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: Pazmiño Paredes, Diana Carolina

DIRECTOR: Nesterenko, Nina, Mgs.

CENTRO UNIVERSITARIO QUITO

2014

APROBACIÓN DEL TRABAJO DE FIN DE TITULACIÓN

Mgs.

Nina Nesterenko

DOCENTE DE LA TITULACIÓN

C E R T I F I C A:

El presente trabajo de fin de titulación: "Factors that influence the English language teaching-learning process in Ecuadorian private high schools" realizado por Pazmiño Paredes Diana Carolina, 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, Pazmiño Paredes Diana Carolina declaro ser autor (a) del presente trabajo de fin detitulación: "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. Nina Nesterenko 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.

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. ....

Pazmiño Paredes Diana Carolina

1716636905

DEDICATION

To my beloved parents and sister.

ACKNOWLEDGMENT

To all the institutions, teachers and students that made this study possible.

CONTENTS

ABSTRACT

This research provides a descriptive analysis of the factors that influence the English language teaching-learning process in Ecuadorian private high schools; it was conducted in the city of Quito, province of Pichincha, in the year 2012-2013 in six private highs schools. The sample consisted of 15 students and 15 teachers. Data was collected through observation and surveys applied to teachers and students, and it was analyzed through a qualitative and quantitative process in order to determine which factors had an effect on English teaching-learning process.

The most important finding of this research is that the observed Private High schools in Quito are successful in the process of teaching-learning English and that this success is linked principally to the expertise and proficiency of the teachers, to the classroom space and to the compromise of this institutions with education.

KEYWORDS: English teaching-learning process (Factors that influence the English teaching learning process), Private high schools Quito-Ecuador ─ (Educational Sciences - Thesis)

RESUMEN EJECUTIVO

El propósito de este estudio es brindar un análisis descriptivo de los "Factores que influencian el proceso de enseñanza-aprendizaje del idioma Inglés en Colegios Privados en el Ecuador", fue realizado en seis Colegios Particulares en la ciudad de Quito, provincia de Pichincha, en el año lectivo 2012 - 2013. En donde se recabó información sobre los factores relacionados con estudiantes, maestros, clases e instituciones educativas que tienen un efecto positivo o negativo en el éxito del aprendizaje y enseñanza del idioma Inglés.

Para determinar el efecto de estos factores se aplicó un cuestionario a 15 maestros y 15 estudiantes, se realizó también observaciones de campo y luego los resultados fueron analizados cualitativamente y cuantitativamente.

Los resultados obtenidos revelan que las instituciones privadas de educación secundaria en Quito que fueron observadas, son exitosas en la enseñanza del inglés debido principalmente a la preparación y experiencia de los maestros, a la adecuada infraestructura y equipamiento de las aulas y al compromiso de las instituciones con la enseñanza del idioma.

PALABRAS CLAVE: Enseñanza-aprendizaje de Inglés – (Factores que influencian la enseñanza-aprendizaje del idioma Inglés), Colegios Privados Quito-Ecuador – (Ciencias de la educación - Educación Secundaria – Tesis)

ABSTRACT

This research provides a descriptive analysis of the factors that influence the English language teaching-learning process in Ecuadorian private high schools; it was conducted in the city of Quito, province of Pichincha, in the year 2012-2013 in six private highs schools. The sample consisted of 15 students and 15 teachers. Data was collected through observation and surveys applied to teachers and students, and it was analyzed through a qualitative and quantitative process in order to determine which factors had an effect on English teaching-learning process.

The most important finding of this research is that the observed Private High schools in Quito are successful in the process of teaching-learning English and that this success is linked principally to the expertise and proficiency of the teachers, to the classroom space and to the compromise of this institutions with education.

KEYWORDS: English teaching-learning process (Factors that influence the English teaching learning process), Private high schools Quito-Ecuador ─ (Educational Sciences - Thesis)

INTRODUCTION

It is known that effective language teaching-learning process is influenced by many factors and that these factors are responsible of the success or failure of students in the acquisition of the new language. This research focuses on the analysis of factors concerning teachers such as their experience, proficiency, methods and approaches used in class and level of education they have; factors concerning students such as their motivation, aptitude an attitude towards language learning and their English level; factors concerning classrooms such as the class size and the furniture and space; factors concerning educational institutions are also considered in this study, special attention is paid to planning and teacher monitoring.

This study has two main chapters: Chapter, Literature Review, where some concepts and previous studies held on the topic are revised and Chapter II where data collected is analyzed and interpreted.

This research will provide a clear view of the scenario in which English teaching-learning process takes place in Private Schools in Quito and it will provide educators, who are interested in this topic, with valuable information about the various factors that influence effective English teaching-learning process. Besides, it will be valuable for educational institutions that want to improve their English level, allowing them to identify their weaknesses and improve them.

On the other hand, teachers' awareness of the impact of these factors on the teaching-learning process opens a possibility to enhance the level of English that is

taught in Ecuador and makes possible that students learn English effectively and access better superior educational opportunities.

All the objectives of this research were reached as the factors that have an effect on English teaching-learning process concerning teachers, students and educational institutions in private high schools in Quito could be observed and analyzed. This study made possible to determine which factors had an effect in the English language teaching-learning process in Ecuadorian private high schools and also to have an overview of the actual circumstances of students, teachers and educational institutions concerning English acquisition.

Regarding the limitations of this research it can be mentioned the difficulty of scheduling time in which the teachers were able to allow the researcher to observe class time.

A recommendation for future research on this topic would be to extend the inquiry by adding surveys for students so they express their opinions regarding teachers' performance.

METHOD

To carry out this study it was necessary to research, study and understand information related to factors that affect the acquisition of English as a foreign language. It was also necessary to study various texts and to review previous studies on this field before starting the investigation.

The sample for this study was fifteen teachers and students from six randomly chosen Private High Schools located in the north of the city of Quito-Ecuador, this zone of Quito was chosen principally to ease the investigation process due to the location of the researcher. Students' observed belonged to different years of secondary high school from 8th basic to the last years of baccalaureate. The teachers of the sample were teachers of English as a Foreign Language and teachers who taught different subjects in English. Observation sheets were filled by the researcher in fifteen observed classes to gather information about some aspects regarding the methodology and resources used by the teacher and his/her performance in class, this sheets allowed the researcher gather some data regarding important aspects of the classroom space and furniture and the interaction of teachers and studies while the class was taking place.

In addition, questionnaires were completed by the observed teachers and a sample of fifteen randomly chosen students. The questionnaire consisted of questions related to teaching methodology, resources available, class size, learning management and institutions monitoring.

Moreover teachers were interviewed to gather information about their experience and education. It was also necessary to take notes about important aspects

that were observed in the class.

The variables to be studied in this research were in four: factors concerning teachers, factors concerning students, factors concerning classrooms and factors concerning institutions. Data collected from the observations and surveys was analyzed qualitatively and quantitatively using percentages and graphs to aid the understanding of the findings and the relation among the variables.

The information obtained from each question on the teachers' survey was depicted in graphs. A study of the notes taken by the the researcher while the observation was carried out was made and all of the information provided by the students was used to verify the teachers' responses to the survey.

These quantitative and qualitative analyses made possible to draw some conclusions about the population studied and the factors that influenced the English teaching-learning acquisition in the observed private high schools that were part of this study.

DISCUSSION

Literature Review

A study made by The Ministry of Education in Ecuador (2012) reveals that students in the public high school system in Ecuador reach only a 65% average in their English studies. From 5,022 teachers evaluated in four levels, 74 % percent tested at levels A1 and A2 of teaching expertise as opposed to the B1 and B2 levels expected for educators of the English language. These findings revealed that Ecuadorean English teachers are at an initial level of English and that they are not knowledgeable on good classroom techniques and methods which would support the teaching-learning process. Besides, most teachers do not have a degree as a teacher of English.

The Ecuadorean Government, in the "Plan de el Buen Vivir" 2009-2012, expressed its desire to provide young people with a high level of education. The expectation of the plan mentioned is to improve education at all levels and English plays an important role.

Senescyt (Secretaría Nacional de Educación Superior, Ciencia y Tecnología), through the plan "Enseñanza de Inglés¨, awarded 500 scholarships in the United States and other English speaking countries as a way of enhancing teachers' teaching methods and proficiency of the language. It is expected that teachers reach at least a B2 level of teaching according to the International European Standard.

Certainly, having proficient and experienced teachers will allow students to access formative programs in English speaking countries and thus open a wide range

8

of job opportunities for them, but based on the facts mentioned above there is a long road ahead for educators in Ecuador.

Teaching Approaches and Methods

The Grammar Translation Method was the dominating method in Europe from 1840's through 1940's. Although it lacked a psychological, linguistic or educational theory that could support it, it was used as a method of teaching English for more than a hundred years; and with some variations it is still one of the most used methods of teaching English in some places.

