Mercer (2001), “Learning quickly is the distinguish feature of aptitude.” Aptitude implies some characteristics from students which include; memorization, the easily understanding of grammatical structures, and the retention of new items.

In addition, Lightbown and Espada (2006) claim that while some students learn rapidly, it is clearly that for others this process takes much time and effort. For that reason it is important to diagnose the standards of language aptitude by some

tests. The results will share what the individual strengths are; for example: that the student could be excellent at memorizing but weak when analyzing.

Indeed, at this level, teachers should closely learn about his/her students personal needs and capabilities, in order to choose the most appropriate activities and succeed when participating in instructional programs.

The topics mentioned above gave us an overall view about the factors that are involved when teaching and learning a second language; its characteristics, and academic application. However, it is also important to analyze how theory moves into practice. The next section deals with the examination of some previous studies related to the factors that influence the English language teaching-learning process.

Khamkhien (2010), conducted a study to determine how gender, motivation and experience in studying English affect the choices of language learning strategies; and also to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students.

The methodology for this research involved participants from two different universities, 200 copies of questionnaires were distributed to first and second-year students of each university. The Thai participants were 84 and, The Vietnamese participants were 52 undergraduate students.

The conclusions for this research were that motivation in studying English could lead some benefits to learning the language. Moreover it was found that when compared to the Vietnamese students without additional experience, the Thai students without further experience use the six categories of language learning strategies less than Vietnamese counterparts.

Nel and Mulles (2010), conducted a study whose purpose was to know how and to what extent does the English language proficiency of teacher training students

enrolled for an Advanced Certificate in Education: Inclusive Education at Unisa affects the ESL learners whom they are tutoring, or intend to tutor, on completion of the course.

The methodology for this research involved the collection of both qualitative and quantitative data resulting in a mixed model research design. The qualitative component: The sample comprised the portfolios of 17 teachers enrolled for the ACE: Inclusive Education course in 2008 at Unisa. Seventeen teachers' portfolios were randomly selected from the first 100 portfolios received from the ACE: The researcher examined the contents of the portfolios to identify the teachers' written errors as well as the learners' written errors. These errors were compared and analyzed to determine to what extent the teachers' language transference influenced their learners' written language.

Quantitative component: The questionnaire consisted of five sections, including: Section 1 about the school environment (11 questions); Section 2 regarding resources at the school (10 questions). Section 3 about the languages used at the school by both the learners and the teaching staff (9 multiple choice questions); Section 4 about the student teacher's work environment at school (4 sections of questionnaire items); and Section 5 probed information on the ESL learners in the student teachers' classes (4 closed and 5 open-ended questions).

The conclusions for this research were that student teachers' perceptions of their English proficiency, as expressed in the quantitative component of the study, should be revisited. Also, the majority of the student-teachers indicated that they were proficient in English, had adequate knowledge of ESL issues and that they did not require ESL teacher training.

Tanver, Shabbir, Ammar, Dolla and Aslam (2012), conducted a study whose purposes were to explore various issues of motivation for the students with respect to teachers' behavior and teaching style in business student scenario and to identify some strategies used by the teacher in order to achieve the higher level of motivation among the students.

The methodology for this research required that initially data be collected using survey method, later focus group interview was also conducted in order to get deeper insight on motivational issues for students regarding teachers' behavior and teaching pattern.

The conclusions for this research were that the behavior of teachers is recognized to be a pivotal factor that can cause either positive or negative change in students' learning motivation. Also that, adopting different techniques e.g. formal lesson planning, lesson elaboration, students' counseling, de-emphasizing grades, etc. can increase their motivation level.

Elbitar and Umunadi (2011), conducted a study whose purposes were to know what students' perceptions are on the learning style that can enhance the students' performance in Nigeria. And what the students' perceptions are on the learning style that can enhance the students' performance in Egypt.

The methodology for this research involved inventory of learning style. The inventory was designed using a four – point rating scale. Two 27-item inventories were designed to elicit information using the inventory in Delta State University, Abraka, Nigeria and Beni- Suef University, Egypt, college of industrial education respectively. Finally, all the data collected at the end of the analysis were analyzed using t-test with SPSS package.

The conclusions for this research were that the students attested that different learning styles can be used to achieve learning in schools. And also, that the most suitable learning styles enable them to achieve their academic needs in the classroom.

Brok, Brekelmans, and Wubbels (2005), conducted a study whose purposes were to know how much variance in (EFL) students' subject specific motivation can be explained by teacher interpersonal behavior, taking into account student, teacher, and class characteristics as well as prior achievement and motivation. And also, what are the magnitude and direction of effects of teacher Influence and Proximity on students' subject-specific motivation.

The methodology for this research involved an exploratory factor analysis on the class level sector scores. Second, we conducted a multilevel confirmatory factor analysis using Mplus. Also, for school type, two dummy variables were created—one contrasted the intermediate and general education track (called HAVO) with lower general education (called MAVO or VMBO), and another compared the pre-university education track (called VWO) with lower general education.

The conclusions for this research can have implications for both every day teaching as well as for educational research. For teachers, it is important to achieve a safe environment. Also, teachers have to show strong and positive associations between cognitive outcomes and student motivation outcomes. And finally, teacher knowledge of students' perceptions may help teachers in gauging the effect of their behaviors.

Description, Analysis, and Interpretation of Results

The present section contains relevant data regarding the factors that influence the English language teaching-learning process in the fifteen observed classes (from 8th year of basic education to 3rd year of senior high school) in five private High Schools. The four factors considered for the development of this research were: factors concerning teachers, factors concerning students, factors concerning classrooms and, factors concerning educational institutions.

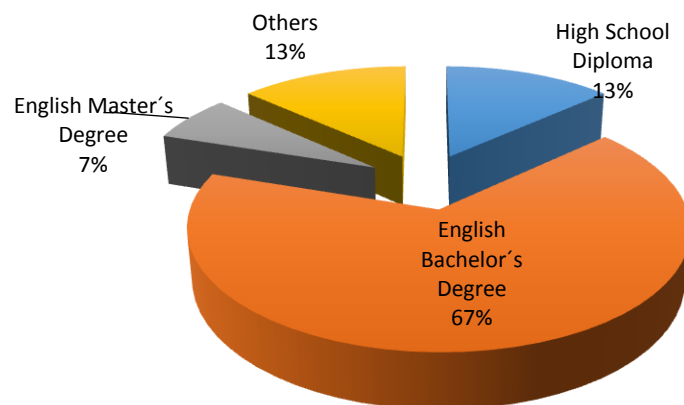
In consequence, a quantitative analysis will be done in which the results from the questionnaires applied to teachers were previously tabulated. Afterwards, the same information will be exposed through graphics and finally, it will be thoroughly described, analyzed and interpreted.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools

According to Graph 1, which represents the level of education that the observed teachers have, the results are detailed as follows: a total of 15 English teachers were observed. Ten of them, which represents a percentage of 67%, have obtained the English Bachelor's Degree; two of the educators, with a percentage of 13%, have a High School diploma; on the other hand, also there were found two more teachers with other degrees, (Biology and Pedagogy respectively) which corresponds to the other 13%; and finally, one teacher, which represents a percentage of 7% is the only one who has a Master's Degree in English.

According to the data exposed above, it is evident that most of teachers have studied English as a major and are capable to teach the language to non-English speaking students. It is during the study years these people prepare themselves in aspects such as: reading, writing, listening and speaking skills, as well as, the use of different teaching techniques, and how to use supporting material to make the class interesting and enjoyable. When they were interviewed, demonstrated a good level of understanding and their answers were well-structured. However, in most complex questions they got confused, which means that they should improve their knowledge.

On the other hand, there were two teachers who had a High School Diploma. It means that they did not have a higher English degree. However, they were able to manage the language due to the fact that they both were born in foreign countries: Canada and US respectively where English is the official language. The drawback in these cases is that teachers did not apply the correct methods for making English subject understandable to students.

Another group was composed of teachers who correspond to the category "Others", according to the graph showed above. This category deals with teachers whose major degrees are not related to the English language. In fact, they wrote the

names of their majors in the applied questionnaire, namely Psychology and Biology. This aspect constitutes a notable factor that explains the low level of English proficiency that these teachers showed. Through the interview, the teachers released that they had taken Basic English lessons.

