



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

ÁREA SOCIO HUMANÍSTICA

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCION INGLÉS

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

TRABAJO DE FIN DE TITULACIÓN

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CENTRO UNIVERSITARIO QUITO-SAN RAFAEL

2014

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Doctora

Rosario María Burneo Burneo

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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 Guerrero Vivanco Alexandra Elizabeth, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero del 2014

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DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo Guerrero Vivanco Alexandra Elizabeth declaro ser autor (a) 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 Doctora Rosario María Burneo Burneo director (a) del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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ABSTRACT

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

The research was performed in the province of Pichincha, taking a sample of fifteen high school classes during the months of December and January of the school year 2012-2013.

The information was collected by using observation sheets and questionnaires that were filled by fifteen teachers and fifteen students; then these results were tabulated by applying the qualitative and quantitative methods; based on these important aspects: factors concerning teachers, factors concerning students, factors concerning classrooms and factors concerning educational institutions.

The results revealed that the students’ English level in private schools is intermediate and high intermediate; students are motivated and willing to learn English. The classes in which English lessons take place are in good conditions and equipped with different kinds of resources that allows having a good environment for the teaching-learning practice.

KEY WORDS: Factors, English, language, teaching-learning process, private high schools, observation sheets, questionnaires, teachers, students, classrooms, educational institutions, techniques, methods.

RESUMEN

El tema de esta investigación es " Factors that influence the English language teaching-learning process in Ecuadorian private high schools ". El objetivo general de este estudio fue analizar los factores que influyen en el proceso de enseñanza-aprendizaje del Inglés.

La investigación fue realizada en la provincia de Pichincha, tomando una muestra de quince clases de secundaria durante los meses de diciembre y enero del año escolar 2012-2013.

La información fue recogida mediante el uso de hojas de observación y cuestionarios que fueron llenados por quince profesores y quince estudiantes; a continuación, estos resultados fueron tabulados a través de los métodos cualitativo y cuantitativo basados en estos aspectos importantes: factores referentes a los docentes, a los estudiantes, a las aulas y factores concernientes a las instituciones educativas.

Los resultados revelaron que el nivel de Inglés de los estudiantes en los colegios privados es intermedio e intermedio alto; los estudiantes están motivados y dispuestos a aprender a Inglés. Las aulas en donde se lleva na cabo las clases de inglés están en buenas condiciones y equipadas con diferentes tipos de recursos que permiten tener un buen ambiente para la práctica de enseñanza-aprendizaje del idioma.

PALABRAS CLAVE: Factores, Inglés, lengua, proceso de enseñanza-aprendizaje, colegios privados, hojas de observación, cuestionarios, profesores, alumnos, aulas, instituciones educativas, técnicas, métodos.

INTRODUCTION

There are important factors to be considered when talking about a successful English language teaching-learning process that will guarantee and improve learning. This process is mainly affected by aspects such as: appropriate teachers' academic training, adequate teaching resources, class size, use of correct teaching approaches and methods, well defined teaching goals due to lesson plans, etc.

The reality of students that go to university with low levels or no English knowledge is a difficulty that has been detected. This situation causes that students face frustration since they are not able to understand current English information neither they are competent to apply for international programs or scholarships offered in foreign countries. The reasons that origin this language insufficiency justify to be researched in order to improve the English level of students in high schools.

This is not an institutional but national problem. Negligible investigation has been conducted toward the factors that affect the English language teaching-learning process in our country. The government emphasized the relevance of teaching English in elementary school; conversely at this stage, English was not established as mandatory. In spite of the execution of the stated policies, there are still a lot of aspects that have to be changed in order to achieve the desired language proficiency level in Ecuadorian students.

Earlier studies on factors that affect the English language teaching-learning process have the same opinion that students, teachers and environment are the main issues that need to be considered for good results. Teachers cannot do their work by themselves; they have to rely on the great diversity of sources existing and take into consideration all the issues that are involved in order to reach their goals in the

learning process such as: teaching approaches and methods, managing learning, lesson design, classroom and/or teaching resources, learning styles as well as language aptitude which are the basis of this investigation.

For instance, it is clearly evidenced in the study performed in different Iranian universities. The objective of this study was to investigate the characteristics of an effective English teacher as perceived by teachers and learners of English in order to find out if there are any differences between the perspectives they have on the issue in question.

The authors asserted that English teachers and students have different points of view about the characteristics of an effective English language teacher. In general, the teachers identified aspects like high knowledge of pedagogy and the use of particular techniques and. In contrast, the learners considered more important characteristics related to a teacher's personality and the way he behaves toward his students considering their interests and needs. (Shishavan & Sadeghi, 2009).

Another study that was held, searched about the relationship between EFL learners' self-efficacy beliefs and their language learning strategy use; the study found out that there have been given little attention to the relationship between self-efficacy and learning strategies among learners of English; the results of this study revealed that the majority of the participants were unwilling to use metacognitive strategies (Boyandi, Rimani, & Shahbaz, 2012)

Similarly, a study performed on the English language learning strategy used by Chinese senior high school students. The objective of this study was to search for a general pattern language learning strategies used by senior high school students in China, the differences among the strategies used in the different levels, and the influence of gender in this field. (Zhou, 2010)

The specific purposes of this research are to identify students' English level and their needs in the classroom, determine the classroom conditions in which English lessons take place, identify the characteristics of in-service-English teachers and determine the institutional facilities and norms regarding quality education.

In fact, the identification of the mentioned factors will help students, teachers, educational institutions, and authorities to set measures in order to deal with students' needs, teachers' performance, institutions' equipment and policies that change our students' situation referred to their English level and knowledge.

During this research, some limitations were found; one was referred to the number of observations, which were not enough to represent firm conclusions on the real influence of teaching-learning factors. In contrast, in the high schools, as all the teachers knew in advance that an observation was going to be carried on specific dates, it appeared that they were prepared with a special seating arrangement, used learning aids, had a variety of group and individual activities, to show a positive image during the observations.

In effect, these limitations directed me to suggest for better results in future researches on the topic; for example, to carry out the observations without notifying the teachers, in order to get a real perception, and not having told them that someone was going to observe their classes and how they care about the influence of factors in teaching-learning process. Another point is to select more high schools, as well as to increase the number of classes observed to obtain reliable information, and to provide sufficient evidence to accomplish precise results.

METHOD

For the elaboration of this study, information was researched about the themes given using different sources such as books, encyclopedias, journals, magazines, newspapers as well as internet. The information found was the beginning for the next step that consisted in selecting five private high schools in Quito, where I observed three different classes in each high school.

I visited the high schools that are located in the northern part of Quito. These schools are well-known and recognized for their high standards in education, especially for the high school Diploma students get when they graduate from high school. They are addressed to the upper-medium economic level; in addition, the in-service teachers working there have a good level of education and the classes are well equipped with material required for the learning-teaching process. Each class had between 20 and 25 students among boys and a girl, which is a good number to enable students learn in an effective way.

The data collection methods that were used in this research included quantitative (questionnaires for teachers and students) and qualitative (class observations). The questionnaires were given to the teachers who were in the classes during the observations in order to be filled at the end of the class. And the same for one student that was chosen randomly to answer the questionnaire, in order to get the information related to students' perceptions, needs and preferences.

After this, with all the information collected, I worked on the description, analysis and interpretation of the results, in order to evaluate how the correct use of a diversity of factors influence the English learning- teaching process in students, and how we can increase students' English level in order to facilitate their access to update information and increase their opportunities to study in other countries.

Finally, this information provided me support and evidence to draw conclusions and later to bring in recommendations that could be suitable and appropriate to improve the English language teaching-learning process in Ecuadorian private high schools.

DISCUSSION

Literature Review

Teaching English as a foreign language is very important in this time because it allows students to understand a new culture and society, move forward knowledge that would take years to reach their mother tongue, open a work space in globalization and become competent in different fields like the use of technology and new communication ways.