Followers of this method think that "by analyzing the grammar and by finding equivalents between the student's language and language to be studied, the students will learn how the foreign language is constructed", Harmer (1998, p.30). For this reason special attention is given to the deep analysis of grammar rules. Students are often asked to translate sentences and texts, and to memorize vocabulary through bilingual list of words which is a very tedious experience for them. It is known that learners use translation as way of understanding the language at various stages of learning, but concentrating in grammar only; as stated by Harmer (1998), does not give students opportunities to activate language knowledge.

Other methods are considered more functional and effective in the process of teaching languages.

Communicative Language Approach pays special attention to developing what was called "communicative competence" by Hymes (1972). Any attempt to communicate made by the students is significant, being fluent and conveying meaning is more important than being accurate.

According to this approach, students must construct the language focusing on communication by practicing dialogues that have communicative functions. The teacher does not focus on a specific structure or grammatical form on the contrary; the students must find a way to communicate their wants and needs on their own. A disadvantage of this approach is the limitless opportunities students have to commit errors due to the infinite structures they are allowed to use.

Task Based Learning method appears as a successor of the Communicative Language Approach. Based on the idea that "activities that involve real communication are essential for language learning" Willis (1996); students are given tasks to be completed. These tasks are the basis of this method; its complexity varies according to the learner's experience and prioritizes the completion of the activity rather than the grammatical structures study. This method enhances Communicative language Approach by limiting the students' opportunity to make errors, but it fails on practicing only certain patterns in the task solving which does not prepare students to participate in discussions or debates.

Total Physical Response is a method proposed by Asher (1977) which makes a parallel process of how first languages are learned. Students are expected to have fun and feel that they are succeeding in order to learn. To do this, teachers must reduce the stress in learning and avoid translation. Asher (1977, p.4) states, "most of the grammatical structure of the target language and a hundred of vocabulary items can be learned from the skillful use of the imperative structure", which is why the target language is introduced in form of instructions. When using this method, listening is the first skill to be developed; followed by speaking and then reading and

writing. As Asher (1977) stressed, "this approach must be used in companion of other methods and approaches to be effective".

Another popular approach is Content Based Instruction. Krahnke (1987) offers the next definition of this approach: "It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught". The construction of the information in text and discourse are studied as a whole not as sentences alone. Students focus on the purpose of the text which might be academic, informative, recreational, social, etc. It is thought that most teachers have been trained to teach skills but not content what represents a challenge for teachers who are using this approach as a method in class.

Managing Learning

Scrievener (2005, p.79) describes learning management as "the most important job of the teacher". According to him, creating the conditions where learning can take place is the teachers' responsibility. A teacher needs to develop a plenty of skills and techniques in order to make right decisions in class, as well as to have a good relationship and attitude to students.

Another important thing to consider is to give simple and clear instructions especially with beginners. The teacher must make sure that the students have understood what they have to do before they start doing it. Scrivener recommends not giving instructions before getting everyone's attention. It is very important to have everyone's attention.

11

Equally important is to provide correct feedback to students and to know the nature of the error the students make.

> Feedback encompasses not only correcting students, but also offering them an assessment of how well they have done, whether during a drill or after a longer production exercise. The way we asses students will depend not only upon the kind of mistakes being made (and the reasons for them), but also on the type of activity the students are taking part in. (Harmer 1998, p. 99)

Lastly, teachers need to know how to face time and unexpected events in class. Harmer (1998, p. 99) suggested that although teachers have specific intervals of time assigned for every activity planned for the class, they must be flexible and consider the students' needs in order to continue or abandon the activity.

Lesson Design

Planning and designing lessons must not be avoided as long as it has many benefits for teachers as well as for students.

As Harmer (1998, p. 121) mentions:

> For students, evidence of a plan shows them that the teacher has devoted time to thinking about the class. It strongly suggests a level of professionalism and a commitment to the kind of preparation they might reasonably expect. Lack of a plan may suggest the opposite of the teacher attributes. For the teacher, a plan gives the lesson a framework, an overall shape.
>
> Harmer (1998, p. 121)

In addition, although some experienced teachers think that planning is just a waste of time, it is really not. Woodward, T. (2001, p. 181) states, "Thinking things through before you teach helps to reduce feelings of uncertainty or panic and inspire you instead with a sense of confidence and clarity." When planning a class a teacher predicts, anticipates, organizes and simplifies things to be done in class before they happen; this gives experience and professionalism to the teacher.

Besides there is not a global format for planning lessons, Harmer (1998, p. 313-316) suggests that a formal plan must contain: a class description and time table fit, lesson, lesson aims, activities, procedures and time; it might also include materials need and homework to be sent.

Class Size

Shapson (1978) in his studies about class size proved that increasing the class size not necessarily decreases the achievement of the students; and on the other hand a smaller class size does not necessarily increase their academic achievement. Besides, most studies conducted until the 90's concluded that class size had no effect on student's performance unless teachers change their methods and individualize instruction.

On the other hand, Harmer (1998) suggested that although smaller classes are more manageable for teachers, they must find the most suitable way to make their teaching effective no matter if the class is big or small. For example, having students moving around and interacting might be difficult in big classes; but teachers have other options like using worksheets and grouping students.

To sum up, it is important that teachers are familiar with good strategies to work whether the group is big or small, and that they do not become intimidated by the size of the group.

Classroom space and seating arrangement

Seating arrangement strongly determines the attitude of the teacher to students and vice versa. It also gives students different opportunities to interact not only with the teacher but also with other classmates. As Harmer (1998, p. 20) states, "The way the students sit says a lot about the style of the teacher or the institution where lessons take place".

Harmer (1998, p. 20) and Gower, R., Phillips, D. & Walters, S. (2005) suggest some ways to arrange seats according to the teacher's and student's needs.

The first is the classical way to arrange sits is in orderly rows. This kind of arrangement makes easier for the teacher to have a clear view of students, and to keep eye contact and control in class. A disadvantage of having seats arranged in orderly rows is that it makes difficult the interaction of students.

Another way of arranging seats is having students sit in circles or horseshoes, which let students interact, have eye contact and the presence of the teacher is less dominating.

Finally, an alternative way to arrange seats is in separated tables. This kind of seating allows having students working in small groups, avoids hierarchy and makes the work space more relaxing. It also facilitates the work of the teacher that can individualize the work by helping each group while the others are working.

Harmer (1998, p. 20) and Gower, R., Phillips, D. & Walters, S. (2005) also agree on the idea that teachers must consider that remaining sat for long periods of time makes students feel uncomfortable and decreases the students' concentration, and for those reasons it would be important to consider activities where students move or have different kind of interactions.

Although in some cases it will be difficult or impossible for the teachers to rearrange the seats due to the classroom size, the furniture or the number of students; in these cases the teacher must find the way to have students feeling comfortable without making impossible for him or her to manage the class.

Classroom and/or teaching resources

Teachers have a plenty of resources they can use to make their teaching effective. The board is considered an essential resource in every classroom; it can be a powerful and effective teaching tool and explanation aid if used correctly. Boards can be used for almost any purpose: drawing, writing, projecting or sticking things on. Gower, R., Phillips, D. & Walters, S. (2005) suggest, "always start with an empty board" to avoid distracting or confusing students. Harmer (1998) also suggests always keeping the board neat and organized.

Another resource that has become popular in the last years is the computer. It allows teachers to use materials that have been specially designed for EFL classes; such as software, videos, internet, etc. Computers can be used along with the projector to stimulate learning.

A resource that has a strong impact on learning is visuals. Visuals include: pictures, photographs and word cards. As mentioned by Gower, R., Phillips, D. &

Walters, S. (2005), visuals assist learning by attracting students' attention and helping them illustrate meanings easier and faster.

In addition, Gower, R., Phillips, D. & Walters, S. (2005) mention some other resources like worksheets, published material, word cards and course books can be used for different purposes. Worksheets available on the internet or published material can be used as activities for classwork or homework. Word cards can be useful for making word games, pair work or group work. Course books are a include teachers' and students' books, some courses also include a workbook and extra material (visuals, CDs and videos) which provides the teacher a complete program to follow.

On the whole, the use of different books and resources offers many opportunities for designing interesting and every time better lessons.

Classroom Observation

As a policy of some schools, class observations are often carried out by a member of the school; it can be the principal or the area coordinator. Zepeda. S (2008) mentions two kinds of observations: formal and informal, and suggests that they should take place at least twice a year.

Classroom observation may have different purposes: assessment, data collection or peer observation. In any case, it must be addressed very professionally, in an objective and confidential way.

Some teachers may feel under stress and reluctant to be observed because they think it endangers their professionalism. Teachers might feel that the observers are going to judge their techniques and methods. Even though, being observed by an

experienced teacher is an excellent way to asses teaching; it offers positive and effective feedback about the strengths of the teacher as well as the things that should be reinforced or changed. Besides, it reduces the feelings of isolation and permits teachers, as well as observers, examine the best techniques and options for every instruction area.

Zepeda (2009) states that the overall instructional program and the teachers who deliver it are supported by an effective classroom observation and that it also promotes discussion, reflection and refinement of teaching practices.

In contrast, Colin Noble, Graham Hofmann (2002) mention that Peer Observation can be very dangerous and demotivating for teachers when bad comments and feedback are made by the observer.