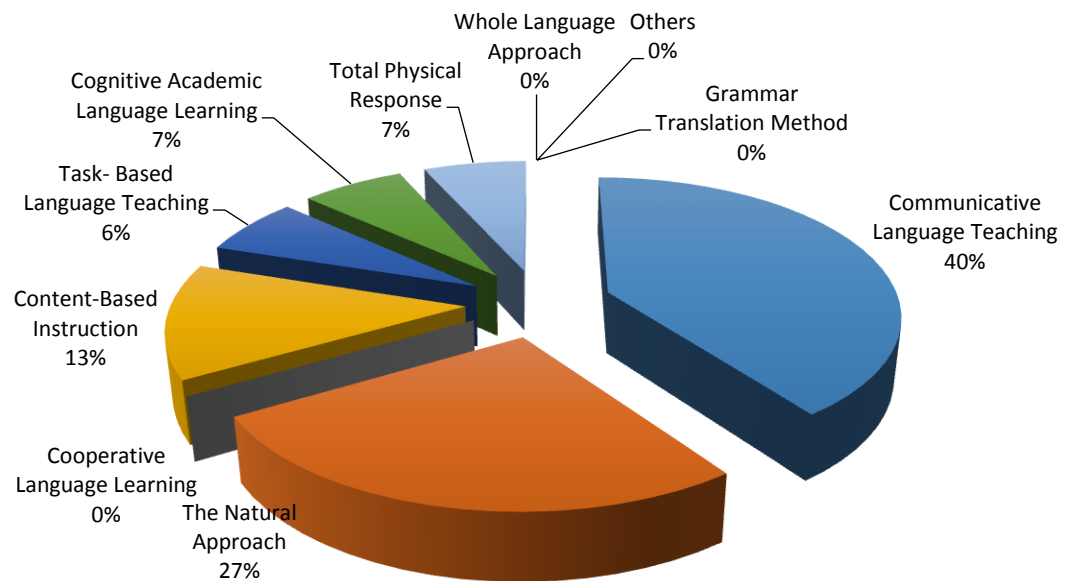
Nevertheless, they exposed that they are seriously interested in majoring in English since they consider that this language can be thought in a better way only if it is learned as a major. They recognized the need for a more formal instruction from an upper level educational institution as a college or university where the teaching methodology and techniques are learned in a better way.

Finally, it was found only one teacher, who had the English Master's Degree, was able to conduct the class in a great way. In fact, the teacher had an excellent management of the class through the employment of a variety of supplementary materials which were used appropriately; she showed an excellent English language proficiency which was noticeable through the interview in that she obtained the level C2, that is to say, the maximum proficiency level. The fact that this teacher had a good high level of education influenced the good learning of the students since they paid attention and showed interest towards the class. Furthermore, she was able to keep a good environment and discipline in the classroom.

In conclusion, it was found that the level of education that teachers have is an essential factor that definitely influences the English teaching-learning process. It was observed that in the classes where the teachers had higher language proficiency, the students could learn in a better way, whereas, where the teachers had lower language proficiency, the contrary occurred.

Which of the following methods were used in the observed classes?

Graph 2



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph 2 represents the methods used by teachers in the observed classes, giving a total of 9 methods. Regarding the methods that teachers indicated they apply, the results are detailed as follows: 40%, which represents 6 teachers, said that they use the Communicative Language Teaching method, 27%, which represents 4 teachers, indicated that the use the Natural Approach method; additionally, 13%, which represents 2 teachers indicated that they apply the Content – Based Instruction method. Another group which is 7%, represented by 1 teacher, indicated the Cognitive Academic Language Learning as his applied method. In the same way, 7%, also represented by 1 teacher mentioned the use of the Total Physical Response method. Moreover, 6% of the teachers which represents 1 teacher indicated the use of the Task Based Language Teaching method. Nonetheless, 0%, that is to say, no teacher indicated the use of the Cooperative Language Learning, the Whole Language Approach and the Grammar Translation Method as methods used in their

classes. Likewise, no teacher indicated the use of a different method in the option “Others”, giving also a total of 0% in this part.

Although the percentages given above show the teachers’ answers in relation to the methods that they considered were used in the observed classes, however, it could be observed that this information was not accurate. According to the observation, it was noticeable that some teachers did not have the clear idea about the concept of each method, since they applied a different one in their classes to the one pointed out in the questionnaire.

Regarding the Communicative Language Teaching Method, Brown (2000) argues that the main objective of this approach is to improve communicative abilities. Here, the teacher’s role is strictly as a guide, not as an expert of the subject. In this case, just 3 of the 6 teachers that mentioned the use of this method really applied communicative abilities with their students. Certainly, these teachers performed the role as guides letting the students have a participative attitude during the class. Consequently, the students expressed that they are comfortable with the way of teaching of their tutors. Hence, the effectiveness of the use of this method was evident.

On the other hand, the rest of teachers who declared to use the Communicative Language Teaching Method did not do it. On the contrary, they acted as experts of the subject, not as guides. As a matter of fact, the students had a passive role during the class since the teachers spoke the whole time giving an exhaustive explanation on the topic and in this way making the students to become just listeners and not participants. Thus, the principle of Brown (2000, p. 45) who claims that “Language learning is learning to communicate” was not accomplished.

In this case, according to the observations performed, the 3 teachers that affirmed they used the Communicative Language Teaching Method were actually using the Grammar Translation Method and Content Based Instruction method. Although the teachers used a different method from the one they pointed out in the questionnaires, the students expressed they liked the way of teaching of their tutors. In fact, the students expressed that the class was understandable and effective.

Likewise, a different method called The Natural Approach was selected as employed during the observed classes. This method is based on the use of miming, dialogues: including questions and answers, and also group work activities according to Richards and Rodgers (2001). However, it was visible that only 2 of the 4 teachers that signaled the use of this method employed it appropriately.

On the contrary, it was observed that the 2 other teachers applied a different method which constituted the Task Based Language Teaching Method. Indeed, the students were asked to develop tasks that allowed them to practice what they have learned in theory through specific activities. These kinds of tasks included: listing, ordering and sorting, comparing, sharing personal experiences and creative tasks. In fact, these types of activities are the basis of the Task Based Language Teaching Method according to Richards and Rodgers (2001).

Therefore, the students from the classes where the Natural Approach was applied, demonstrated a more positive attitude towards the class since this approach is characterized by the acquisition of a new language in non-formal contexts. In this way, it was proved what Brown (2000) claims about the Natural Approach in that it is the best way to learn a new language because of the creation of an environment without any pressure.

Dealing with the Content Based Instruction method, it was noticed that the 2 teachers that pointed out the use of this method, certainly used it in a correct and appropriate way. Indeed, according to Richards and Rodgers (2001), within this method, it is imperative the employment of reading resources in order for students to identify facts and opinions based on the content already exposed by the teacher, taking into account the students' expectations. These aspects were certainly observed during the classes.

Regarding the students in which the Content Based Instruction method was applied, they expressed through the surveys their agreement towards the method applied by their teachers.

With respect to, the only teacher that affirmed using the Cognitive Academic Language Learning method, it could be observed that it was not true. According to Chamot and O'Malley (1996) the Cognitive Academic Language Learning method "combines English language development with content based ESL and with instruction in special learner strategies that will help students understand and remember important concepts [...]" Moreover, the main objective of this method is to make students learn new vocabulary, structures and functions by understanding concepts first, and then transfer the theory into tasks. In this class, the development of the Cognitive Academic Language Learning method was not observed.

Actually, the method which the teacher utilized was related to the Grammar Translation Method, since the teacher tended to convert the foreign language to its mother language and focused more in reading and writing than in listening and speaking, and it is precisely the main basis of the Grammar Translation Method, according to Richards and Rodgers (2001). On their part, the students expressed their agreement towards the method used by the teacher.

In the same way, it was only one teacher that affirmed to use the Total Physical Response method and again it could be observed that it was untrue. According to Richards and Rodgers (2001, p. 73), the Total Physical Response deals with providing a set of commands that students listen carefully obtaining as a result physical responses. This is a language teaching method built around the coordination of speech and action. In this case, these aspects were not observed.

On the contrary, it was noticed the use of Task Based Language Teaching method because the class was based on the assignment of tasks by the teacher, that is to say, the students were forced to apply more technical methods in the development of the class activities, which agrees with the concept of Brown (2000, p. 50) who states “Task Based Language Teaching [...] forces you to carefully consider all the techniques that you use in the classroom.”

It was noticeable that despite the fact that the Task Based Language Teaching method promotes students’ confidence in their abilities, this was not the case of the students whose teacher applied this method, because in the questionnaire they expressed their disagreement on the way of teaching of their tutor. In this respect, students affirm that the teacher starts the class directly developing the exercises from the book without a previous explanation of the topic. In consequence, the students did not consider that the classes are interactive and motivating.

Likewise, there was one teacher that indicated the use of the Task Based Language Teaching method in her class. In this case, the observed class corroborated that answer. Certainly, the teacher used this method.

According to Richards and Rodgers (2001) “Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching.” This principle was applied in an effective way

by the teacher since she assigned specific tasks closely related to the topic being studied and the students indeed were able to perform those activities. For that reason, the students manifested they liked the method used by the teacher, in this case, the Task Based Language Teaching method.

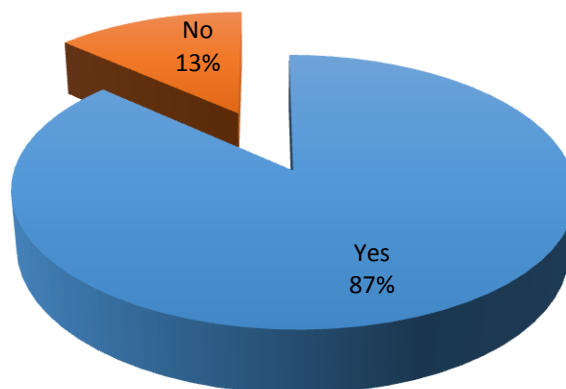
Otherwise, the methods Cooperative Language Learning, the Whole Language Approach as well as the category “Others” were not mentioned by the teachers and nor observed in the given classes.

Although the Grammar Translation Method was not pointed out in the questionnaire as used in the classes by the teachers, however, according to the observation, it was clearly determined that this method was used indeed. In fact, this method was used by 7 of the 15 teachers which represent approximately the 47% of the total of the teachers observed.