Learning a foreign language also allows developing all the skills in the students: communicative, social, procedural and therefore become an integral being.

Language researchers and educationalists point out that younger children show less difficulty to learn a second language, because of the greater plasticity of their neuronal circuits. Early learning of a second language is also hoped to cover the way for more intercultural understanding and facilitate the later learning of a third or fourth language.

In addition, motivation to learn English is generally high because, in the world we live in, even kids understand that it is an advantage for them if they know English. But learning motivation needs to be kept alive. It can be killed by uninspiring teaching and by lack of good strategies and methodologies. Learners will be discouraged from making their best and persistent efforts needed for language learning if they do not feel motivated.

Consequently, the project of strengthening the English teaching as a foreign language in Ecuador has as main objective that is Ecuadorian students attain a functional level of use of the English language. Their specific initiatives are directed to the update of the national curricula for this subject, to the delivery of textbooks

aligned to these curricula, professional development of English teachers, and the improvement of training in that career.

Indeed, some important factors influence the English language teaching-learning process; teaching approaches and methods, managing learning, lesson design, class size, classroom space, classroom and/or teaching resources, learning styles as well as language aptitude, which are going to be the basis of this research.

Teaching Approaches and Methods

The evolution of English teaching has been distinguished by a deep investigation for more effective ways of teaching second or foreign languages. For several years, debate and discussion within the teaching profession have focused on aspects such as the role of grammar, the importance of accuracy and fluency, the role of vocabulary learning, motivating learners, effective learning strategies, etc.

The teaching of any theme is usually based on an analysis of the nature of the theme itself and the appliance of teaching and learning theories drawn from research in educational psychology. The effect is generally known as a teaching method or approach, by which we understand a set of principles and classroom practices that are derived from them.

New approaches and methods were propagated in the twentieth century; some were widely accepted but then were replaced by methods based on newer ideas and theories.

According to Richards & Rodgers (2001, p. 172) “Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.”

On the other hand, Larsen-Freeman D. (2000) states that Total Physical Response, as well as more recent alternative methods, attempts to teach English based on the use of commands, performing actions and demonstrating understanding. After the students respond to some oral commands, the students learn to read and write them. The Total Physical Response (TPR) method combines information and skills through the use of the kinesthetic sensory system; this combination of skills allows the student to assimilate information and skills rapidly. When students are ready to speak, they become the ones who issue the commands.

In contrast, O'Neil & Gish (2008) assume that the goal of The Natural Approach was to create communication skills necessary for quotidian language, daily conversations, shopping, listening to the radio, and so on. At the beginning, teacher used a spoken language understandable to the learner's level. Learners didn't have to say anything during this "silent period" until they felt ready to do so. The teacher provided learner's input and then created a wide variety of classroom activities like commands, games, skits, and small-group activities.

An approach that is known as a general instruction one is Cooperative Language Learning. It makes the greatest use of cooperative activities involving pairs and small groups of learners in the classroom, so it highly promotes communicative interaction which is an important issue in language learning.

In language teaching, goals are focused on enhancing learner motivation and creating a positive classroom climate; and providing opportunities for learners to develop successful communication strategies.

This idea is supported by O'Neil & Gish (2008, p. 53) "A curriculum that is cooperative and therefore not competitive usually involves the learner-centered characteristics. As students work together, they share information and come to teach

others. They are a “team” whose players must work together in order to achieve goals successfully”.

Managing Learning

One of the most efficient ways of learning a language is when learners are totally involved in a lesson. The success or failure of a lesson depends on a number of factors; that’s why teachers have to put into practice different kinds of management strategies to create the best conditions in which learning can take place.

In the first place, giving instructions is an important point to consider in the development of the class; when giving instructions efficiently teachers create a good environment in the classroom. Knowing and understanding what to do help students to do activities more easily, keeps their motivation and interest in the task and does not let them get distracted.

To this respect, Harmer (1998, p. 5) states that “How to talk to students becomes crucial when teachers are giving their students instructions. The best activity in the world is a waste of time if students don’t understand what they are supposed to do”. Teachers also benefit from good instructions: they avoid discipline problems because students will be concentrated on what they have to do; it helps them achieve their aims; it helps them keep to time set for each activity of the lesson because teachers won’t be busy giving instructions again and again.

Another important factor in managing learning is feedback. It is important for students to know how well they are doing as they learn, when they know that they are doing well, they feel a sense of achievement, which motivates them to learn more. Similarly, it is also important to let students know when they have made a mistake so that they will learn from it and take corrective measures.

Also it is important to consider managing time. As Tomlinson & Imbeau (2010, p. 126) say “It’s never the case in any classroom that students all finish an assignment at exactly the same moment – or that all students need exactly the same amount of time to achieve mastery in a particular area”. The efficient use of time is an important variable in helping students achieve learning goals and making the classroom a pleasant place for students.

Another critical component in this field is an important evidence that feedback has a vital weight in the developing of learning outcomes. Two findings from the many meta - analyses of the effects of feedback are most fascinating-the average effects of feedback are among the highest we know in education, and feedback effects are among the most variable in their influences. According to these studies, feedback is among the top 10 influences on achievement. It appears that simply setting lots of feedback does not means that learning will occur, as one has to take into account the differential effects of feedback on learning as well as learners. Mayer & Alexander (2011, p. 249)

Lesson Design

It is an important tool that helps teachers to think carefully about the aims and procedures of the lessons they are going to give. It also helps them to become more conscious of what works and why. Although we cannot predict how learners will respond to every stage in a lesson, the better prepared we are, the more likely we will be ready to deal with whatever happens. Harmer (1998, p. 122) explains why it’s important planning:

Planning helps, then, because it allows teachers to think about where they're going and gives them time to have ideas for tomorrow's and next week's lessons. In the classroom, a plan helps to remind teachers what they intended to do-especially if they get distracted or momentarily forget what they have intended. Finally, planning helps because it gives students confidence: they know immediately whether a teacher has thought about the lesson, and they respond positively to those that have.

In general, effective lesson planning is the basis of effective teaching. It provides many benefits to both teachers and students and serves as a valuable map to guide teachers to their goal.

Class Size

One of the most important factors in education is classroom size. Classroom size doesn't refer to the physical size of the classroom. Rather, it refers to the number of students in the classroom. The lower the number, the better.

The National Education Association (NEA) states that the optimal classroom size is 15 students. This is for regular programs of teaching; for specialized programs such as those for students with exceptional needs, the classroom sizes should be smaller.

The above idea is supported by Douglas (2007) when mentioning ideally, language classes should be comprised of no more than 12 to 15 students, so they should be large enough to supply variety and student interaction and small enough to give students ample opportunities to take part and to get individual attention.

Likewise, Harmer (1998) explains how big classes could become a disadvantage in the learning process:

In big classes, it is very difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching and learning sessions. Frequently, big classes mean that it is not easy to have students walking around or changing pairs etc. Most importantly, big classes can be quite intimidating for inexperienced teachers.

Classroom size is important because if a teacher has too many students in his classroom, he is not able to give each student much time. Teachers with smaller class sizes are capable of giving students more individual attention which, in turn, helps these students to better succeed in school.

Smaller classes are also better because of issues of safety and discipline. It is much easier for a teacher to keep order in a classroom with, say, 15 students than it is to keep order in a classroom with 35 students.

Classroom Space

It is possible to organize the space in the classroom so that students get the best opportunities to optimize their learning. Although classroom space is limited, even in the most basic classroom there are opportunities to take advantage of the different ways students learn and work.

The first consideration when planning how to use the space in the classroom is to have a clear idea of what the purpose of each activity is going to be. Some teachers, however, arrange their classroom space in a particular way that allows them

to teach their students directly, but also to use the same learning space for activities such as pair work, group activities, individual learning stations and class games.