Learning Styles

A learning style can be defined as the way that a person prefers to learn something. Keefe (1974, p. 4) defined a learning style as "cognitive, affective and psychological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment".

According to this definition, Lightbown, P. M. (2006) classified learners depending to the type of perception they use the most the moment of learning; categorizing them into: visual, aural, and kinesthetic. Visual learners are all those who learn better by looking or watching, aural are those who prefer to listen and kinesthetic are those who need physical activity in order to learn.

On the other hand Brown, H. (2000) distinguished two types of learners: field dependent and field independent. Field independent learners are those who separate

17

the details from the whole. This kind of students are good at analyzing separated variables but they must be encouraged to put them in a whole again to avoid the "tunnel vision" which is finding it impossible to relate the parts with the whole. In contrast, field dependent learners are those who find difficult to separate the parts or details from the whole. It is believed that field independent learners are more successful in learning a second language.

In brief, teachers must be concerned that all their students have a specific learning style and that they all need a variety of activities to be done in order to get the best benefit from the lesson.

Learning Aptitude

For many years it was believed that a specific talent is related to language learning. Carroll (1991) defined aptitude as "how quick you learn something", and the ability to succeed in language learning can be defined as learning aptitude.

Being apt to learn something implies having a sort of abilities that help learning faster, but those who find it harder can succeed if they persevere. Carroll (1965) proposed that there is a specific talent for language learning and that it has four components: the phonemic coding ability, the inductive language learning ability, grammatical sensitivity and associative memory capacity.

The conception of language aptitude was supported by the studies made by Skehan (1998), where he concludes that even though students do not succeed in all four abilities they can succeed on language learning because of one that predominates. The idea that students can succeed in language learning even if not

being talented in all four abilities makes think that learning aptitude is somehow related to learning styles.

All round the world since the 80's when the first approaches and studies on language teaching became a tendency, many studies have been led to try to enhance teaching procedures and techniques. The studies below are a reference of English language learning-teaching in some secondary schools round the world.

Ogiegbaen, O. & Iyamu (2006) examined the possible factors that were responsible for the poor quality of the teaching of English as a second language in public secondary schools in Nigeria. The guidelines for this study were to determine the frequency of the use of instructional media and techniques, and also to analyze the learning environment. The instrument for this study was a questionnaire and observation was used to analyze the learning environment.

The experience of the researchers and the literature review previously made helped them design the items that were included in the questionnaire. This questionnaire had four sections where students were asked questions related to the strategies, resources and media used by teachers, as well as the teaching/learning environment, and some questions associated to demographic issues. It was distributed between 3000 senior secondary school students, and as a result of the study it was found out that public secondary schools in Nigeria did not offer students a proper training to learn English as a second language. Nigerian students had a disadvantage on their way to university due to poor preparation in language education.

This study evidenced that educators must change their methods in order to be more effective to teach their students.

Palacios (1995) conducted a study in order to identify the type of range of the language learning strategies used by Secondary and university learners in their study of English. The method for this research was an interview applied to students on six different high schools in urban and rural settings of Galicia and in some universities as well. The interview took 20 to 30 minutes and had three parts: in the first, the purpose of the study was explained; in the second, students were asked about learning strategies they would use for some language aspects such us pronunciation, vocabulary, listening, etc.; and finally, the last part of the interview was used for any final comments the student wanted to make.

According to the findings of this study, the majority of high school students were conscious of their use learning strategies and they were able to identify them. They did not report any affective or social strategy. In contrast, the teachers interviewed were not fully aware of the use of these strategies which suggested that strategy training was not introduced in their teaching. This study offered an understanding about the difficulties students face when dealing with learning English and how they try to overcome them to succeed in their learning process. They create mental linkages, deduct, compare and contrast; and doing this requires a plenty of time and previous preparation. As a result teachers need not only to master the language they are teaching, they must have also a full understanding of the procedures and techniques that can be used for students to learn effectively.

Another important finding of this study is that students' autonomy and self-direction is important issue on learning. Then, teachers must provide students with the necessary tools to learn and teach them how to learn.

Zainol, Mohammadi & Alzwari (2012) made attempts to find out the attitudes of Lybian secondary school students towards the learning of English taking into account behavioral, cognitive and emotional aspects. Researchers hypothesized that there was not any relation between learning and gender, that learning was independent of the year and the field of the study.

The study was quantitative, descriptive and inferential. An attitude questionnaire in terms of behavioral, cognitive and emotional aspects was the research instrument. It was applied to 180 students randomly selected from secondary schools in Lybia, 94 male and 86 female. Students were asked to answer honestly about their real attitudes towards English Language.

As a result it was found that Lybian students had a totally negative attitude towards the learning of English. First of all students were not aware of the importance of learning this language, and second there was not an affective filter between the students and the teacher.

This study strongly suggests that it is very essential that teachers stimulate positive attitudes of students towards the learning of English by making them aware of its importance. It is mandatory that teachers use appropriate methods and activities and materials to make classes more effective and enjoyable. Students must participate in debates and discussions, sharing their experiences and thoughts can promote learning.

Researchers suggest that curriculum design should be redesigned to meet the students' needs and change students' attitudes towards English.

Uluslararası (2010) conducted a study to determine what where the teachers' attitudes that students found more significant in the learning environment. Researchers had the premise that the teachers' knowledge was as important as its expertise, and also had hypothesis of how important was a teachers' performance in the students' development.

The data of this study was collected in form of journals. 90 volunteers from the Department of English Language Teaching in Dokuz Eylul University, and their third year undergraduate students were asked to write daily about their experiences. The results were analyzed using a constant comparative method.

From the findings of this research it was revealed that for students, teacher's authority and effectiveness are both essential. Having a teacher, who is competent, highly motivates students to learn. Students want teachers to be strict but also kind, respectful and accessible to them. They also recognized that the teacher was not the only responsible for their succeeding or failure in learning assuming their part of responsibility on it.

 Reeves (2006) studied the attitudes of teachers towards Including English-Language Learners in Mainstream Classrooms. To investigate this, four questions were made by the researcher: first, what the teacher attitudes toward ELL inclusion in mainstream classes were? Second, what teacher attitudes toward the modification of coursework for ELLs were? Third, what the teacher attitudes toward ESL professional development were? And finally, what the teacher perceptions of second-language acquisition processes were?

A survey was applied to 279 high school teachers from southeastern United States, and it was analyzed descriptively.

As a result, it was found that teachers' attitudes toward coursework modifications may be influenced by their concern for educational equity and that the general attitudes were neutral to slightly positive.

This research suggests that teachers are disposed to affront changes, and that more research in this area is necessary as the English Language Leaners population continues to grow.
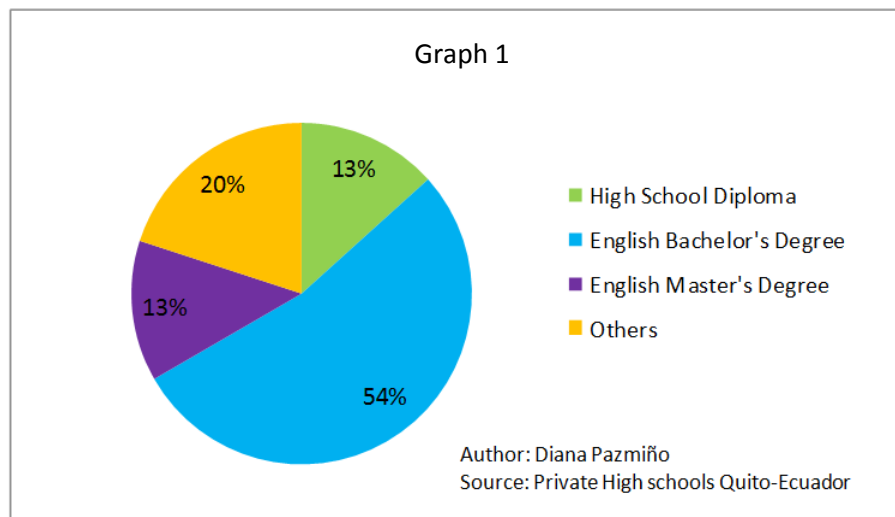
Description, Analysis, and Interpretation of Results

The following section contains a complete description, analysis, and interpretation of the findings obtained in this study. These findings are scrutinized in qualitative and quantitative terms. Regarding the quantitative analysis, it is focused on explaining the results in terms of the frequency in which some factors that affect the language teaching-learning process appear, while qualitative analysis is focused on explaining the effects that these factors have upon students and the overall English learning process.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1

13%

20%

■ High School Diploma

■ English Bachelor's Degree

■ English Master's Degree

13%

■ Others

54%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

Concerning the first research question of this study, the result shows that 54%, it means 8 teachers of the sample, have an English Bachelor's Degree. This shows that the majority of the teachers have received superior education in teaching. 13%

have a Master's Degree, another 13% have only a High School Diploma and the remaining, 20% of the sample, have an English Proficiency.