Even though this method is considered as good to some extent, it was possible to visualize that its use was not appropriate the whole time because the students get accustomed to translation and do not learn to think and communicate using the foreign language in a natural way. Thus, M. E. S (2004) claims that the excessive use of language translation as a source of teaching decrease the use of speech which is a key factor on communication. And also, translation does not allow students to catch the importance of learning all the skills included in a new language namely, reading and writing, listening and speaking, and grammar.

Do teachers use whole group activities to teach their lessons?

Graph 3



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 3 showed above represents whether teachers use whole group activities or not in their lessons. For this purpose, a questionnaire was applied to fifteen teachers who were also observed.

Regarding this question, 87%, which corresponds to 13 teachers, answered that they certainly use whole group activities during their classes, whereas 13%, which corresponds to 2 teachers, answered that they do not use this kind of activities.

As we can see, a considerable percentage of teachers signaled the use of the whole group activities during their lessons. In fact, they exposed that this type of activities are useful for a successful class, for a better English communication and, it helps to achieve enjoyable activities with the students. In addition, teachers consider that through whole group activities the students have opportunities to share experiences and they can improve their communicative skills in a great way.

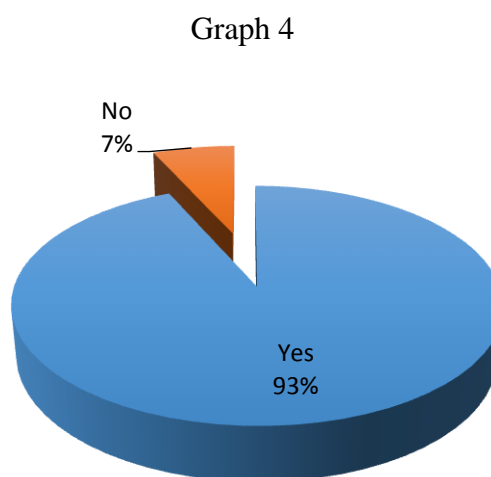
Likewise, there was a smaller group of teachers who exposed that they do not use whole group activities during their classes. Of course, they gave some reasons

that explained their point of view. These teachers explained that students need to work alone, especially when they work on their personal information; such as, the student's name, address, age, likes, as well as, personal aspirations, views and opinions. Moreover, they stated that it is hard to keep the discipline and attention of the students if the class is too large and whole group activities are applied.

Definitely, the teachers used the whole group activities in their classes. In fact, according to the observations, there were 14 of the 15 teachers which used this kind of activities, having only 1 teacher who did not apply them.

In the same way, the great majority of students could express their perception towards the effectiveness of the variety of activities given by the teacher to be worked as a whole class. In fact, they expressed that these kinds of activities helped them to be more communicative with each other and to have a more dynamic class.

Do teachers use individual activities to teach their lessons?



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 4 illustrates the results obtained during the class observation about whether teachers use individual activities or not in their respective classes. The accurate percentages are detailed as follows: 93%, which corresponds to 14 teachers,

affirm that they develop a variety of these activities, while 7%, which corresponds to 1 teacher, determined that he does not use individual activities during their classes.

According to the data exposed above, it is visible that almost all the teachers declared the usage of individual activities. From their personal experience, they are conscious that not all students acquire the new language in the same way as others do; for that reason, when developing individual exercises, teachers can detect students learning difficulties; as well as, to determine student's English level and English speaking capabilities.

In the same way, throughout the field research there was found only one teacher who declared that he does not use individual activities. The person mentioned before supported his answer by stating that, according to his point of view, the use of individual activities are the most common ones used in class; however, not the most effective. The students become less participative; they also demonstrate shyness when expressing their ideas in public, and if it is not the case, other students start developing activities from other subjects instead of focusing on English.

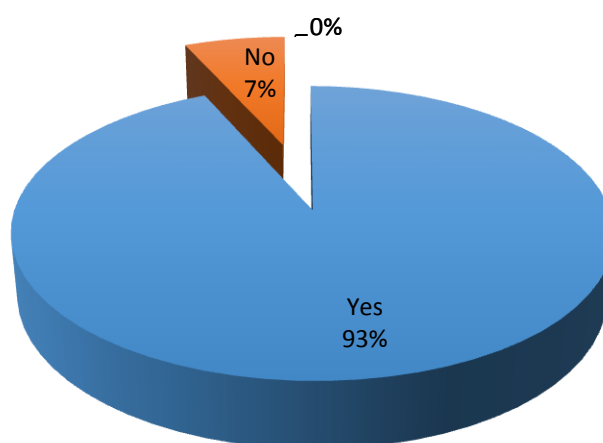
On the other hand, the results from the observation sheet will be analyzed. To this end, the results from the teacher's questionnaire (Graph 4) and the results from the observation sheet will be compared. The information provided by the teachers through the teacher's questionnaire showed that 14 teachers applied individual activities in their classes and 1 teacher did not use this type of activities. However, through the direct observation, which was registered in the observation sheet, it was found that only 8 teachers used individual activities; whereas, 7 teachers did not use this type of activities. As a result, this means that the information delivered by the teachers was not accurate and truthful.

Finally, the opinion from the students regarding the use of individual activities also was taken into consideration. Most of them could manifest their feelings of unconformity with the application of this kind of activities; mainly the ones whose English proficiency is low.

They also express that, when teachers assign a specific task that should be developed by themselves they get confused and do not feel comfortable to ask for explanation in front of the whole class, so that, they keep their doubts and their learning decreases.

Do teachers use group work activities to teach their lessons?

Graph 5



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

The graph above shows whether teachers use group work activities or not in their lessons. With respect to this question, from the total number of 15 teachers taken into consideration for this research, 14 teachers, which corresponds to 93%, certainly used group work activities during the different classes they conducted;

whereas, only 1 teacher, which corresponds to 7%, answered that they do not apply this kind of activities.

First of all, the results from the teacher's questionnaire will be examined. It is evident that a greatest group of the English teachers are conscious that one of the mostly used activities are the group work ones, they mentioned the importance of organizing students according to the people who attend to the class in order to work together .

These teachers explained that some of the advantages of performing this kind of activities; for instance, the students can express their own ideas, knowledge, and reinforce their communicative skills without being afraid. Another important benefit is that the students who have a high standard of English knowledge can become an effective support to the ones who need more explanation of the topics. This way, the entire class takes advantage of the lesson.

In the same way, there was found 1 teacher who mentioned that he does not use group work activities in his classes because, he considers that it is an easy way to get students distracted, to increase indiscipline and to lose class time. Another aspect that the teacher mentioned was that according to his point of view student's activities must be guided throughout the class.

Another important aspect to be considered are the results found in the observation sheet. To this end, the results from the teacher's questionnaire (Graph 5) and the results from the observation sheet will be compared. The information provided by the teachers through the teacher's questionnaire showed that 14 teachers applied group work activities in their classes and 1 teacher did not use this type of activities. However, the outcomes found as a result of the classroom observations, showed that, 5 teachers certainly used group work activities during their classes.

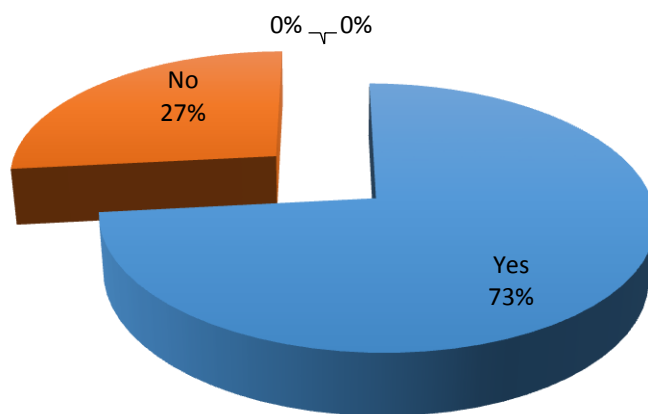
On the contrary, 10 teachers did not apply this kind of activities. Hence, this means that the information provided by the teachers does not match with the information from the observation sheet.

In the same way, students express their affinity with the performance of different tasks given by teacher to be developed as a group. In fact, they mentioned that these kinds of activities helped them to increase interaction among students as well as practice English listening and speaking abilities.

Consequently, the use of group work activities has a great deal of importance when teaching a second or foreign language. Certainly, it constitutes one of the factors that influence the students learning and help to maintain interactive and successful classes.

Do teachers use English most of time in their classes?

Graph 6



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

In Graph N° 6, it is shown whether teachers use English language most of time in their classes, or not. The description of the results is detailed as follows: 73%,

which corresponds to 11 teachers from the sample declared that, they in fact, are actually using English in all the aspects that a good class involves. Nevertheless, another small group of teachers, which corresponds to 27%, admitted that they do not employ English language during the whole class.

According to the percentages described above, it is visible that nearly the three quarters from the observed teachers answered that they use English most of time in their classes. All of them agree that the correct way to learn a second language is through the total application of it, from the beginning to the end of the class. For instance, the topic being studied, the variety of instructions for developing different tasks inside the classroom, as well as dialogues or non-formal conversations that always take place between teachers and students and even among students themselves; in all of the motioned circumstances, English should be primarily used.

Moreover, teachers also took into consideration the amounts of benefits that come from the use of English in class. According to their experience, they noticed that students become self- confident, their language proficiency increases considerably; so that, students are capable to communicate with other people and; finally, they are prepared to succeed in any situation, or place where English will be a mandatory requirement.