McLeod, Fisher & Hoover (2003, p. 3) “Teachers try to make every inch of classroom space count in order to have a rich and inviting classroom environment because they know that the richness of student’s experiences are enhanced or diminished by their surroundings”. They also expose that the organization of space also affects the way students behave and move around the classroom, as well how much attention they pay to instructions.

Classroom and/or Teaching Resources

Students become more confident when learning through different stimuli. Teaching aids should help students to learn, they should be resources for ideas and activities for instruction and learning, and they should give teachers validation for what they do.

Besides the course book, a wide range of resources is available. Teachers should make use of supplementary materials (magazines, pictures, articles, games, real objects, video recordings, etc.). These materials keep students’ concentration and motivation. If we do not provide students with something attractive to them, they will look for and find it in other things that have nothing to do with the lesson and consequently get distracted.

O’Neil & Gish (2008, p. 308) explain how teaching aids can be divided into two categories: “For our purposes language teaching aids can be divided into two main categories: *Technical* and *Non-technical*. The technical aids involve machinery and/or require electricity while the non-technical aids require neither

machinery nor electricity but are simple, inexpensive aids that the teacher can acquire or make on his or her own.”

Examples of technical aids include overhead projector, slides, filmstrips, movies, television, videotape, the tape recorder, etc.

On the other hand, board-basis aids, pictures, flashcards, charts are materials are examples of non-technical aids.

Likewise, Gower, Philips & Walter (2005) talk about different resources, for example the board which is essential in all the classrooms and it is important to maximize its use; the overhead projector that is becoming increasingly popular; visuals that can vary on their types and are most known as are real objects (sometimes called realia) and pictures or photographs, they play an important role in EFL/ESL conversation sessions because they stimulate students speaking skills and tends to make the session unforgettable; another important aids are worksheets and work cards: there are many excellent published materials accessible for the EFL classroom or teachers can create their own worksheets to give to students to use in class or out of class for homework; the cassette recorder is one of the most useful tools almost all course books and many other published EFL materials include cassettes.

Materials like textbooks, videos, audio tapes, computer software and visual aids engage students in academic activities and influence the content and procedures of learning. The way of learning, either by memorization or by using creativity, is all influenced by the materials used in the classroom.

Classroom Observation

Classroom Observation is a process which provides a means of sharing good practice throughout a school. When used effectively it enables teachers to develop

greater awareness of their own strengths and areas for development and provides a stimulus for professional dialogue among teachers and authorities.

The purpose of classroom observation is to evaluate the way in which teaching impacts on students' learning and to ensure that all learners' needs are met.

The above idea is supported by Richards (1998, p. 141) who states:

“Observation has always played an important role in teacher education. Traditional views argue that through observing how teachers conduct their lessons, solve problems of classroom management, and interact with students, teachers can develop a useful repertoire of strategies and techniques.”

Furthermore, Zepeda S. J. (2008) explains that classrooms observations can be formal or informal and they offer opportunities for both authority and the teacher to develop an extensive range of understanding of the complexities of teaching and learning. For this range of understanding to come out, classroom observations must take place over time with continuous attention to the processes used to observe teachers. For classroom observation to be effective it is crucial that a positive climate exists within a school. The focus of observations should be on the benefits for all learners. Following observations professional dialogue should explore the practice, be constructive, formative and examine what works well and which areas of instruction or classroom management could be enhanced by modifying practice.

Learning Styles

The way people approach learning and studying is their learning style, which allow them achieve better results in the learning process. Woolfolk (2007) explains that there are students who take a deep processing approach which means that they learn for the sake of learning and are not concerned on how their performance is evaluated, and that there are students who take a surface-processing approach, which

means that they just memorize learning materials without understanding them and they are just worried about grades, awards and the desire to be evaluated positively by others.

In addition, the different approaches or ways of learning are presumed to allow students learn in a better way; that is why so popular the idea of individualized style for the teaching-learning process.

Furthermore, Lightbown & Spada (2006, p. 59) state: “We have all heard people say that they cannot learn something until they have seen it. Such learners would fall into the group called ‘visual learners’. Other people, who may be called ‘aural’ learners, seem to learn best ‘by ear’. For others, referred to as ‘kinesthetic’ learners, physical action such as miming or role-play seems to help the learning process”.

Teachers should assess the learning styles of their students and adapt their classroom methods to best fit each student style. Following the learning styles of students is helpful to develop strategies to compensate the weakness and get the most out of their strengths, besides, learning is the way students change in disposition and in behavior overtime and this is brought about by experience.

Language Aptitude

Language learning aptitude refers to the prediction of how well; in relation to others a person can learn a foreign language in a given amount of time and under given conditions.

One area of learning that is unique, when compared to other types of learning, is foreign language learning. When learning a foreign language, students must take something that is initially unknown and make it a part of who they are. Techniques in the field of teaching foreign language differ and can be unique learning experiences.

Students experience diverse emotions, as well as various levels of success, while learning a foreign language.

Lightbown & Spada (2006, p. 32) suggest: “The terms ability, aptitude and intelligence are commonly used every day and therefore it is all easy to mix up their popular meaning with their scientific definition.

Although some scholars distinguish between ability and aptitude, in typical practice the two are used synonymously. Furthermore, in an educational context, such as second language learning, ability is often used to mean ‘learning ability’, that is the individual’s potential for acquiring new knowledge or skill.

Foreign language aptitude is not a unitary factor but rather a complex of “basic abilities” that are essential to facilitate foreign language learning”.

Similarly, language aptitude has been suggested to be the most consistent predictor of one’s success in learning a foreign language. Due to the conceptual issues involved, the matter of differentiating among ability, aptitude, and intelligence must be considered. These terms are commonly used in everyday speaking; ability involves thinking, reasoning and the processing of information. Whereas aptitude is commonly used in reference to a specific area of performance, intelligence carries a broader meaning; it is not specific to a discipline, but rather entails all areas of learning.

In addition, some studies have been carried out on factors that influence the English language teaching-learning process. One of the mentioned studies comprised the participants from three universities: Azad university, State university and Payameth Noor university of Urmia, all of them were first year English students and their ages were between 19 and 22. The investigation was about the relationship between EFL learners’ self-efficacy beliefs and their language learning strategy use;

the study found out that there have been given little attention to the relationship between self-efficacy and learning strategies among Iranian learners of English, the results of this study revealed that the majority of the participants were unwilling to use metacognitive strategies. It seems that particular strategies may be culturally more useful to the students, or it may be that the educational experience of Iranian students directs them to prefer some strategies over others.

The findings also revealed that with respect to the existence of a significant difference in learning strategy use related to the years of English study indicated that students with more years of language study have a tendency to use strategies more than less experienced students. (Boyandi, Rimani, & Shahbaz, 2012)

Similarly, a study performed on the English language learning strategy used by Chinese senior high school students. The investigation searched for a general pattern language learning strategies used by senior high school students in China, the differences among the strategies used in the different levels, and the influence of gender in this field.

The results of the research revealed that students in senior high schools prefer to use direct strategies more than indirect strategies, and among the six categories mentioned in the study, compensation strategies were used more often and social strategies less frequently.

In the case of male students, none of the six categories was in the high usage group, whereas for females there was one category which belonged to the high usage group. In conclusion, females used strategies more than males. The investigation also exposed that students in all three grades were medium users of learning strategies, as the grades ascended the resources of each category came down except of compensation and metacognitive strategies.

Since the learning strategy use is strongly related to the student's academic performance, authors recommend that teachers can support the language process by motivating language learning strategy use and responsiveness. (Zhou, 2010)

An additional study was held in City North Middle School, which is located in Fenghua, Zhejiang Province. The participants of the study were students from seventh grade (49 students in Class Four and 45 in Class Eight); these learners can demonstrate different attitudes through English learning, considering they are now in a new environment which is high school. There were some negative reactions showed by students, the most common were anxiety, hopeless, boredom and low self-confidence. One of the reasons that could explain students' anxiety was concerned to their background, since students that came from rural areas didn't have the same education as the students that live in urban areas.