These results are evidence that a high percentage of the teachers, almost the 70% of the sample considering the teachers who have an English Bachelor's Degree and those who have a Master Degree, are not only knowledgeable of the language they are teaching, but also they have been trained and certified to teach English.

In addition, 6 of the teachers which represent an important 40%, are native speakers or have lived abroad for years; they are C1 (Effective Operational Proficiency or advanced). This result is remarkable compared to the findings of the study held The Board of Education in Ecuador (2012), were 74% of the teachers on public schools were tested to have A1 and A2 levels only. These 40% of teachers are also beyond the B1 and B2 levels expected by the Ecuadorean Government for English Teachers to have.

From the data collected, the interviews and the observations made during classes, it can be said that from the 13% of teachers that had a High School Diploma, only one teacher, can be considered to be C1 or even C2 level of English and is able to manage the classroom and teach effectively. According to this, the percentages of teachers who reach a C1or C2 level are a 46% of the total sample. The remaining 46% of teachers can be considered to be B1or B2 as their speaking is fluent and spontaneous, and they produce simple texts with some errors that could be evidenced in their answers on the questionnaires which were provided to them. From the fifteen teachers interviewed and observed it was evident that 1 of them, which represent an 8% of the sample, had serious problems with expressing herself in English. There
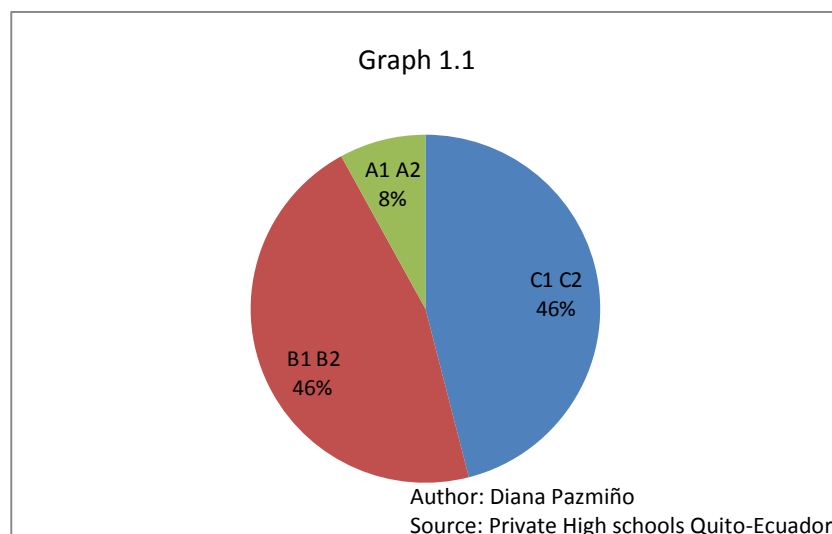
was a lack of vocabulary which did not allow her to express herself fluently, and basic grammar errors were made; for this reason it can be said that this teacher reaches an A1 or A2 level.

The graphs below show the English level of the observed and interviewed teachers according to the CEFR (Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

Graph 1.1

A1 A2 8%

C1 C2 46%

B1 B2 46%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador
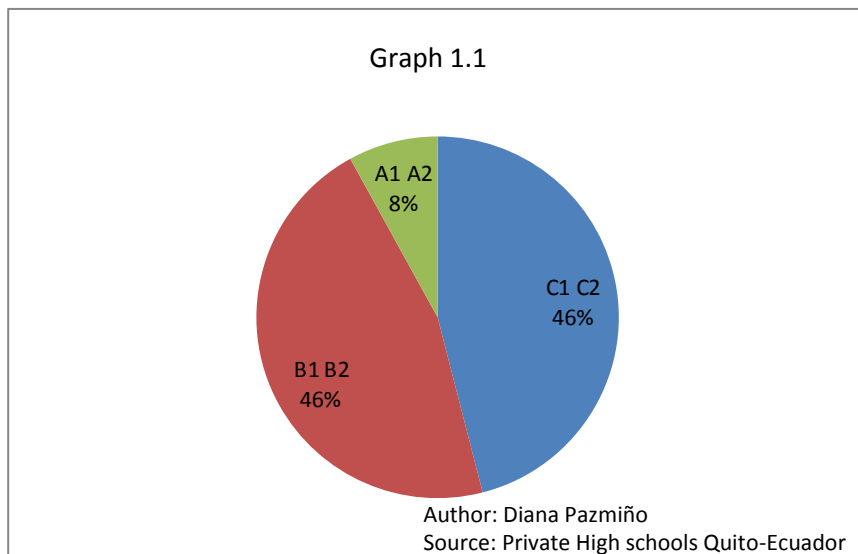
If we compare graphs 1 and 1.1 we will see that teachers' level proficiency is not necessarily related to the level of education that teachers have.

Graph 1

13%

20%

13%

54%

■ High School Diploma
■ English Bachelor's Degree
■ English Master's Degree
■ Others

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

Graph 1.1

Level	Percentage
C1 C2	46%
B1 B2	46%
A1 A2	8%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador
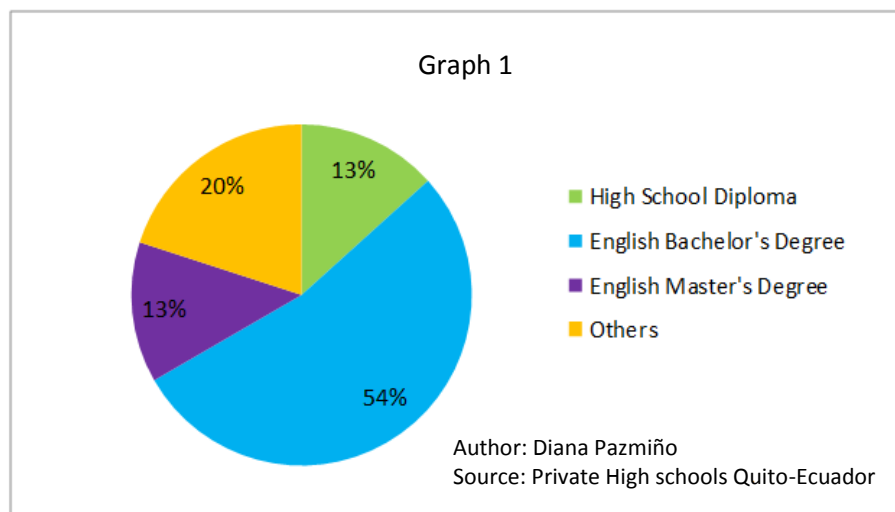
Considering the teachers who have a Bachelor Degree (54%) and the teachers who have a Master Degree (13%) we get a total of 67% of teachers who would be expected to have a high level of proficiency or to be C1or C2; but according to graph 1.1 only the 46% of the sample can be considered to have a C1 or C2 level.

On the other hand, teachers who had only an English Proficiency Certificate (20%) can be considered along with some teachers who had a Bachelor Degree, a Master Degree or even only a High School Degree, in the group of teachers who reach a B1 or B2 level.

Then, which factor is the most relevant in English teaching-learning process, the teachers' level of education or their mastery of the language?

It was evident in the observed lessons that students whose teachers were native or native like speakers, C1 and C2 teachers, had a higher level proficiency compared to those students whose teachers were only B1 or B2. This can be because learners are exposed to more vocabulary and the language of the teacher influences

students as they have more opportunities to access to correct pronunciation and idioms.

In addition, those teachers who had a Bachelor or Master Degree showed to be more effective teachers compared to those who had only a Proficiency Certificate or a High School diploma. It was evident that they managed classes effectively from the point of view of experience but also because they were concerned of methods and techniques to use in class.

These results show that the level of education of the teacher may have an important influence in the teaching- learning process, but it is also evidence that having an English Degree is not a guarantee for a teacher to be an effective user of the language he/she is teaching.

Which of the following methods were used in the observed classes?
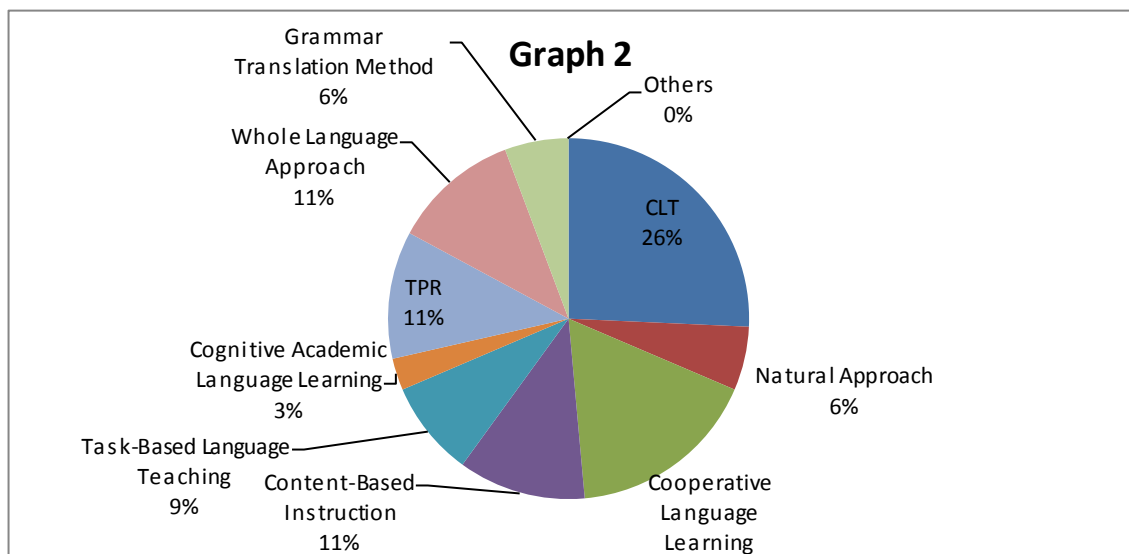
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

According to graph 2, it can be seen that the most preferred method for teachers to use in class is CLT (Communicative Language Teaching), 9 of the interviewed teachers which represent an important 26% of the sample, mentioned to use this method in the questionnaire. Cooperative language learning was another popular method among teachers; 6 of them (17%) confirmed its use in class. Content Based Instuction (11 %), TPR (11%) and Whole Language Approach (11%) have the third place of popularity among teachers. Other less used methods were Task Based learning with a 9%, Grammar Translation Method with a 6%, and finally, Cognitive Academic Language Learning with a 3%.