In addition, another group of teachers manifested that they do not use English at all. According to this remaining percentage of teachers, the usage of English all the time confuses and distracts. For that reason, they applied in a great way the Grammar translation method, in order to help students to understand the language in an easy way. Nevertheless, it is not always the best way of teaching English, M.E.S (2004) claims that the excessive use of language translation as a source of teaching decreases the use of speech, which is a key factor on communication.

On the contrary, regarding the results obtained through the other questionnaires, there was observed that 9 teachers, which corresponds to 60%, definitely used English most of time in their classes, in fact, 8 of the 9 teachers being considered used the second language in a percentage of 100%, which means that the entire lesson, explanations and instructions were taught explicitly in English. The other teachers applied English in a percentage of 75% which also is considered a high standard of the language usage.

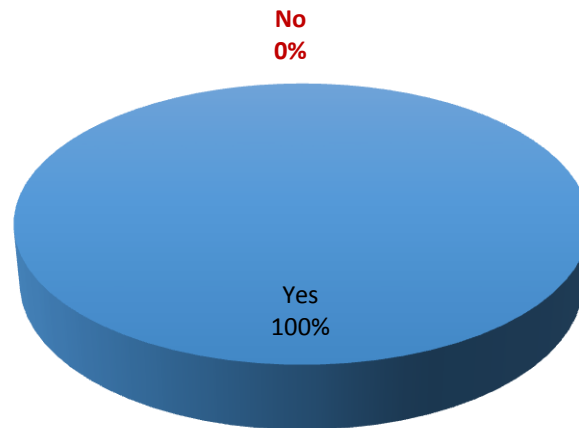
On the other hand, regarding the teachers who did not take advantage of the language as they were expected to do, a percentage of 40%, which corresponds to 6 teachers, was also found. This means that, there is interference from Spanish during their classes; as a result, students are not interested in learning the new language completely.

Finally, the great majority of students could express their perception towards the effectiveness of using English most of time by their respective teachers. In fact, they manifested that while English is mostly used in class, they are forced to improve their own knowledge and feel encouraged to succeed.

In conclusion, the frequency of use of English by teachers in their classes, is an important factor in the students' learning process, In fact, the use of English during the classes provides authentic learning situations; furthermore, students gain confidence and motivation through successful communication and, it also encourages pair and group work activities, as it was observed in the classes where teachers used English most of time. Therefore, teachers have the responsibility to apply the foreign language as much as possible.

Do teachers plan their lessons?

Graph 7



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 7 represents teachers lesson planning. Regarding this questions, the results are detailed as follows: 15 teachers, which correspond to a percentage of 100% declared that, they plan every one of their lessons. On the contrary, there was found that 0 teachers, which correspond to 0%, affirm they do not plan their lessons.

Regarding to lesson planning or lesson design, Mishra (2008, p. 6, 7) states “A lesson plan can be defined as a systematic development of instructional requirements, arrangement, conditions, and materials and activities, as well as testing and evaluation of teaching and learning.” In this case, all the 15 teachers who form part of the selected sample sustain that, they certainly use lesson plans in their classes with the objective to follow a guide and also a specific order during the classes.

Nonetheless, the data exposed above was not accurate at all. According to the observations, there were clearly identified that not all the teachers considered lesson planning as a key factor when teaching English. As a matter of fact, from the 15

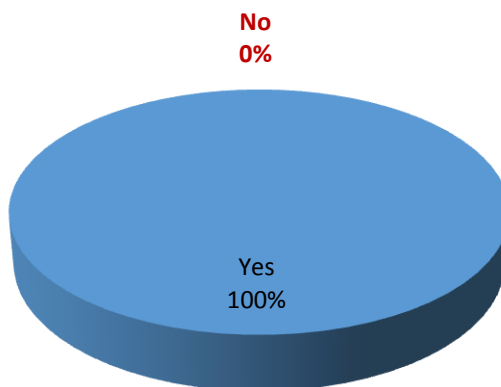
observed teachers who affirmed to develop lessons plans for each one of their classes, only 13 teachers unquestionably considered the planning of their lessons.

Moreover, it was noticed that although teachers are aware of the importance of lesson planning, they did not include all the aspects that a well-organized plan contains. For instance, at a general level the most used aspects in the classrooms were, lesson topic, introduction to the new topic, guided or individual practice and review/assessment/feedback. In this case, it was not accomplished what Mishra (2008) claims that the parts of a lesson include the following aspects: the title of the lesson, the amount of time required , a list of required materials, a list of objectives, the seat or lead into the lesson, the instructional component Independent practice, the summary and finally, the evaluation. All these elements must be accomplished; otherwise, the lesson could be unsuccessful.

Dealing with the fact that, in most of the educational institutions the periods of time selected for imparting the English subject during the week are limited, the implementation of lesson design or what is the same, to write a the step by step class procedure about what will be happen in the class, is exclusively a teacher's responsibility. Despite this fact, the correct planning of the class of course, it is not an easy work and, represents an everyday effort from the teacher, who invests time and creativity. As a result, the use of time and resources in class will be optimum.

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

Graph 8



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 8 illustrates whether teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons or not. Regarding this theme, the precise data will be described. All of the 15 teachers, which correspond to 100%, expressed that they surely consider all the aspects mentioned above. In the same way the graph also describes, 0 teachers, which correspond to 0% in the “No” option.

However, when comparing the data from the teacher’s questionnaire and the observation sheet, a variation in the results was found. According to the observation sheet, from the 15 teachers who affirmed to develop lesson plans for each one of their classes on the teacher’s questionnaire, the reality was that 14 of them, unquestionably considered aspects such as discipline, timing, feedback, and instruction to teach their lessons. Whereas, 1 teacher who did not considered any of such aspects was also found.

Being more specific, it was palpable throughout the field research that, any one of the 14 teachers mentioned above considered the four aspects together in each class. Most of teachers coincide in the control of discipline over the students and also activities management. On the contrary, there was observed only one teacher who considered timing in their lesson.

Regarding activities management, Nunan and Lamb (1996) states that, the ability to apply clear instruction in second language classes, is a skill that not all teachers can develop; in fact, these instructions have to be clear, well organized and correctly formulated. In the observed classes, the correct application of this theory was noticed, teachers showed self-effort when giving instructions to their students during the classes.

On the other hand, concerning time management, Konsa, Grainger and Bradshaw (2001) claim that time does not mean pressure, instead of that, students are facing high achievement degrees in their knowledge. This assumption was put into practice by just one teacher, who before the development of different activities in class, she stated clearly how many minutes students will be given in order to work. Through his method, it was observed an excellent effect in student's attitude. It was visible how students start developing their skills and become organized.

Furthermore, as it was mentioned at the beginning, according to the observations, one teacher, who did not have idea about class management was identified, any of the aspects being considered were performed. As a result, this class got completely disorganized, students promoted indiscipline acts, and neither teacher nor students take advantage of the lesson being studied.

Finally, the student's point of view was considered. Most of the interviewed students could express their feelings of conformity when teachers consider aspects

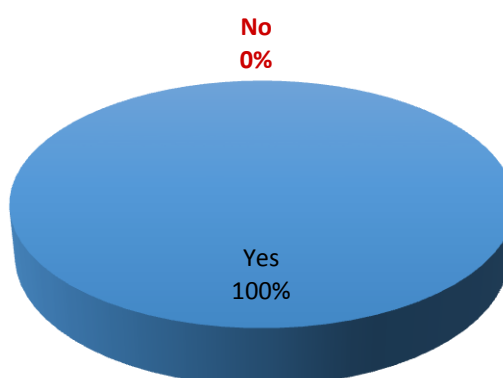
such as discipline, timing, feedback, and instruction to teach their lessons. They express that, discipline maintains the class well organized and all the students can focus in what they are learning. In the same way, timing force students to improve reading, writing, listening and speaking skills. Moreover, students referred to feedback, as useful for correcting their errors when learning English. And finally, students manifested the advantage of instructions, through this, they have a clear idea of what they are expected to do in the class. On the contrary, regarding to the teacher who did not apply any of the aspects being considered; as a result, students expressed their unconformity with this way of teaching. They consider that the class was disorganized, and their English knowledge is deficient.

In conclusion, different aspects such as discipline, timing, feedback, and instruction regarding managing learning should be considered by teachers even more. It constitutes a factor that can impact students learning in a positive or negative way, depending on its correct use and teacher's organization.

Factors Concerning Students

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

Graph 9



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 9 represents the consideration of Student's needs by the teacher in order to teach English successfully. A detailed description is given as follows: the total number of the teachers being investigated goes up to 15 people, from which all of them declared to take into consideration students' needs namely, age, personality, attitude, aptitude, motivation, and learning styles. Likewise, it is evident through the graphic that none of the teachers affirmed that they ignore those aspects. This group of teachers corresponds to 0 % in the "No" answer.

Regarding this questions, it is important to denote that in the field observation, there was found another reality about the teachers who consider the mentioned aspects. That is, 7 teachers certainly think through about students' needs while the rest of the observed teachers, which correspond to 8 people, did not take into consideration any of the needs that a student will face in class.

First of all, there the 3 first teachers, who took into account student's motivation as one of the student's needs will be analyzed. With respect to Students Motivation, Lightbown and Espada (2006, p. 64) state that "motivated students are usually those who participate actively in class, express interest in the subject matter, and study a great deal." As a matter of fact, the teachers make students feel self-confident, despite their errors; also stronger students with high proficiency level were used in order to support the weaker students who are not comfortable with the English subject. This way, the entire class took advantage of the knowledge acquired.