In the conclusions, the authors emphasize that teachers must consider in first place the students' affective situation rather than just give them information. (Zhu & Zhou, 2012)

It is undeniable that the teacher is one of the factors that has a lot of influence on student achievement. An ineffective teacher places students at an extreme disadvantage due to poor instruction. According to Adams & Pierce (1999), having many years of experience doesn't guarantee expert teaching; experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to assure the needs of students. As the teacher factor matters to students' learning, a number of researchers examined the characteristics of effective teachers, as this study allows us to be aware of its influence in learners. The participants of this study were selected as a convenience sample divided into two many groups of English language teachers and learners. The teachers group consisted

of 11 university professors teaching English and Literature and English Language Teaching at different Iranian universities, 18 High school English teachers and 30 teachers of English working at language institutes.

The learners group was also a combination of 99 university students majoring in English Language and literature, 89 high school students and 27 English learners from language institutes.

The authors asserted that English teachers and students have other points of view about the characteristics of an effective English language teacher. In general, the teachers identified aspects like high knowledge of pedagogy and the use of particular techniques and methods such as preparing the lesson well, using lesson plans, and impartial assessment of what students have learned, integrating group activities class and assigning homework to be considered effective English language teachers. In contrast, the learners considered more important characteristics related to a teacher's personality and the way he behaves his students, as we could see in other similar studies. Focusing on students' needs doesn't imply that teachers only should try to gather the learner's needs based on personality, but it means that teachers will need to offer individualized instruction as much as possible taking into count learning styles. (Shishavan & Sadeghi, 2009)

Teachers must prepare to teach students in terms of interest, motivation and ability, some of whom may need additional assistance and these behavioral characteristics are said to have effects on the students in learning English.

However, apart from good teaching skills that teachers need to have, personal traits and personality are also equally important because they also play a vital role in the success of learning.

All the previous studies show us the importance of factors that influence the English language teaching-learning process. These factors are essential in the successful development of the language practice. They activate students' motivation and desire to learn and to participate, making them more confident and independent.

For this reason, teachers must keep in mind the influence of these issues so they can achieve their goals focusing on students' permanent and long lasting knowledge, as well as to facilitate learning performance.

Description, Analysis, and Interpretation of Results

Quantitative Analysis

Throughout the observations in the fifteen classes in five private high schools, it was evidenced that teachers gave the adequate importance to all the factors that are involved in the teaching-learning process. In this investigation, there will be shown the analysis of the instruments that were applied for this investigation. These were: teacher's questionnaire, student's questionnaire and the class observation sheet.

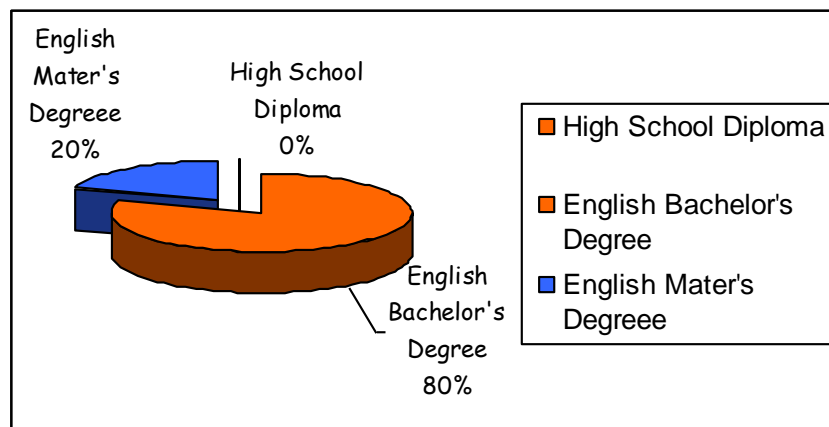
The results were analyzed using the Quantitative and the Qualitative methods. The results obtained from teachers and students' answers will be evaluated applying the quantitative method. The results of the observations and the personal interviews will be analyzed using the qualitative method.

Finally, there will be an analysis of the findings of the most relevant questions in order to establish the conclusions and confer recommendations.

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1

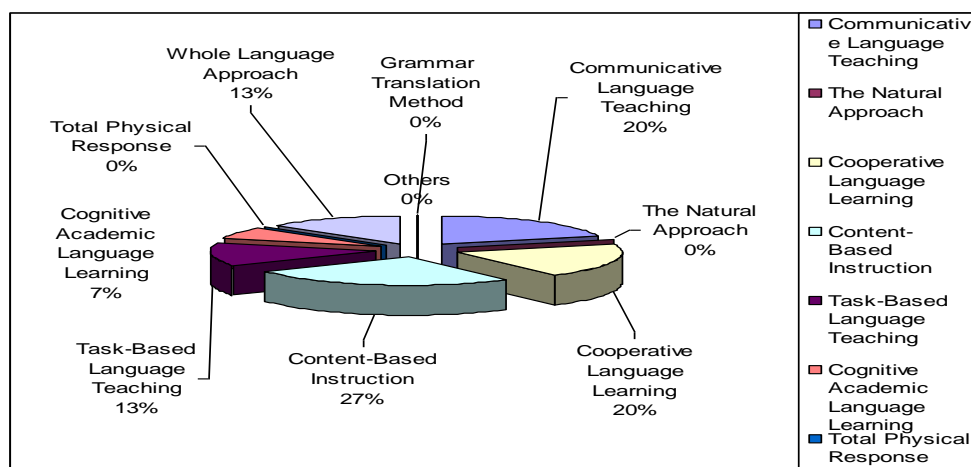


Author: Elizabeth Guerrero
Source: Private High Schools

It is remarkable to see that an 80% of the teachers have a degree related to English and education, and a 20% of them has a master's degree. Resolutions that Ministry of Education has taken are very important for education, because if educational institutions have well prepared teachers, it will be reflected on the quality of education students receive.

Which of the following methods was used in this class?

Graph 2



Author: Elizabeth Guerrero
Source: Private High Schools

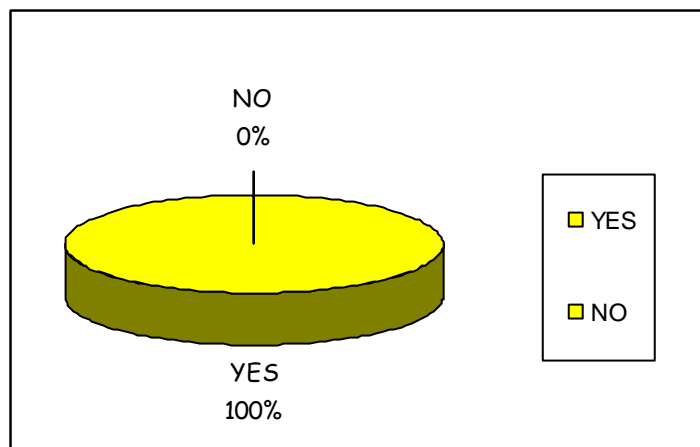
According to the results, the most used methods by teachers in the class are: Content – Based Instruction with a 27%, the special influence of content-based instruction is that it incorporates the learning of language with the learning of some other subjects, which is the way some high schools are teaching English today, through subjects such as Social Studies, Science, Technology, etc. Cooperative Language Learning with 20%, in a cooperative classroom the students and teachers work together to achieve the same goals; it is synonymous with collaborative learning since students work together in pairs and groups, they share information and come to teach others. Communicative Language Teaching with 20%, students use the

language a great deal through communicative activities such as games, role plays, and problem-solving tasks.

Task Based Language Teaching and Whole Language Approach with 13% and in less percentage Cognitive Academic Language Learning with 7%. It's important to say that many of the teachers were not sure about the methods they were using; they replied they have forgotten about what each method implies since they studied them years ago.