It is important to mention that some of the teachers did not answer this question, it is difficult to determine the reasons why they did not, but from the interviews held it could be said that they expressed some doubts regarding this question. Most of teachers seemed to understand the question but evidently they were not able to identify the characteristics of each method.

In the observed lessons, as graph 2 shows, most of the teachers tended to apply a Communicative Language Teaching Approach. Special attention was paid to giving students opportunities to communicate and interact using the target language, making evident attempts to link language learning to the outside world. This method seemed to work better in those classrooms with a high English Level where students had the language necessary to communicate their thoughts and concerns not only to their classmates but also to their teachers.

An approach that seemed to be succesfully used by teachers in high level English classes was the Content Based Approach which was used along with the Task

Based Language Learning. Students were asked to think of a project they were to carry out, then they made some research for finally presenting their results. Students focused their attention on the tasks they were given and they were presented with relevant texts that could enrich and motivate their research and learning of the language process, they seemed to be highly motivated and very engaged with the lessons. Language was used in class in a very natural way,students were able to express their ideas and concerns easily. This method was used as on the critirias of the International Bachalaurate in one of the obverved institutions.

Even though teachers confirmed to use teaching methods such as TPR, Natural Approach and Whole Language Approach, there was not much evidence of that in the observed lessons. This might be because of the level of the students in which the studies were conducted.

Grammar Translation Method was used occassionaly by teachers to tell their students the meaning of certain words specially those they found difficult to illustrate the meaning. None of the observed teachers used this method as a whole approach to teach. Additionally this method was used by teachers whose level of English was not good enough.

Furthermore, students expressed their agreement with the techniques and methods used by their teachers.The comments about their teachers were very positive. The students expressed that they were storngly motivated by their teachers because the teachers made English easy to understand. Students also said that the way their teachers shared knowledge was practical and useful for them to communicate. They

clearly enjoy learning because their teachers made them feel confident and comfortable with the language.

In conclusion, teachers used a variety of methods and approaches in class and combined different strategies in order to reach the objectives set for every lesson. The effectiveness of each teacher can be evident in the level of English of their students and the confidence they have to use the language naturally.

Do teachers use whole-group activities to teach their lessons?
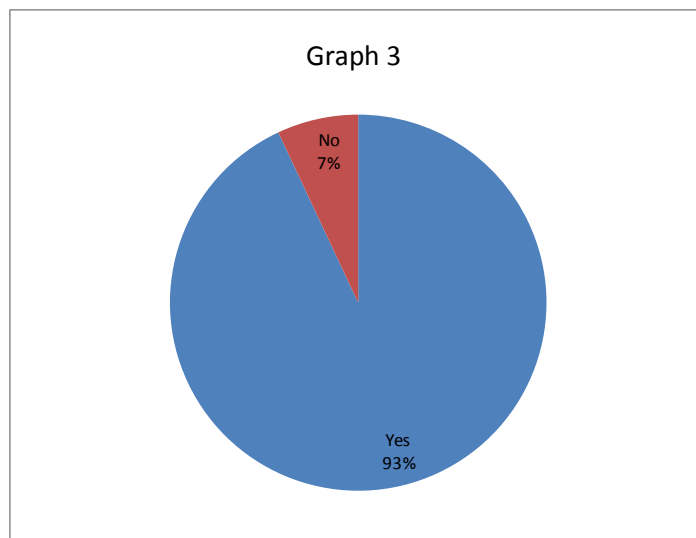
Graph 3

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

Graph 3 indicates that 93% of teachers use whole-group activities to teach their lessons and just 7% consider that whole-group activities are not necessary. Nevertheless, the observations showed that 100% used whole group activities at a specific moment of the lesson.

Teachers used whole class activities in various ways, especially to warm up students, to introduce the lesson, to activate knowledge, or as a wrap up.

When whole class activities were used to warm students up, they helped as ice breakers or a moment for students to relax and start the new lesson more motivated.

On the other hand, it could be seen that whole class activities at the beginning of the lesson give students opportunities to activate prior knowledge and to ask teachers questions related to their homework or the previous lesson.

Just the same, using whole class activities as a wrap up allowed the teacher to summarize the lesson and address students' needs and doubts. It can also be used to let students know what will come be covered in the next lesson which can be a good motivation for students next lesson.

In addition, teachers use whole class activities most frequently when they to need to explain new concepts or content; this give all the students a general background so afterwards they can work on their own and the teacher can focus on every specific need.

From this analysis, it can be said that the 7 % of teachers who answered NO to this question are clearly confused or are not aware of what a whole class activity is. It is clear that whole class activities are an strategy for teachers to use time effectively and manage their class better. Whole class activities help teachers keep students' discipline, attention and interest.

Do you use individual activities to teach your lessons?

Graph 4

No
7%

Yes
93%
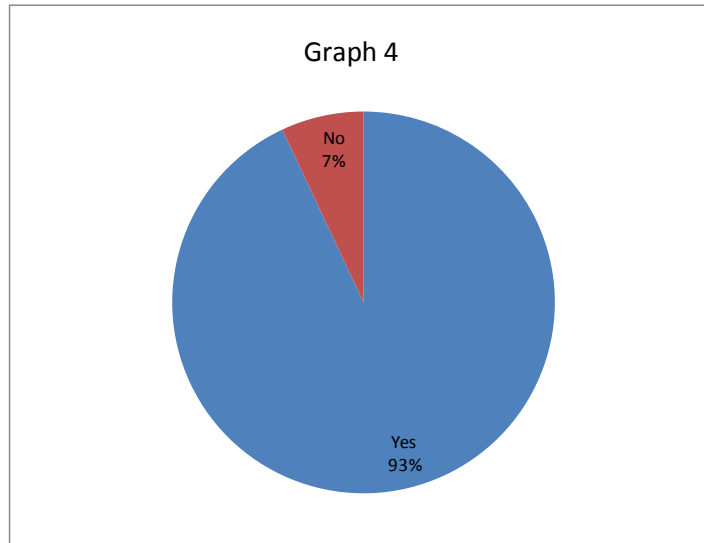
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

The results of this question show that 93% of the teachers use individual activities in class while a 7% of them expressed not to use them.

Teachers expressed the need of individual activities to teach their lessons because they think this kind of activities make easier for them to assess students' learning; they also think that individual activities are helpful for listening, reading and writing activities which they consider must be students' independent learning process. Teachers also said that having students working individually makes easier for them to keep students' focus on the activities even though it may result boring for them.

There was such a clear pattern for all the observed lessons; teachers started with a whole class activity and then they switched to individual work having their students read texts, write essays or complete exercises or tasks assigned; then they

switched to whole class work again. This switching of individual to whole class activities made their lessons dynamic, less stressful and enriching for students. This kind of class management makes easy for the teacher to keep discipline and focus on the topic and objectives of the lesson.

The response of students to this individual work varies a lot one another, some of them seem to be very involved in the activities given by the teacher but it seems most of the students lose interest in a determined moment. This is evidence that it is necessary that teachers have a variety of activities and resources in class in order to keep students' interest and motivation. Even though teachers are very concerned about discipline and assessment which is why they say to prefer individual activities instead of group activities, they should consider that both provide students great opportunities to learn when managed correctly.

Once again it is clear that the minor percentage of 7% who said not to use individual activities in class were clearly confused since it could be observed that individual activities were used at least a half of the time of the lesson.

Teachers must be concerned of the use of technical terms related to education; it is evident that they got confused when answering the questionnaire as long as what was observed was not coherent with their responses to this question.

Do you use group work activities to teach your lessons?