Another way that teachers used to motivate students is by saying to them words of encouragement for instance, "you are very intelligent"; "you can do it, don't be afraid"; "it does not matter if you are wrong, the class means learning" among other. These methods were very useful in the observed classes, so that, students could participate, and the class becomes interactive. This is just what

Lightbown and Espada (2006, p. 64) state “If classrooms are places that students enjoy coming [...] the atmosphere is supportive.”

The second group composed by 3 more teachers will be analyzed. In this case these teachers took into consideration different learning styles in order to maintain the attention of students from different backgrounds. Dealing with this Lightbown and Spada (2006, p. 59) states that, “The term ‘learning style’ has been used to describe an individual’s natural, habitual, and preferred way of absorbing, processing and retaining new information and skills.” In fact, according to the observed classes there could be determined that these group of teachers have a positive result after identifying which type of learning style is the best, according to their students. For instance, activities were used according to the students who showed to have free-spontaneous; sensible; imaginative or competent personality.

On the other hand, it was notorious the interest from one teacher to the Language aptitude of her students. According to Candlin and Mercer (2001), “Learning quickly is the distinguishing feature of aptitude.” Aptitude implies some characteristics from students which include; memorization, the easily understanding of grammatical structures, and the retention of new items. This assumption was put into practice, the teacher established some activities related to memorization, that is, students should memorize number of lights that are on and the ones which are off and also their respective colors; for which, some levels of difficulty were taking into consideration. As a result, there could be clearly appreciated how students have different capabilities and respond to the exercise in different ways.

In the same way, according to the observed data, there were 8 teachers, who did not took into consideration any of the students’ needs, they only focused on giving a general explanation of the lesson topic and then to fill in the book exercises.

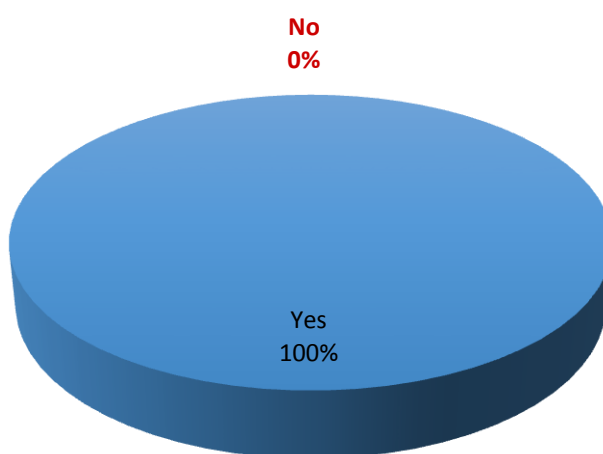
There could be noticed that some students become bored and some others did not understand the lesson.

Finally, the student's opinion regarding if teachers consider or not student's needs to teach English successfully in the class was explored. 50% of the surveyed students mentioned that, their needs as students are taken into consideration by the teachers, which increases their interest in the English subject and improves their language proficiency. On the contrary, the other 50% of the students are not content with the ways of teaching of their tutors and the techniques applied in each lesson. The student's needs are not important aspects for these teachers,

In short, it is extremely important for teachers to have a clear knowledge of the student's needs, because not all the students acquire the new knowledge in the same way.

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

Graph 10



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph 10 shows, whether teachers consider Student's level to English successfully or not in the observed classes. The graphic shows that the 15 teachers, which correspond to 100%, take into account students English level.

Regarding the observation, there also was detected that, certainly, all of the 15 teachers considered students' level to teach English. Certainly, it is important that teachers take into account their students' level when teaching English, since not all of them learn in the same way. Concerning this point, Lightbown and Espada (2006) claim that while some students learn rapidly, it is clearly that for others this process takes much time and effort. For that reason, it is important to diagnose the standards of language aptitude by some tests.

During the observations, it was noticed that the level of most of the students was intermediate in fourteen of the observed classes. However, in one class the students showed a higher level of English and; for that reason, they were categorized into the high intermediate level.

Furthermore, it was observed that in all the classes, teachers did not use complicated activities; in fact, they tried to make the classes as understandable as possible according to the students' level.

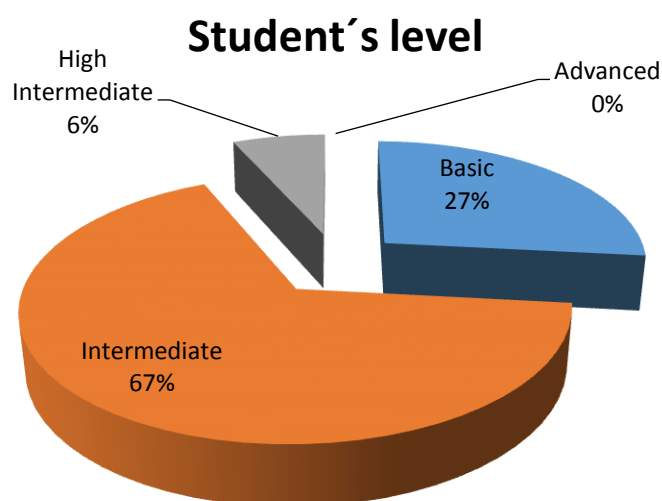
Additionally, it was identified another group of students which belongs to the basic English level. The activities used were really easy, and because of their lack of understanding, they are only aimed to fill in the activities from their work books. In addition, talking about the one class composed by high intermediate students' level, here there was observed a simultaneous interaction between teacher and students.

On the other hand, thirteen of the fifteen students expressed through the student's questionnaire that, the activities proposed in class were easy to accomplish, which means that the teachers considered the students' level to teach their classes.

Hence, the identification of the students` English level can determine the way to teach the lesson, the activities that could be appropriate according to their language proficiency and the best setting for developing the class.

Which is the level of the observed students?

Graph 11



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 11 represents the English level of the observed students. A detailed description will be given as follows: 10 classes, which correspond to 67%, are categorized as having an intermediate level; followed by 4 classes, which correspond to 27 % are categorized as having a basic level. The next level is composed by 1 class. which is categorized as having a high intermediate level; finally, no class having an advanced level was found.

According to the observation sheet, there was found that certainly in the present research there were found three groups of students levels namely: basic, intermediate and high intermediate.

In addition, it was observed that teachers really knew their students level proficiency; so that, they could prepare pertinent explanations, activities, and homework according to their level. In consequence, students were able to work correctly on the given tasks and the teacher was able to manage the students as a group, so that, they worked successfully.

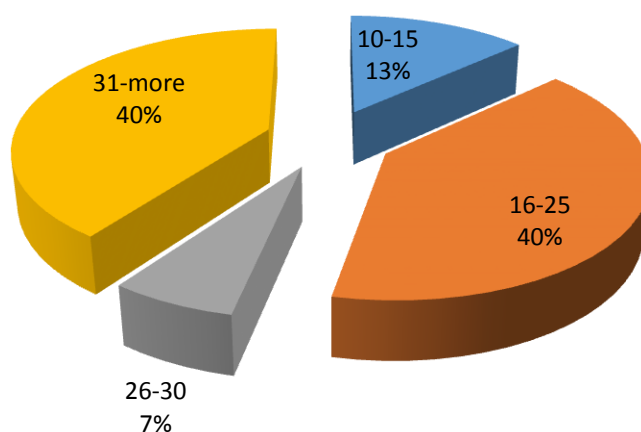
Indeed, teachers applied the concept of Candlin, and Mercer (2001) who asserted that, teachers should closely learn about his/her students' personal needs and capabilities in order to choose the most appropriate activities and succeed when participating in instructional programs.

Moreover, the student's opinion towards regarding this question was taken into consideration and by which students expressed that most of activities teachers use in class are easy for them to develop and well understood.

Factors Concerning Classrooms

How many students are there in the observed classroom?

Graph 12



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 12 illustrates the number of students per observed class. Hence, 4 different ranges concerning the number of students were analyzed. First; from 10-15 students, in this category 2 classes were identified, which correspond to 13%. The second one includes a range of 16-25 students, here 6 classes were found, which correspond to 40%. The third category includes a number of 26-30 students per class, in this case, there were observed 1 class, which corresponds to 7%. Finally, the last category being considered is the composed by 31-more students, here 6 classes were observed, which correspond to the other 40%.

Dealing with the data previously exposed, it is evident that two classes with a very big number of students were found. These students expressed that they are comfortable of being in a big group because they can share with a considerable number of their partners and the process of study becomes enriching.

On the other hand, the smaller groups of students also expressed their affinity with the number of the people in their classes. To this respect, Harmer (2007) claims that the points of view and classroom management techniques regarding class size are diverse. Managing short classes most of time become easier; teacher starts to know what it is better for each pupil and also the participation of them increases.