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

Graph 3



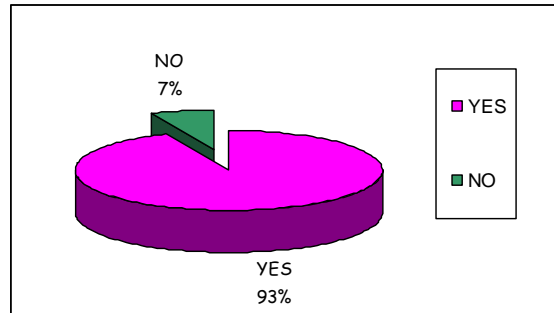
Author: Elizabeth Guerrero
Source: Private High Schools

All the teachers said they use whole-group activities in their classes, and I could see that in the observations. There are many advantages of whole-class activities; for instance, we can mention that an important aspect of this kind of work is the bonding together of the whole group. The larger the group, there is more variety in the ideas, opinions and experiences that are shared during the class, which might contribute to the learning process. It also ensures teacher's access to all students. According to the experience in the observations, this strategy particularly

worked well when it was used to explain new ideas and concepts, to summarize, to carry out warm up activities and play games.

Do teachers use individual activities to teach their lessons?

Graph 4



Author: Elizabeth Guerrero
Source: Private High School

According to the results, we can see that almost all the teachers use individual activities in their classes; they said that in some cases, students like to work independently and they are likely to be more comfortable with their own opinion when doing the tasks or exercises.

Individual activities included exercises such as: labeling, rank ordering, multiple choice, true/false questions about reading, completion exercises, matching exercises, writing essays, etc. to provide an opportunity for the students to practice skills.

Exercises were completed in a set time period, and at the end of the class the students or the teacher, in other cases, gave and discussed the correct answers.

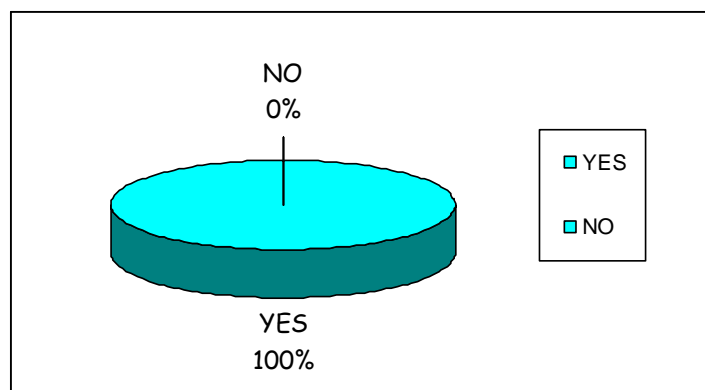
Another activity that I saw was Role Play in which students were assigned the role of a character to play in a given situation. Without practice, students acted out the events in the situation. It was very funny because students laughed a lot while they were looking at their friends acting.

I considered this idea very interesting; a teacher told me that he frequently uses progress quizzes; these are short self-tests which are not graded; answers are provided to the students so they can see how they are doing with their learning process.

It's important to find a balance among whole-group, individual and group-work activities, since teachers usually give many individual exercises to measure students' understanding and it can cause the class become boring.

Do teachers use group work activities to teach their lessons?

Graph 5



Author: Elizabeth Guerrero
Source: Private High School

Group work is one of the most important class activities for developing students' communicative ability; it helps learners to involve into interaction with their classmates, and improve students' cognitive and affective aspects. According to the results of the teachers' answers and what I saw in the observations, it was very useful to see the variety of group-work activities applied to the topics they were studying in the different classes.

For example, a fun game that I saw was *Shiritori*; there were three groups, the front person from each group wrote a word on the board e.g. "fish", then the next

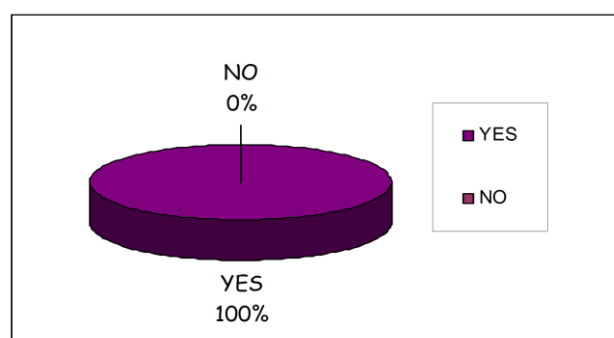
person from the group comes up and writes a word that starts with the last letter of the previous word. e.g. if the last word was "fish" the new word was "hotel" when the time was up, the team that had the most words won.

In one of the classes they were learning about the varied features of a newspaper and vocabulary related to it; students had to work on this activity by groups, they had to create a Newspaper for the class, it was required a lot of planning and group work. The class was divided into groups and teacher assigned one of the features to each group. The groups gathered material for their articles. The material of each group was assembled and the final result was very nice!

There were also writing activities in groups in order to make up the end of a story. The class chose the best and the most creative one. For developing oral skills there was organized a debate in the classroom, the groups had been given before their position to support, and I could see an interesting discussion about *The pill of the day after*. Students talked about this theme according to the church's view, young women's view and the doctor's view.

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

Graph 6

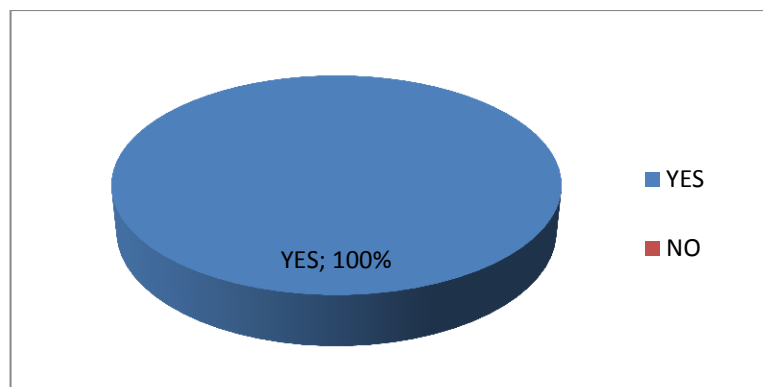


Author: Elizabeth Guerrero
Source: Private High Schools

Some educational institutions have the policy of “English only” in the classrooms; on the other hand, teachers said in the interviews it’s not necessary to be so strict about it, but it’s important to speak English most of the time in class, because some students don’t have so many opportunities to do it on their daily routines, and the time they spend at school is the only chance they have to speak English. All of the teachers said they use English most of the time in their classrooms and that is what I could see during the observations; moreover, students were motivated to ask and answer questions in English, even if they made mistakes.

Do teachers plan their lessons?

Graph 7



Author: Elizabeth Guerrero
Source: Private High Schools

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and track while teaching and help students to reach objectives more easily and manage less.

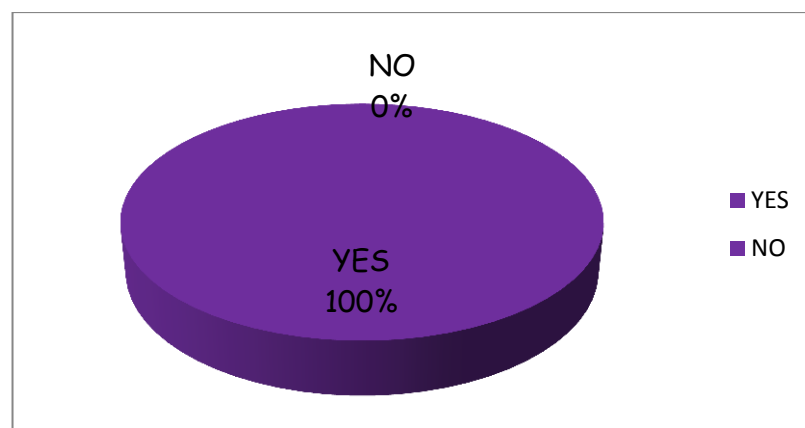
It is an essential instrument that helps teachers to think carefully about the goals and teaching methods they are going to use. It also helps them to become more conscious of what works and why. Although we cannot predict how learners will

respond to every phase in a lesson, the better prepared we are, the more likely we will be ready to deal with whatever happens.