Graph 5

No
20%

Yes
80%
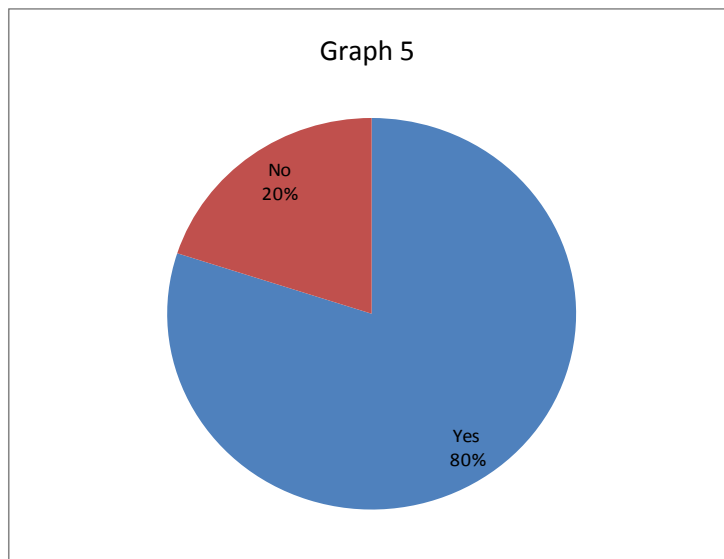
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

Graph 5 indicates that 80% of the teachers use group activities to teach their lessons and just a 20% consider that group activities are not necessary.

Noticeably the number of teachers who said not using group activities in class increased three times compared to teachers who said not using whole group activities and individual activities in the previous question.

The 80% of teachers, who use group activities in class, does it mainly because they think it is a good way to practice speaking and vocabulary. They think that it gives students plenty of opportunities to share their ideas and to provide feedback to each other. Teachers also consider whole-group activities make lessons more interesting and more dynamic. On the other hand, teachers also consider that students

usually get distracted with this kind of activities and that it affects the learning environment because it is more difficult to keep discipline.

Although the majority of teachers considered group activities to be important in class, just 2 of the observed teachers used pair work in class to practice dialogues; this kind of working is beneficial for students because they have opportunities to practice their speaking, especially to those shy students who do not participate much in whole class activities.

In contrast to individual activities, pair work changes the whole atmosphere of the class making it more participative and active. As the teacher wandered around it was easier for him/her to correct his students' errors one by one avoiding making them feel embarrassed because of being corrected in front of the whole class. It was also helpful for the teachers because having this kind of practice allowed students to assess each other; this reduced the stress of the teacher in the classroom.

Do you use English most of the time in your classes?
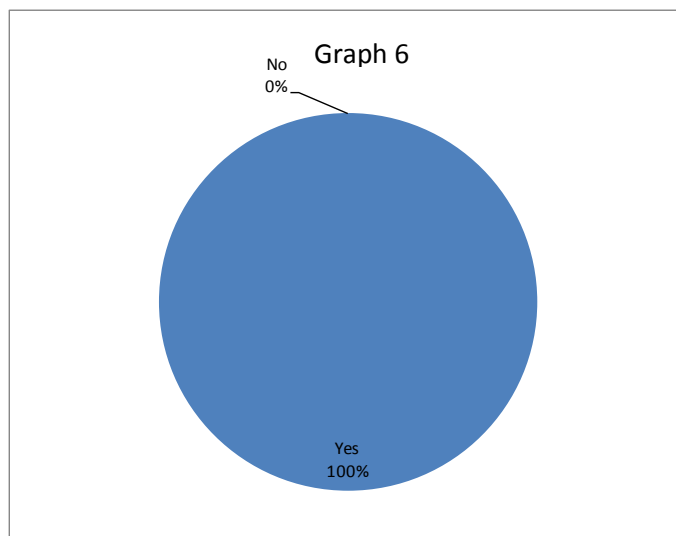
Graph 6

No 0%

Yes 100%

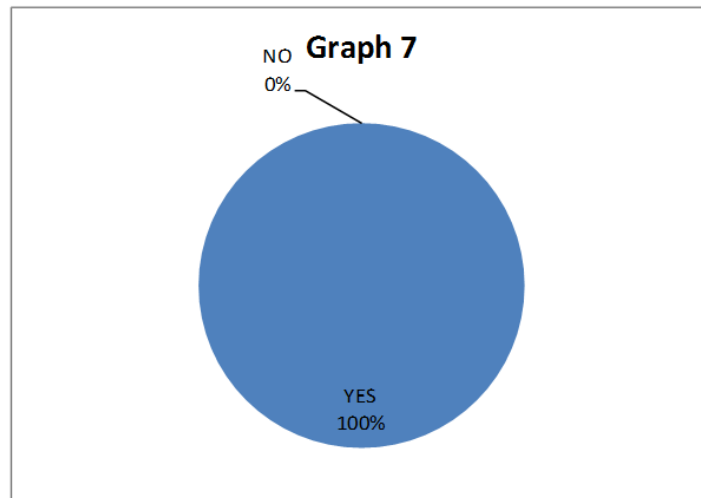Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

A 100% of the interviewed teachers said to use English language most of the time in the class; this represents the total of the observed teachers.

In the observations held, it could be observed that as graph 6 shows, a 100% of the teachers used English in class most of the time. On the other hand, Spanish was rarely used to translate the meaning of some words that could not be explained by the teacher (specially to explain grammar) and in some cases to reinforce the understanding of the instructions given to an specific student whose English level was lower compared to the whole class.

In addition, the response of students to their teachers was good, as well as teachers, students also used English in class most of the time, even though the class was over they kept speaking English with their teachers.

It is clear that the teachers' usage of English in class is an important factor in the English learning process. As students have their teachers speaking English in class all the time they feel pushed to do the same and make efforts to communicate, especially those students' whose English level was low. Language came more naturally from students in those institutions where English proficiency levels were higher, students were able to communicate more fluently and accurately with their teachers and they were also more native like speakers; they used English as a mean of communication inside and outside the classroom and it seemed to be habitual for them.

Do you plan your lessons?

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

A 100% of the teachers plan their lessons according to their answers, and a 0% of the interviewed and observed teachers consider that planning lessons is unnecessary. It shows that teachers are very aware of the importance of planning lessons to teaching-learning process success.

A teacher expressed "Not planning would be flying blind", in other words planning prevents a teacher from improvising. Teachers consider that planning help them reach their objectives and know exactly what and how they are going to teach. Teachers claim that planning helps them be more organized and effective. They also expressed that planning is mandatory and that it becomes easier when you have experience.

Planning was evidenced during the observed lessons. Observed teachers seemed to know exactly what they were going to do and what they expected from

their students. Students' response to teachers' class was good as well.

Class Planning included a variety of activities and resources that depended a lot on the group of students and the English Level they had. Some teachers started their lessons with a warm up activities to motivate their students and activate their previous knowledge and then moved through the next activity while others went straight to the new lesson, asking students to go to certain page, or started explaining on the board or the screen the lesson they were to teach.

Students were told how much time each activity (writing a journal entry, reading a passage or the completion of certain exercise in a book) was going to take. Nevertheless, timing should be something teachers should pay more attention to, since some of the students could not finish the activities in the period of time that was set by the teacher.

It is important to let students know the objective of the lesson so they know what the teacher expects from them. Few of the teachers mentioned what the objective or purpose of the lesson was in the observed lessons.

Something evident was that most of the teachers were very experienced and they were very aware of the teaching program they were following, so they knew exactly what they wanted their students to learn and what level they expected their students to reach. Planning allowed teachers choosing the appropriate materials, activities and resources for every lesson and level, they knew exactly what they needed, slideshows and videos were prepared and they had enough worksheets books or materials to hand out to students; it was obvious that they were not improvising.

Another thing to consider about planning is that their lessons were planned for

the whole class. None of the teachers included activities either in their planning or in class for those students with special needs or with lower English levels.

When teachers were asked to show a model of their planning, they had it ready to present. Although all the planning varied in their formats, depending on the high school, they had much the same information; such as information about the class they were going to teach and the subject, objectives of the lesson, activities to be done, materials needed, and a brief description of the timing for the lesson.

It can be concluded that teachers plan their lessons very professionally and responsibly; they are aware of the importance of planning and this fact could be observed in their lessons and the understanding of their students' acknowledgment of the material that was taught.