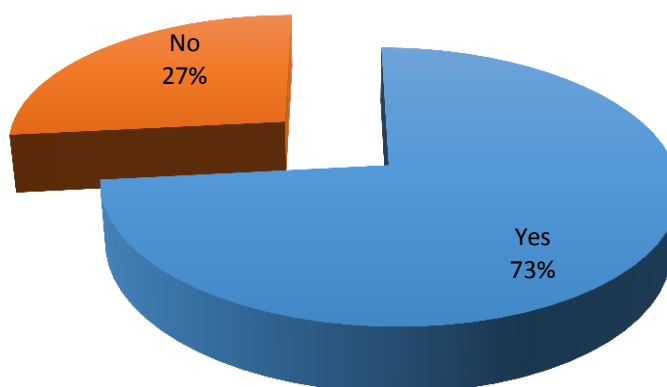
On the other hand, the author also refers to large classes. Most of teachers see this kind of spaces as a difficult; however, large classes also have benefits; students develop friendly relationships and, also have the opportunity to learn through whole group activities, which is not easy with short classes.

From the point of view of students, the class size is very appropriate. For that reason, they feel happy to work in class and can experience a positive learning process.

Accordingly, what is better, a small or a large class? The answer will depend on the teacher's opinion and the setting. The key factor in this topic involves the way the instructor best organizes and develops the class.

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

Graph 13



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N ° 13 represents whether teachers feel comfortable working with this number of students or not. For that reason, the percentages are detailed in a deep way. 11 teachers, which correspond to 73%, from the total number of the selected sample, had affirmed that they do not have any problem when working with the number of students they have in class. On the contrary, 4 teachers, which correspond to 27%, declared that the number of students is not appropriate.

Regarding this question, teachers were asked to express their opinion about the number of students the different institutions assigned to them. To this respect, to the teachers who express that they are comfortable with the number of students they have, some of the given reasons include; that no matter the number of people there

exist in the class, if there is a good classroom management and there exist respect between teachers, what is missing is just related to organization and collaboration.

Also, it was stated that having the number of students mentioned in the previous question is not the problem, instead of that, with the help from all the students a great deal of team activities will be created, which is one of the most enjoyable activities students prefer.

On the other hand, taking into consideration again the number of students the observed teachers guide, the main reasons for their unconformity include, that with a big group of students , it is most difficult to control language learning from each one of them, as well as the discipline and feedback.

Regarding the thoughts mentioned above, there will be a scientific support to this assumption, Harmer (2007) claims that, managing short classes most of time become easier; teacher starts to know what is better for each pupil and also the participation of them increases. On the other hand, Baker and Westrup (2000) argue that by no reason it is possible to have a successful learning into large classes.

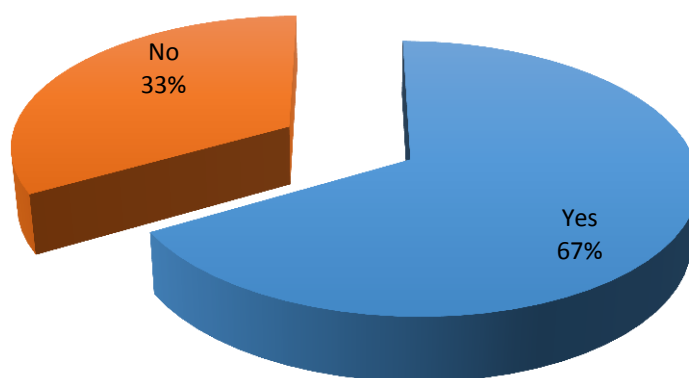
Some of the reasons include the position of desks, students are near each other and moving becomes difficult, the presence of noise interrupts the lessons, students get distracted. Finally, weaker students, which are the ones that do not have a good knowledge on the topic being study, lose the attention towards the teachers' explanation.

According to the pupils' opinion, they feel comfortable with the number of students in class because they can perform successful group work activities and, exchange their ideas with each other.

In short, the teachers' opinions about the number of the students in the observed classes are varied, according to the different settings in which the classes are developed.

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

Graph 14



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N° 14 reflects whether teachers have enough space to work with the number of students they have been assigned or not. A deep description is given as follows: 10 teachers, which correspond to 67%, established that in their educational institution the classrooms are as long as needed according to the number of students so that, they felt comfortable with the physical space they have.

Similarly, the same graph shows the percentage related to the teachers that expressed their unconformity with the space they have according to the number of students. In fact, this group consisted of 5 teachers, which correspond to 33%.

According to the field observation, it was found that 6 teachers had enough space to work with the number of students they have been assigned; whereas, 9 teachers did not have enough space. Concerning this aspect, the data obtained during the observation differs from the data provided by the teachers.

Regarding this aspect, Ming-tak and Wai-shing (2008) argue that wall space and floor space are also relevant factors in a classroom. Wall can be used for posting some maps, schedules, writing and visual stimuli in order to improve student's interest on the subject.

On the other hand, through floor space, teachers can divide the class into centers devoted to developing language skills such as reading, writing, listening and speaking. In the case of the observed classes, the physical space was appropriately used. Thus, students are active during the class.

On the contrary, it was also visible that most teachers, specifically 9 of the teachers, did not count with the appropriate space for developing free activities; the students must be quiet in the same place all the time, and also they cannot perform dynamic activities.

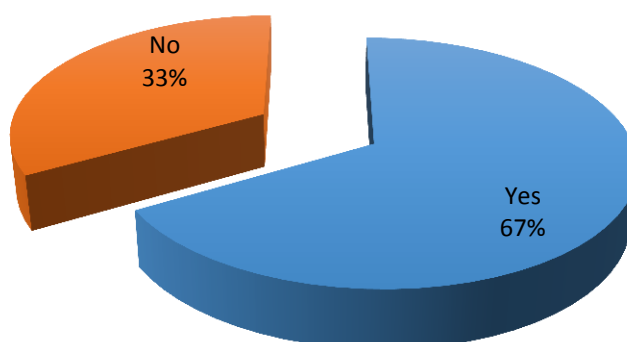
Regarding the students' point of view on this aspect, twelve students mentioned that the space where they work was appropriate. On the other hand, three students stated that the space was not enough. This amount does not agree with the teachers' opinion, since there were not only three but five teachers who asserted that they felt uncomfortable with the space they have to work.

In short, most teachers expressed that they had enough space to work with the number of students they have been assigned. In fact, they stated that the space they had in the classroom allowed them to create dynamic activities with the students. As

it is known, dynamic activities increase students` motivation in the English learning process.

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

Graph 15



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N°15 shows whether teachers arrange students ´seats in relation to the activities planned for their classes. The results show that 10 teachers, which correspond to 67%, certainly arrange students` seats in order to develop the activities the teacher planned to do. On the contrary, 5 teachers, which correspond to 33% expressed that because of the small space they have, they cannot apply a different kind of seating arrangements.

Nevertheless, during the field observation, a different result was found from the one given by the teachers through the teacher`s questionnaire. In this case, it was observed that 9 teachers did not arrange students ´seats in relation to the activities planned for their classes.

Indeed, seating arrangement is important; dealing with this topic, Partin (2009) suggests that the use of group work activities as well as circular, semicircular and open-ended rectangular setting arrangements are useful. For instance: dividing the class in different groups according to the number of students and then, develop class discussions, debates, and socializing.

In addition, Ming-tak and Wai-shing (2008) argue that wall space and floor space are other relevant factors in a classroom. Wall can be used not just for ornamental purposes; instead the teacher can post some maps, schedules, writing and visual stimuli in order to improve student's interest on the subject.

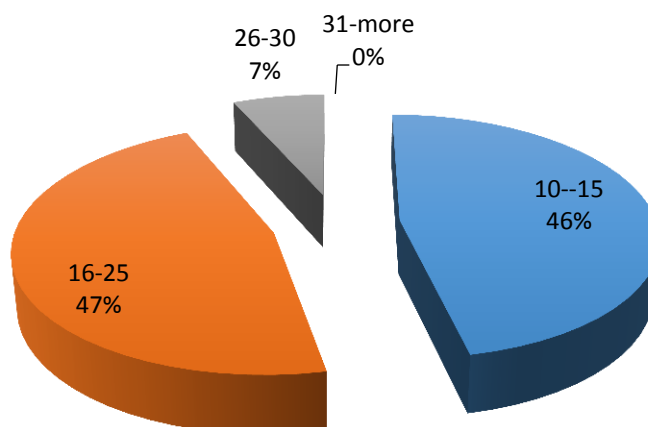
On the other hand, through floor space, teacher can divide the class into centers devoted to develop skills like reading, writing, listening and speaking. These strategies would increase students' attention.

Dealing with the space in the classroom, students agree with the fact that the educational institutions should make some changes. In fact, they think it is not only important to have a good teacher, but also a variety of seating arrangement along the classes.

In short, seating arrangement is an imperative factor that influences the students' attitude towards the topic being studied. Regarding this aspect, Partin (2009, p. 2) states, "The Physical arrangement of your classroom can influence the students behavior and learning."

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

Graph 16



Author: Ruth Patricia Arévalo

Source: of different years from private high schools.

According to Graph 16, the number of students teacher consider is the appropriate to teach English is shown. A detailed description of the results is given. Four categories regarding the appropriate number of students in a class were considered. The first category includes ranges of 10-15, in which 7 teachers, which correspond to 46% have showed it is their preferred one. The other is the 16-25 category, for this 7 teachers, which corresponds to 47%, agree with this. The third category ranges from 26-30 students per class. Here, 1 teacher, which corresponds to 7%. Finally, none of the teachers stated that a class should have more than 31 students.

In this way, teachers express the number of student they will be more conformable with. It is noticeable that teachers prefer to work with a lesser number of students in order to control in a best way the learning process of each one of the students.