According to the results, all the teachers plan their lessons and the educational institutions review these plans frequently; most of them once a week, others once a month and others each module plans. During the observations, I asked some teachers for their plans, and I could verify that they were following them; classes were well organized, the resources were ready and the aims of the lessons were achieved.

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

Graph 8



Author: Elizabeth Guerrero
Source: Private High Schools

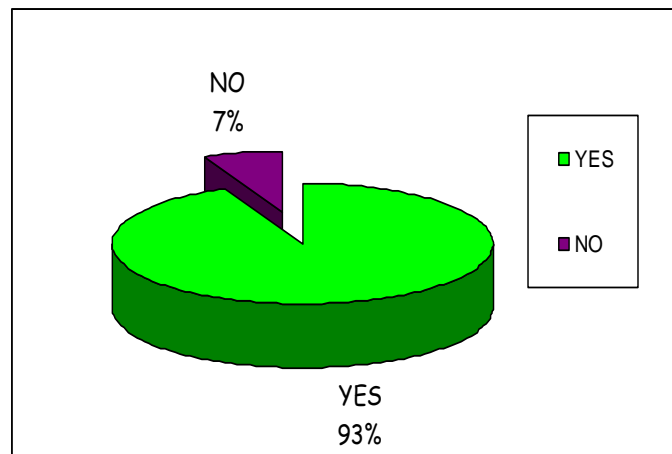
Classroom management is closely linked to issues of motivation, discipline and respect. Many teachers establish rules and procedures at the beginning of the school year in order to give students concrete direction to ensure that the teachers' expectation becomes a reality. Another useful tool for teachers is the effective use of school time which begins with efficient classroom organization. Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion;

using learning centers, independent assignments, and seatwork to give teachers time to work with small group; and creating classroom environments that allow students and activities to move smoothly from one activity to the next. All the observed teachers consider important all these factors, so they can accomplish the lesson objectives and have a good environment in the classroom.

Factors Concerning Students

Do teachers consider Students' needs to teach English successfully?

Graph 9

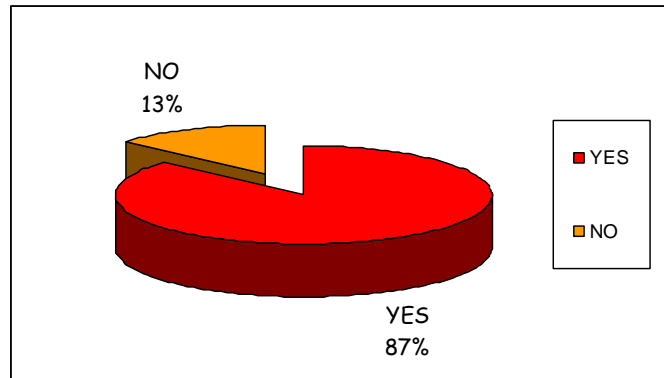


Author: Elizabeth Guerrero
Source: Private High Schools

According to the teachers' answers, the 93% consider that students are all different, that is what makes students unique. There are differences that affect learning and behavior in the classrooms; for example: individual goals, interests, culture, home background, etc. Teachers demonstrated a very high interest in students' needs, as I could see in the observations; there were a variety of fun activities that were done in classes and which students appeared to be very attracted to as well as motivated in learning English

Do teachers consider Students' level to teach English successfully?

Graph 10



Author: Elizabeth Guerrero
Source: Private High Schools

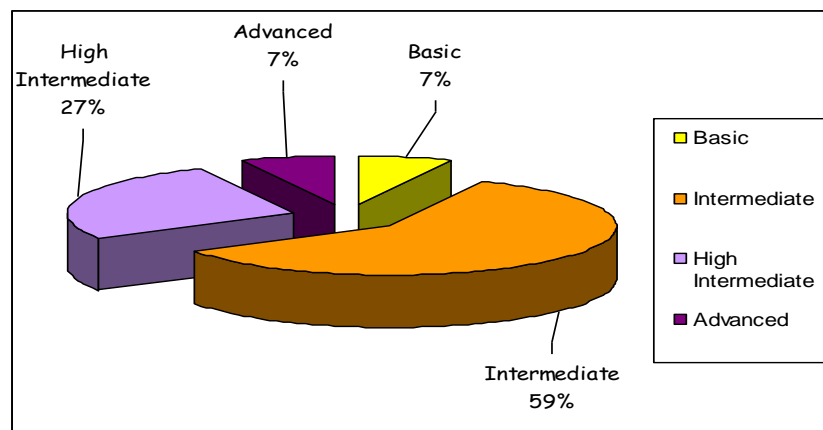
In the classroom, teachers face the challenge to deal with students showing different academic knowledge levels, learning styles, language proficiency, motivation, etc. The 87% of the interviewed teachers agreed that it's relevant to consider the students' level for the teaching-learning processes; they take this into account in order to plan their lessons, adjust the contents, process, and methods in response to students' readiness and capacity to move forward the course of action.

In three of the five schools visited, I could see how convenient it is to have homogenous classes; students were grouped according to their English level. There were two levels: Intermediate and Advanced, I observed that the students felt self-confident and comfortable, had a good level of participation and they were not afraid to be wrong. Teachers also said they can teach in a better way, focusing on the students' needs because it is easier when the students are in the same level. Students were completing much more challenging work. As they worked in groups, it was a total group effort to complete an activity or to solve a problem. Teachers didn't have

to worry about students not participating in the activities, because they were motivated and willing to learn so they won't feel frustrated for not understanding or for knowing less than their classmates.

Which is the level of the students?

Graph 11



Author: Elizabeth Guerrero
Source: Private High Schools

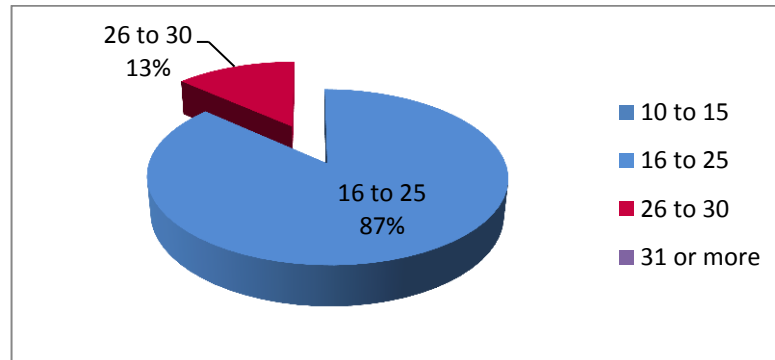
While activities were developed in the classrooms, it was evidenced that students have a good level of English. Teachers used this language during the whole class and students seemed to be used to work in English, listen to instructions and ask questions in English, which was required permanently by the teachers.

It is necessary to improve the students' English level in order to reach more fluency when communicating among students and to increase the vocabulary, so they do not have to be asking for translation of many words when they are working in the class.

Factors Concerning Classrooms

How many students do you have in this class?