Do you consider aspects such discipline, timing, feedback and instruction to teach your lessons?
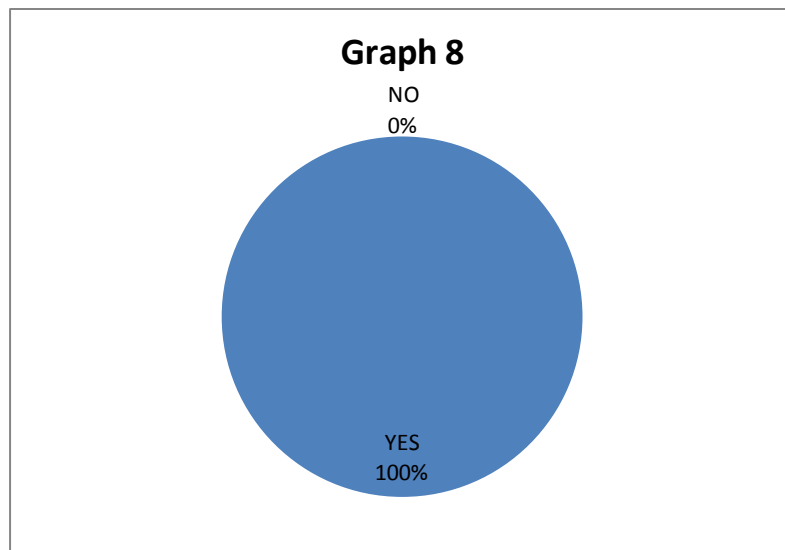
Graph 8

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

Graph 8 shows that 15 teachers, the 100% of the sample for this study, consider important aspects such: discipline, timing, feedback and instruction to teach their lessons. An 8th grade teacher says that all these aspects were important to determine whether or not the class would be effective. Another teacher agrees that discipline is the most important of the aspects mentioned because it improves students' productivity. Discipline in the classroom simplified teachers' attempts to make him/her understood by students. Students could comprehend and accomplish instructions given by the teacher successfully and it also makes feedback more attainable.

It was observed that most of the teachers preferred having students sitting and following their instructions. A teacher considered also that discipline was important, but as he was a more dynamic teacher he preferred to have his students active, asking questions and moving around, students seemed to enjoy his lessons and to learn as well.

As a consequence of having an acceptable discipline in class, teachers were able to focus on the lesson rather than being worried of students' discipline in class. Having discipline in class allowed them to monitor better the work of every student and also to provide the feedback they needed as the lesson progressed.

Teachers approached their students' seats and checked their work; this gave the teacher an opportunity to provide feedback. Teachers also gave students some recommendations or extra explanations when their students needed it. They provided their students with positive comments about the students' work.

Teachers were very careful and kind when providing comments to students,

41

rather than telling them that they were doing wrong they showed or gave them an idea of how to improve their work. Nevertheless, it was observable that teachers could not provide feedback to all students especially in the cases of classrooms with more than 15 students.

On the other hand, teachers considered timing but they seemed not to be pressured by it. They all seemed to be more focused on the activities completion and their students' understanding of the lesson rather than on the time.

As a result of the attention paid to these aspects, specially discipline, teachers successfully managed learning and students learned better.

Factors concerning students

Dou you consider students' needs to teach English successfully? (Age, personality, aptitude, motivation and learning styles).
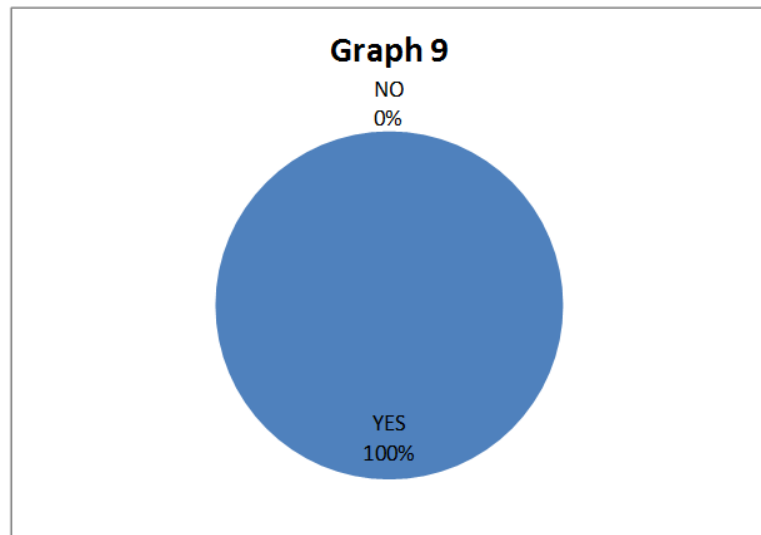
Graph 9

NO
0%

YES
100%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

A 100% of the interviewed teachers agreed that considering students' needs is essential to teach English successfully; it means all of them are aware that every

single student has its own needs. Most teachers strongly believe that they must be informed of all of the especial needs of their students.

Some of the teachers focused on students' motivation saying that the students' motivation was the most important aspect for students to succeed in their learning process. So, teachers started their lessons with ice breakers such us videos or slideshows of comic images with a message in English that students' needed to figure out. Teachers did this to motivate students and to create a stress free learning environment.

Other teachers think that attitude is the most important aspect for a student to learn, and they are also concerned that students have different learning styles and for that reason whenever it was possible they included different activities for each student to learn better, especially when students were asked to work on personal projects.

In addition, teachers believed that students learn something better as long as they consider it worthy for them; for this reason, teachers took their time to engage their students on activities that are meaningful for them, but not all of them succeeded on it.

The observed lessons showed that teachers paid attention to the age and the level of the group in order to prepare extra material for class (videos, books, handouts, worksheets, ice breakers, etc.) or to select the texts that were going to be used in the course. On the other hand, they modeled their language for those students who had a lower level in class.

It is noticeable that teachers are aware that students have different needs and

that they consider them at the moment of planning their lessons and teaching.

Necessities of the students are considered as a need of the whole class rather than as a need of every single student.

Do you consider students' level to teach English successfully?

Graph 10
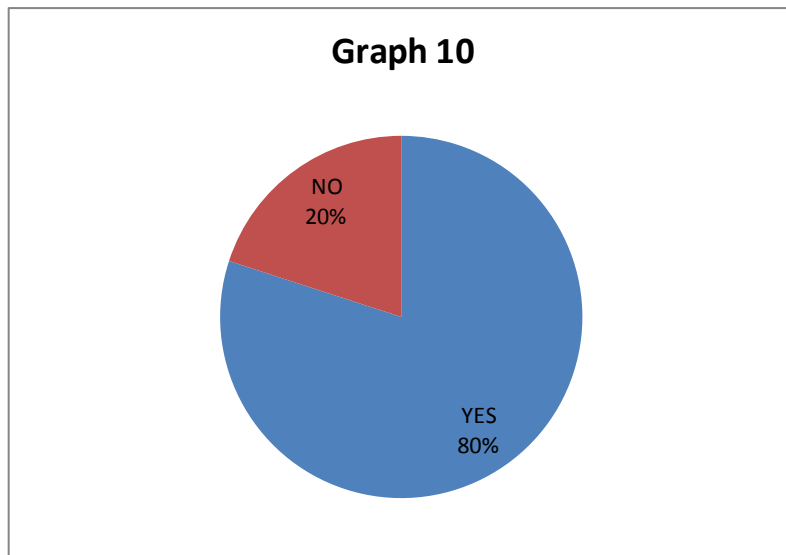
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

Teachers' response to these question show that the 80% of them consider students' level an important factor to learn the language effectively; while the remaining 20% percent consider that the students' level is not significant to succeed in the process of learning English.

A 20% of the teachers think that every single student can learn English as long as he/she tries. These teachers give more importance to students' attitude towards language learning rather than to students' English level.

On the other hand, the 80% of the teachers believe that considering the English level of the students is mandatory to select appropriate resources and

techniques to teach.

Teachers expressed that "considering students' level is important because it is necessary to keep advanced students motivated in class and at the same to help the basic level students improve their language". This is particularly important because it is known that not all the students have the same English level in the classroom, if teachers do not consider the level of students while teaching students might lose interest and do not succeed in their language acquisition process.

Which is the level of your students?

Graph 11

Author: Diana Pazmiño
Source: Private High Schools Quito-Ecuador
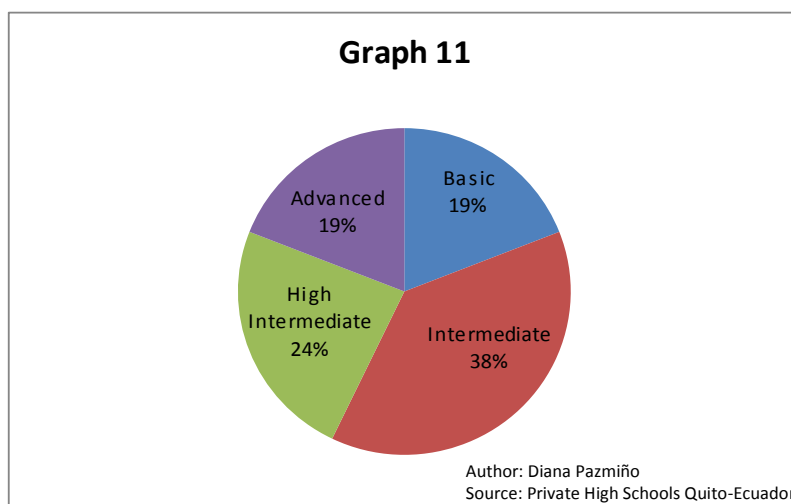
From the 5 institutions monitored, 38% of the students were considered by their teachers to be intermediate level, 24% high intermediate, 19% advanced and 19% basic.

These results show that the level of English in Private High Schools in Quito is very high. Just the 19% of the students are considered to have a basic level of English while the major percentage of the sample, 38%, is considered to have an

intermediate level of English. The remaining 43% have an English level higher than intermediate.