Regarding the appropriate number of students, a comparison between the teachers' opinion and the field observation will be done. Regarding the teachers' opinion, 7 of them agreed that 10-15 students is a good number to teach English. However, during the observations, it was noticed that, there were only 2 classes with this number of students.

In addition, 7 more teachers agreed that 16-25 students is a good number to teach English. Otherwise, during the observations, it was found that 6 classes had this range of students. On the other hand, 1 teacher mentioned that 26-30 students is a good number to teach English. Effectively, during the observation it was noticed that 1 class had this number of students.

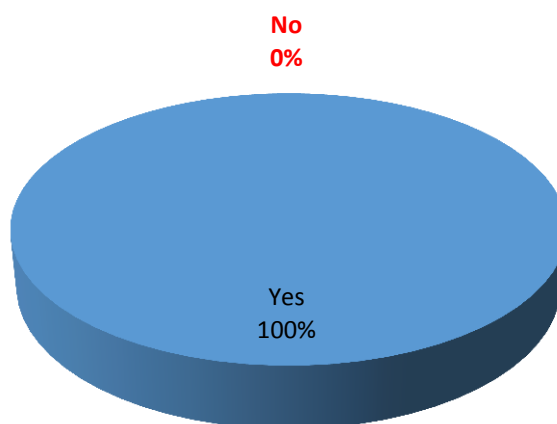
Finally, none of the teachers stated that a class should have more than 31 students. Indeed, during the field observation, a class with this number of students was not found.

Although most teachers affirmed that, a shorter number of students is the appropriate to teach English, Harmer (2007) claims that large classes also have benefits; students develop friendly relationships and, also have the opportunity to learn through whole group activities, which is not easy with short classes.

In short, there is no a specific number of students a class should have to be successful. In my opinion, for an effective teaching-learning process, it mainly depends on teaching techniques and managing capabilities applied in the classroom.

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

Graph 17



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N°17 detailed whether teachers used resources or not in the different classes, a description will be done. In the teacher`s questionnaire, five teaching resources were mentioned. Regarding this aspect, all the fifteen teachers said that they used at least one of these resources per class.

Regarding the observation, as in some of the above questions, other results were found. In this case, 12 teachers really used didactic resources namely, flash cards, projectors, but, basically the most common ones used where the Tape Cd/recorder and the whiteboard.

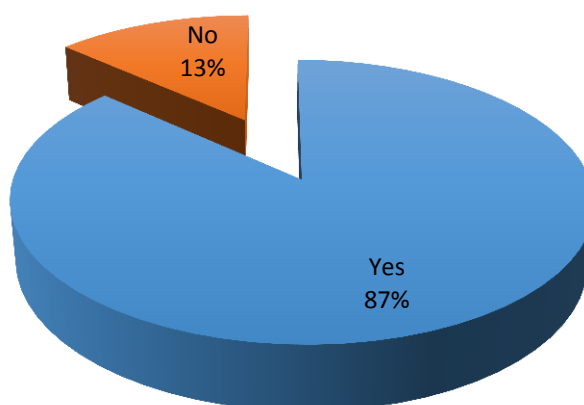
Regarding this aspect, Baker and Westrup (2000, p. 155) claim that “Resources are books, any person, animal, plant, or any object, that make teaching and learning easier, clearer and more interesting.” The use of these implements, allow students to catch and understand the topic, in an interactive way.

On the contrary, there were also found 3 teachers that despite the fact that they count on the didactic resources, they did not apply them during the classes. In this respect, Baker and Westrup (2000) suggest that simple objects and even students can be used as resources. In a class where there are students from different backgrounds, it could be used as vital information when answering questionnaires or when developing listening and speaking activities. In case of simple objects, it is even easier to get realia and manipulative objects such as seeds, pennies, paper balloons etc.

Regarding this topic, 13 students revealed that their teachers used teaching resources and supplementary materials during the English classes; whereas, 2 students mentioned the opposite. In general, the students consider this type of didactic resources very useful, since they help to improve and facilitate the teaching-learning process as well as to make the English classes more interesting and motivating.

Do teachers consider appropriate the resources they have in class?

Graph 18



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N°18 shows whether teachers consider or not appropriate the resources they have in class. In regard to this point, a detailed description will be done. It was found that 13 teachers, which correspond to 87 %, are comfortable with the resources that the institutions provided to them. On the other hand, there were found only 2 teachers, which correspond to 13%, who disagree with the resources they have in classes.

As we can see, most teachers considered appropriate the resources they have in class. In addition, teachers explained that students are familiarized with this kind of resources; so that, they are able to apply this type of teaching material in a correct way.

Additionally, it could be observed that all the teaching resources applied during the classes were appropriate because they were directly related to the topic of the class and the students' level. However, it was also observed that there was not a great variety of teaching resources, which is very important when explaining different topics.

Regarding this aspect, 13 students exposed that the teaching resources used in class were appropriate. The other 2 students considered that their teachers neither used teaching resources nor applied them appropriately.

Certainly, teaching resources are a fantastic way to teach a foreign language. For that reason, Baker and Westrup (2000, p. 155) claim that "Resources [...] make teaching and learning easier, clearer and more interesting." The use of these implements, allow students to catch and understand the topic, in an interactive way.

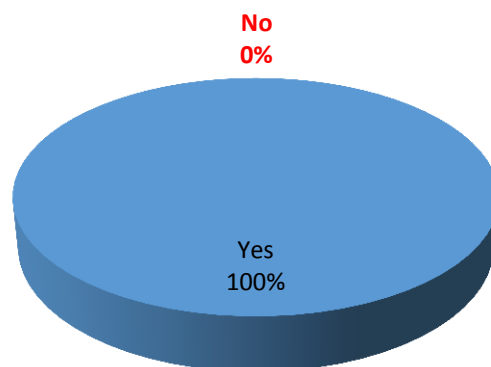
According to Haycraft (1978), the most common teaching resources include the following: the blackboard, flashcards, wall charts, slides and fill strips and, tape recorder. However, whether they are simple or complex resources, teachers should

never miss to include them in any classroom. Teaching aids certainly constitute a way to conduct learning in a more interesting and comprehensive way.

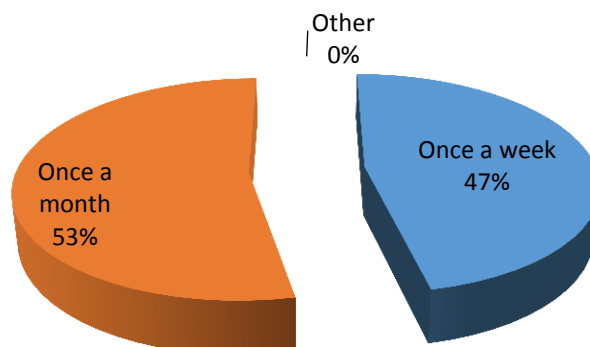
Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

Graph 19



If yes, how frequently?



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N ° 19 illustrated whether the institution review or not teachers lessons plans, as well as its frequency. The percentages are detailed as follows: All the 15 teachers had agreed that in their respective institutions their lesson plans are

periodically reviewed. Likewise, it was investigated if some institutions do not review lesson planning, however the obtained results indicate a percentage of 0.

Regarding the frequency of the institution monitoring the following results were found, 7 teachers, which corresponds to 47%, claimed that their lesson plans are reviewed once a week. Moreover, 8 teachers, which correspond to 53%, established their lesson plans are reviewed once a month. Finally, the option “OTHER” corresponds to 0%.

According to the data cited above, all the lesson plans teachers prepare have to be, peer reviewed by the authorities in order to be sure that teachers are working hard according the high standards that English teaching requires. In addition, the monitoring of lesson planning increases teachers preparation, habits of order and searching of varied activities that will be put into practice during the class. In this way, educational institutions, English teachers and students, all of them benefit from lesson plan review.

Indeed, it could be observed that all the teachers had their lesson plans during the classes. It is imperative for teachers to plan their classes. Regarding this aspect, Kumar Singh (2008) argues that a lesson plan allows teacher to be organized and maintain a sequence of actions during the entire class, also the students’ needs and differences between them are taken into account and finally, this will ensure that students stay interested during the whole class time.

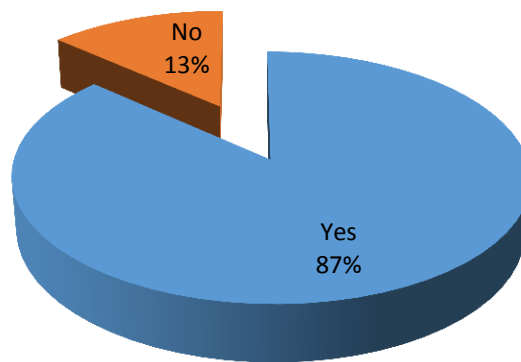
Furthermore, when developing a new lesson plan a teacher has also to consider all the parts involved in a lesson. Regarding this, Mishra (2008) claims that the parts of a lesson include the following aspects: the title of the lesson, the amount of time required, a list of required materials, a list of objectives, the seat or lead into the lesson, the instructional component, the summary and finally, the evaluation.

Certainly, it was observed that the lesson plans made by the teachers accomplished the requirements needed. In fact, they fulfilled the guidelines proposed by the Ecuadorian Government.