Graph 12



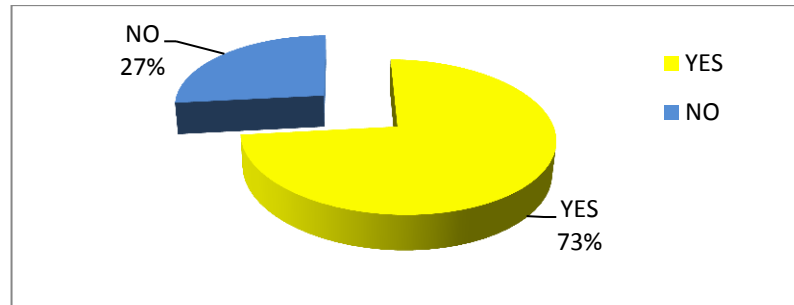
Author: Elizabeth Guerrero
Source: Private High Schools

In private high schools, teachers have the advantage to work with groups relatively small. The majority of the groups consisted of 16 to 25 students, which is a good number of students to work with. Teachers could manage discipline, give instructions, form groups to work, and even correct exercises having all the students the chance to participate and feel involved in the class. There's more incentive for students to pay attention and become engaged in a small class, teacher can manage and handle the class better leading to better discipline and greater attention.

When someone goes missing for a few days from a class teachers can be able to reach out to them to offer support or get some idea of what is going on, before it's too late and they have fallen too far behind to catch up.

Do teachers feel comfortable working with this number of students?

Graph 13



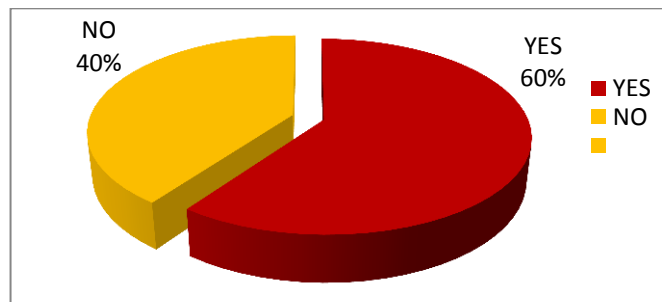
Author: Elizabeth Guerrero
Source: Private High Schools

According to the results, 73% of the teachers feel comfortable working with their groups; the rest of them said they would like to have smaller groups so they can make other kind of activities and give students personalized attention.

Research findings indicate that the ideal class size is 25 students or less. Smaller class size results in improvements in a variety of important learning factors, including creative behavior, problem-solving abilities and an increase in opportunities for students' participation and expression. For the teacher, the improvements also involve classroom management through a reduction in learning and behavior problems.

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

Graph 14

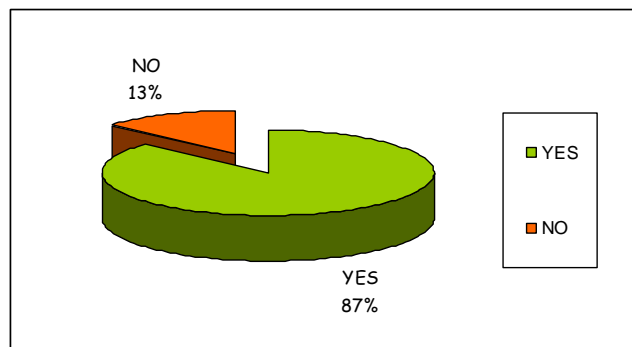


Author: Elizabeth Guerrero
Source: Private High School

Teachers and students consider that class space influences the social context of the classes. There are some important issues that may affect our behavior such as lighting, color, furniture arrangement, etc. These factors were also contemplated by students and it called my attention because students don't feel satisfied with the space they have in their classrooms, and they cannot work comfortable. A high percentage (47%) answered NO to this question: "Do you consider that the size of your classroom allows you work in a comfortable way?" According to what I saw during the observations, most of the classrooms weren't arranged to promote efficient learning and minimize behavior problems. Some students were not able to see and hear instructions and didn't have efficient access to learning materials. Some classrooms were not flexible to allow for different types of learning activities.

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

Graph 15



Author: Elizabeth Guerrero
Source: Private High Schools

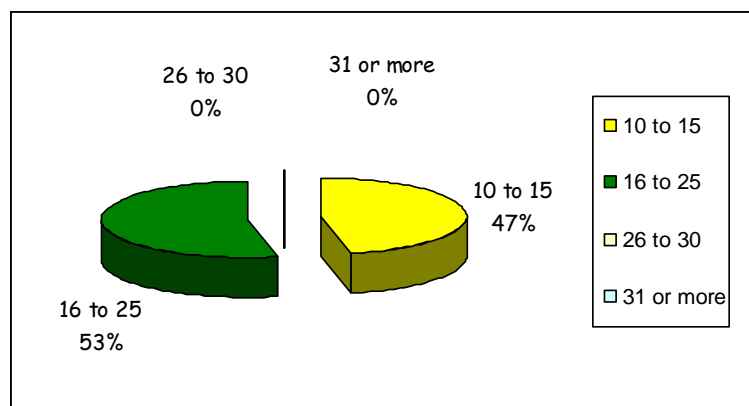
Some teachers prefer to arrange desks in different ways depending on their teaching styles. The design of long rows of desks all facing the front of the classroom is not always practical for students or teachers. It can be difficult for teachers to see

students in the middle or the back of the room, while students may find it difficult to concentrate on learning if they're staring at the backs of other classmates' heads.

Students agree with this view, and a high percentage (40%) of them said they don't like the way their teachers arrange the seats in the classroom. Teachers should think about the benefits of switching things up to tap students' learning potential. From the use of smart boards and computers to the rearrangement of seats, variety in the classroom is often beneficial for students.

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

Graph 16

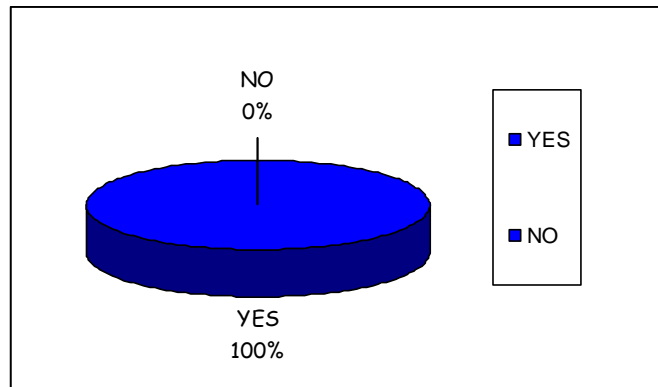


Author: Elizabeth Guerrero
Source: Private High Schools

According to the information provided by teachers, a good number of students are from 16 to 25 or less. As mentioned before, class size is critical when teaching a foreign language; dealing with manageable groups teachers have the opportunity to reach their objectives and have a great environment to work in the classroom, avoiding behavior problems in students and keep students motivated in the classes.

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

Graph 17



Author: Elizabeth Guerrero
Source: Private High School

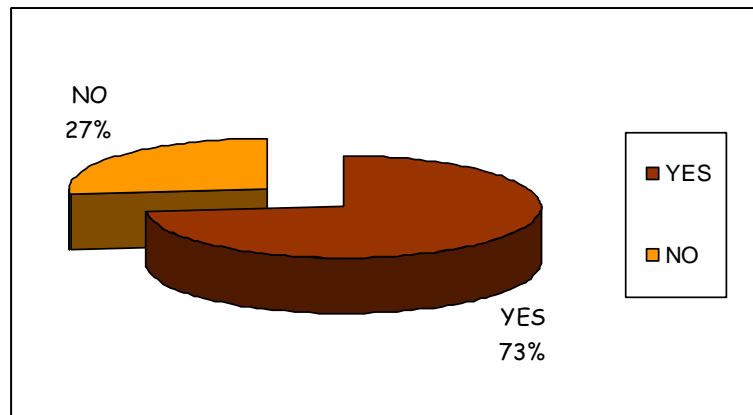
After observing the fifteen classes in private schools, I could see that teachers in all of them used a variety of teaching resources. According to what was seen, most of the teachers used at least two kinds of extra material to facilitate student's learning and to enhance their motivation during the foreign language cognitive process. The aids used in class were: CD recorder, Computers, supplementary materials such as reading texts, worksheets, paper-based handouts, ESL books, TV and there were other mentioned such as: DVD, realia, newspapers, postcards, magazines, in focus, etc.

It's very important to give importance to the use of teaching resources according to student's needs and interests. The advantage in private high school is that they have good materials and resources to work with in the classes, however, there was disappointing to see that in any of the visited high schools I couldn't find smart boards in the classrooms, they just have some in the technology labs and

teachers said it is very difficult to go there because these laboratories are always busy with other teachers and students.

Do teachers consider appropriate the resources they have in their classes?

Graph 18

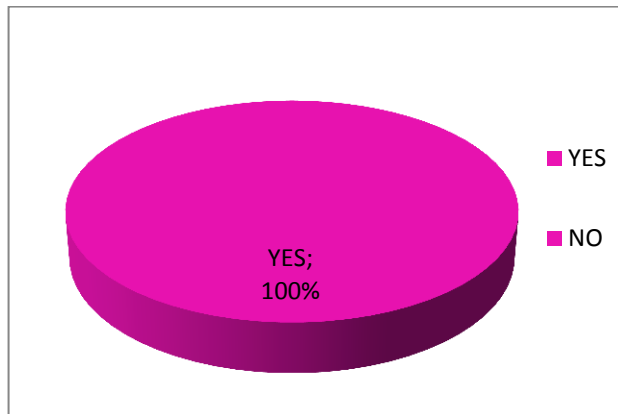


Author: Elizabeth Guerrero
Source: Private High Schools

Teaching resources are an essential component in any classroom. The benefits of teaching aids include helping learners improve reading comprehension skills, illustrating or reinforcing skills or concepts, differentiating instruction and decreasing anxiety or boredom by presenting information in a new and exciting way. Teaching resources have to engage students' on the lesson as well as support teachers work in the classroom. Most of the teachers (73%) said they consider appropriate the resources they have in their classes, private high schools are well equipped, so teachers should take advantage of it and have students involved and motivated in class. The 17% explained they would like to have a computer in each class, as well as a projector, easier access to computer laboratories so students can search more and have immediate access to information when needed for special projects; and some teachers asked for more technological facilities such as wi fi in the school so they can work in their own computers inside the class.

Does the institution review teachers' lessons plans?

Graph 19



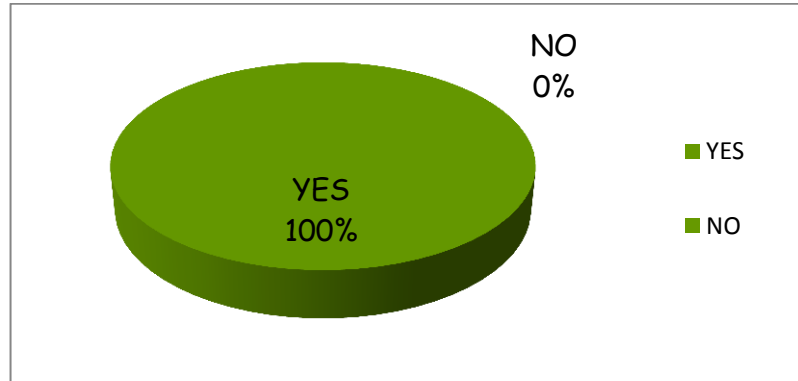
Author: Elizabeth Guerrero
Source: Private High Schools

According to the results, all of the teachers said the institutions where they work review their lessons plans; frequency they review them varies according to the institution. The 60% of the teachers said the institution reviews their plans once a week, a 20% of them said that their plans are reviewed once a month, and the other 20% said their lessons are reviewed twice a month, every module (6 weeks), once in a term, etc.

It's necessary that school authorities assess teachers plans in order to have a clear idea of what they are doing in the classrooms, organize time and achieve the objectives established for each level.

Does the institution monitor teachers' teaching?

Graph 20



Author: Elizabeth Guerrero
Source: Private High Schools

Classroom observation should always be paid attention since it is an important source of information and can be an effective professional tool.

Teachers said that institutions monitor their teaching, although what caused surprise was how often it happens.

Most of the teachers answered that they are observed only once a year. Because class observation is used to evidence the quality of teaching or to make progression decisions, this factor should be considered in the analysis as something to be changed; it should be done more frequently, at least three times a year in order to evaluate teachers' performance according to the learners' needs .

Conclusions

- This research demonstrates that there are relevant factors such as teaching methods, managing learning, lesson design, class size, classroom space, teaching resources, learning styles as well as language aptitude that enhance learning when they are used efficiently and allow achieving the objectives established for each lesson.
- All teachers in private high schools observed have an English Bachelor's degree but a very low percentage has a Master's degree, which is necessary to guarantee a better education for students and a better performance of teachers in class.
- Teachers plan their lessons; this was evidenced in the observations where I could see that everything was organized according to time, topic, methodology, etc. Aspects such as discipline, feedback and instruction were also managed efficiently in the classes.
- Teachers consider it is advisable to teach a foreign language to smaller groups; moreover, students feel they cannot receive personalized attention from their teachers because of the number of students in the classroom.
- Teachers arrange seats in different forms according to the activities planned for each lesson; nevertheless, students consider they don't have enough space to work in their classrooms.
- Class monitoring is not being done as it is necessary. Some of these private high schools evaluate teachers' practice only once a year, which is not enough to measure their performance in the classroom and also to take measures that could improve the teaching process.

Recommendations

- Teachers should be responsible and conscious about the significance of the variety of factors that influence the English language teaching-learning process, showing creativity and innovation in every class, especially taking into consideration the students' needs.
- Educational institutions should keep on monitoring and demanding better preparation from teachers, as well as provide facilities for them to study and improve their performance in the classroom. In fact, Nowadays a Master degree should be a requirement for teachers; in order to have better results in the English teaching-learning process.
- Teachers should continue working through well planned lessons, which let them and students organize time and resources according to the objectives of the class, and therefore, the teaching-learning process will be improved.
- It is recommended that private high schools keep on having twenty five or less students per class, in order to gain a good understanding and comprehension, to achieve efficient feedback, as well as to let teachers work in a more personalized way.
- Authorities should be aware of teacher's and students' needs related to classroom space, so this environment would promote an efficient learning process and reduce behavior problems.
- Educational institutions should evaluate their teachers constantly; it is not enough to visit classes one or twice a year. Therefore, throughout a constant monitoring, teachers will be more motivated to improve their performance in class as well as their teaching methods.

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ANNEXES

Annex 1



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

Annex 2



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

21. ¿Te gusta aprender Inglés?

SI ()	NO ()
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22. ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender Inglés?

SI ()	NO ()
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¿Por qué?

23. Consideras que las actividades realizadas en clase son:

Muy fáciles ()	Fáciles ()	Difíciles ()	Muy difíciles ()
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24. ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor?

SI ()	NO ()
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¿Por qué?

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

SI ()	NO ()
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26. ¿Tu profesor utiliza Inglés la mayor parte del tiempo en la clase?

SI ()	NO ()
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27. ¿Tu profesor controla la disciplina en la clase?

SI ()	NO ()
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28. ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?

SI ()	NO ()
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29. ¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué debes mejorar?

SI ()	NO ()
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30. ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra clase son claras?

SI ()	NO ()
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31. ¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda?

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
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GRACIAS!!!!

Annex 3



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CARRERA DE INGLES
OBSERVATION SHEET

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

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

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

YES () NO ()

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

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

***Students' Level**

Basic () Intermediate () High Intermediate () Advanced ()

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

Time	()
Lesson topic	()

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

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

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

7. How many students are there in the classroom?

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

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

YES	()	NO	()
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NOTES:

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

TV	()
Tape/Cd recorder	()
Computer(s)	()
Projector(s)	()
Smartboard	()
Supplementary materials	()
Others	()

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

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