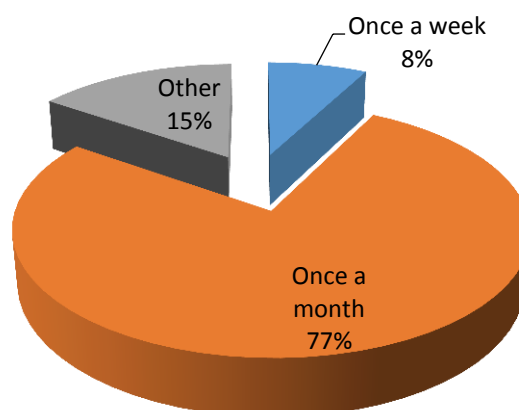
Definitely, teachers have to be conscious that planning is a mandatory requirement for optimizing the use of time and resources in class. Hence, lesson planning is imperative to preserve a well-organized and successful class.

Do the institutions monitor teachers' teaching?

Graph 20



If yes, how frequently?



Author: Ruth Patricia Arévalo

Source: Teachers of different years from private high schools.

Graph N ° 20 demonstrates whether the institution monitors or not teachers teaching, as well as its frequency. The percentages are detailed as follows: 13 teachers had agreed that in their respective institutions some observation were carried out periodically inside the class by the supervisor. Likewise, it was investigated if some institutions do not monitor teachers teaching; 2 teachers, which correspond to 15%, answered that they do not receive any kind of observation during their classes. Regarding the frequency of the institution monitoring the following results were found, 1 teacher, which corresponds to 7%, claimed their lesson plans are reviewed once a week. Moreover, 10 teachers, which correspond to 77%, established their lesson plans are reviewed once a month. Finally, in the option “other” were found 2 more teachers, which corresponds to 15%, who manifested that in their institution the monitoring of their teaching takes place in every unit and the other one it is developed once a year.

As we can realize, all the teachers are monitored by another person who is capable of evaluating the teacher`s performance. In this respect, Cryl and Poster (1991) claim that having a supervisor at schools increases the quality of classes. Teachers have to prepare their lessons beforehand, and then report those to the supervisor. Successful monitoring will be ensured this way.

Although most teachers affirmed that they are monitored during their classes, it was not perceived the presence of any authority or supervisor during the field observations. In consequence, it was not possible to prove the accomplishment of the institutions` monitoring.

Absolutely, teaching monitoring is considered as a very important aspect. As a matter of fact, Zepeda (2009) argues that every school has to apply a program in

which teachers are observed by a supervisor in order to provide a constructive feedback of their classes or, analyze the negative aspects during the class.

Certainly, institution monitoring allows authorities to be informed about how everyday classes are going; as a result, they have the opportunity to motivate and support teachers with the aspects they consider necessary.

Conclusions

- The factor concerning teachers is the most frequent factor that affects the English teaching – learning process, since the teachers who had a higher language proficiency, applied the adequate method, used group and individual activities appropriately, designed suitable lesson plans and considered timing, discipline and feedback. All these aspects proved a successful learning.
- The student's English level is intermediate in most cases because during the field observations and through the teacher's questionnaires it was revealed that 67% of the students demonstrated this proficiency level, which allowed them to comprehend the topics without difficulty.
- Teachers did not have a correct knowledge in relation to the different approaches and methods used to teach English. Moreover, it was proved that the chosen method really affects the teaching-learning process in a positive or negative way depending on students' perceptions towards the applied method.
- The classroom conditions were inappropriate in most cases in the sense that they were small. It means that 9 of 15 classrooms did not have enough space to develop interactive and dynamic activities among the students.
- The level of education of teachers was good since they had the English Bachelor's Degree and even Master's Degree. For this reason, they were well prepared to teach the English language, using different techniques and supporting materials according the different topics and settings.

- The students whose teachers used English by 100% during the class became self-confident towards the language as well as developed the listening and speaking skills in a greater way than the students whose teachers did not use English most of time during the class.
- The quality of education of the high schools was good. In fact, teachers express that the implementation of lesson design allowed them to follow a guide and also a specific order of the activities during the classes. In the same way, their classes are monitored at least once a month in a 77% in order to improve the quality of their teaching.

Recommendations

- Teachers should be trained on the factors that affect the English language teaching-learning process through training courses offered by the educational authorities as well as by the institutions' principals in order to find solutions to some educational problems concerning the English teaching-learning process.
- Teachers must take into account the students' needs, their proficiency level in English, the classroom conditions, the managing learning, and teaching resources for a better educational process.
- The educational authorities should provide the institutions with appropriate classroom conditions. For instance, enough space, appropriate number of students per class and suitable teaching resources and supplementary material. This way, the teacher will be able to improve the teaching-learning experience in a greater way.

REFERENCES

- Baker, J., & Westrup, H. (2000). *The English language teacher's handbook: How to teach large classes with few resources*. London: VSO.
- Brok, P., Levy, J., Brekelmans, M., & Wubbels, T. (2005). The Effect of Teacher Interpersonal Behaviour on Students' Subject-Specific Motivation. *Journal of Classroom Interaction*, 40, 2, 20-33.
- Brown, H.D. (2000). *Teaching by principles: An interactive approach to language pedagogy*. (2nded.). San Francisco: A Pearson Education Company.
- Candlin, C. N., & Mercer, N. (Eds.). (2001). *English language teaching in its social contexts*. London: Teaching English Language Worldwide.
- Cryl., & Poster, D. (1991). *Teacher appraisal: Training and implementation*. (2nded.). New York: Master e-book.
- Elbitar, H. M., & Umunadi, K. E. (2011). Learning Styles in Technical Drawing Courses as Perceived by Students in Egypt and Nigeria. *Journal of Stem Teacher Education*, 48.
- Harmer, J. (2007). *The Practice of English Language Teaching*. England: Person Education Limited.
- Haycraft, J. (1978). *An introduction to English language teaching*. Malaysia: Longman.
- Khamkhien, A. (2010). Factors Affecting Language Learning Strategy Reported Usage by Thai and Vietnamese EFL Learners. *Electronic Journal of Foreign Language Teaching*. 7, 66-85.
- Konsa, D., Grainger, J., & Bradshaw, k. (2001). *Classroom management: A survival guide*. Sydney: Social Science Press.

- Kumar Singh, Y. (2008). *Teaching practice: Lesson planning*. New Delhi: A P H Publishing Corporation.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. (3rded.). New York: OXFORD University Press.
- M. E. S, E. (2004). *Methods of teaching English*. New Delhi: Arora Offset Press.
- Ming-tak, H., & Wai-shing, L. (2008). *Classroom management; Creating a positive learning environment*. Hong Kong: Hong Kong University Press.
- Mishra, R.C. (2008). *Lesson planning*. New Delhi: A P H Publishing Corporation
- Nel, N. & Mulles, H. (2010). The impact of teachers' limited English proficiency on English second language learners in South African schools. *South African Journal of Education*, 30, 635-650.
- Nunan, G., & Lamb, C. (1996). *The self-directed teacher: managing the learning process*. United Kingdom: Cambridge University Press.
- Partin, R. L. (2009). *The classrooms teachers' survival guide: Practical strategies, management techniques, and reproducibles for new and experienced teacher*. (3rd ed.). San Francisco: Jossey-Bass.
- Putintseva, T. (2006, March) The Importance of Learning Styles in ESL/EFL. *TESL*, XII.
- Richards, J.C., & Rodgers, T.S. (2001). Approaches and methods in language teaching. (2nd ed.). New York: CAMBRIDGE University Press.
- Secretaria Nacional de Educación Superior, Ciencia, Tecnología e Innovación. (2012, February, 12). *Programa de becas para "Docentes de Inglés para 8º año de EGB a 3º de Bachillerato en establecimientos fiscales "Enseña Ingles"*. Retrieved October 18, 2012

from<http://www.senescyt.gob.ec/documents/10156/5c92efe1-c079-42e4-ae7a-071442454282>

Striker, S.B., & Lou Leaver, B. (Eds.). (1997). Content-based instruction in foreign language education; models and methods. Washington, D. C.: Georgetown University Press.

Tanver, M, A., Shabbir, M, F., Ammar, M., Dolla, S, I., & Aslam, H, D. (2012). Influence of Teacher on Student' Learning Motivation in Management Sciences Studies. *American Journal of Scientific Research*, 67, 76-87.

Zepeda, S. J. (2009). *Informal classroom observations*. (2nded.). Larchmont, NY: Eye of Education.

ANNEXES

ANEXX N°1



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 %	()
------	-----	------	-----	------	-----	-------	-----

ANEXX N°2

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	()

ANEXX N°3



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

SI ()	NO ()
--------	--------

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

SI ()	NO ()
¿Por qué? _____	

3. Consideras que las actividades realizadas en clase son:

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

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
--------	--------

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

SI ()	NO ()
¿Por qué? _____ _____	

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

SI ()	NO ()
¿Por qué? _____ _____	

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

SI ()	NO ()
¿Por qué? _____ _____	

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

SI ()	NO ()
--------	--------

GRACIAS!!!!!!

ANEXX N°4



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 ()
Why? _____ _____ _____ _____	

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

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

4.- Which is the level of your students?

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

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

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

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

YES ()	NO ()	
Why? _____		

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

YES ()	NO ()	
Why? _____		

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

YES ()	NO ()	
Why? _____		

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

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

10.- Do you plan your lessons?

YES ()	NO ()
Why? _____	

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

YES ()	NO ()
Why? _____	

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 ()
Why? _____	

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 ()
Why? _____	

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 ()
Why? - _____ -			

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!!!!!!