It was observed that the level of English depended a lot on the institution for some aspects observed such as reasons are the proficiency and expertise of teachers, the teaching resources available for teachers in the classroom and the programs that every institution followed. Those students who were being prepared for an International Baccalaureate had a higher English level proficiency compared to those who were not. From this it can be inferred that students' level depends a lot on the exigency and importance that the institution gives to the language.

Factors concerning to classrooms

How many students do you have in this class?

Graph 12

26_30 — 7%   31_more — 0%

10_15 — 20%

16_25 — 73%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador
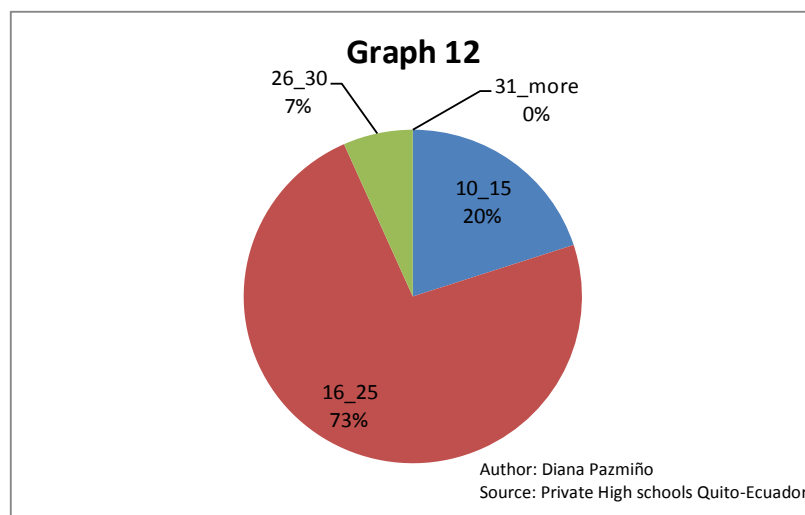
The majority of the classrooms had 16 to 25 students which represent 73% of the classrooms observed; a smaller percentage of the classrooms had 10 to 15 students, the larger classes had 26 to 30 students which represent a 7% of the total and none of the observed classrooms had more than 31 students.

These results represent a tendency of Private High Schools to have small

classes in order to make education more personalized and provide students with better opportunities to learn.

Do you feel comfortable working with this number of students?

Graph 13

NO
20%

YES
80%
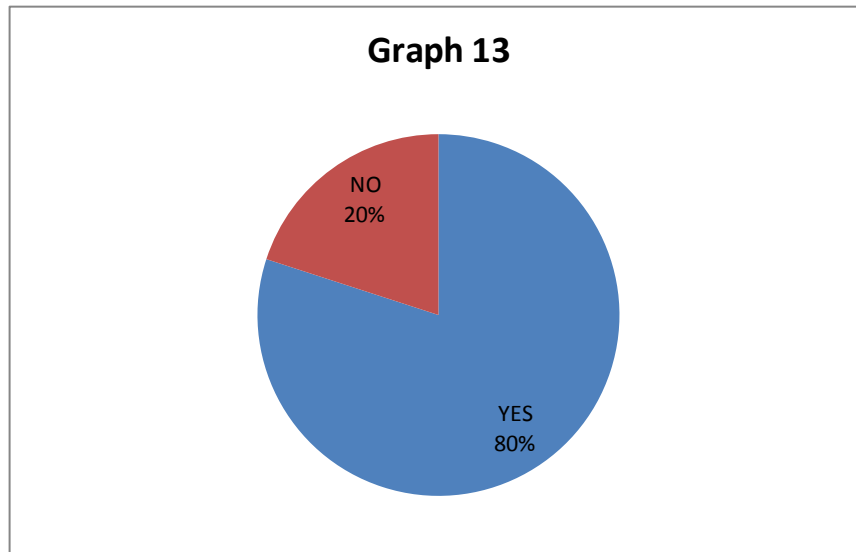
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

An 80% of the interviewed teachers said they felt comfortable working with the number of students they had, while the other 20% did not.

A 20% of teachers considered excessive having 16 to 25 students in the class. They felt that having more the 16 students does not allow them to have enough individual time with the students and that having thins number of students reduces the opportunities they have to participate in class.

In contrast to this, a high percentage of the teachers (60%) felt comfortable with the number of students they had (more than   25 students) and in some cases even a larger number of students. A 60 % of teachers stated that having more than 26 students is a good size to maintain control of the students and that it is a good size for

group work.

In addition, the remaining 20% of the teachers considered having less than 15 students is a good class size to teach because they can provide individual feedback to their students.

*Do you have enough space to work with students?*
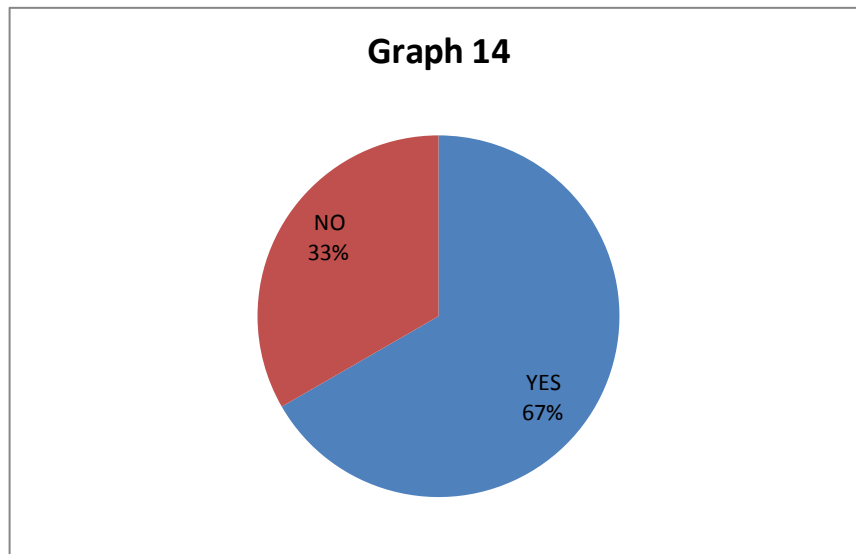
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

A minority of the interviewed teachers (33%), consider their classrooms too small for the number of students they have. These teachers had 16 to 25 students, the classrooms were too small for the number of students and furniture was not adequate for it. The size of the classroom prevented teachers from creating group work activities do to the lack of space. This problem was evident in those private schools that were not provided with a good infrastructure.

A 67% of the teachers consider the classroom space appropriate for the number of students they have. Their classrooms had plenty of space and light, and the

classrooms were also provided with furniture that allowed teacher and students not only to feel comfortable, but also to arrange seats as desired according to activities.

Do you arrange seats in relation to the activities planned for your classes?

Graph 15
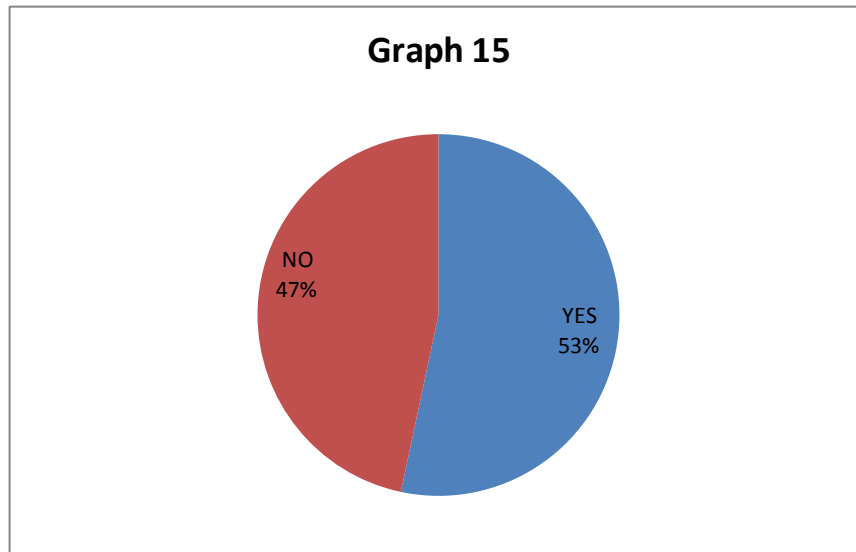
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

The findings of this question reveal that a 47% of the interviewed teachers do not arrange seats in relation to the activities planned. The reasons they gave were that there was not enough space; other teacher considered it unnecessary because it does not affect the way students work. A 53% of the teachers consider that it is important to consider seat arrangement depending on the activity to be done.

It could be observed that the preferred way for teachers to arrange seats was orderly rows, from the 15 classrooms observed 14 had the seats arranged in orderly roads and only 1 had a horseshoe pattern. The teacher whose seats in the classroom were arranged in a horseshoe said that she preferred this seating arrangement because it lets her keeping eye contact with her students and she tried always to keep seats this

49

way except for those days when students had to take a test or work in groups. The other teachers were not able to explain specifically the reason for having seats in orderly roads, or what were the advantages or disadvantages of having this seating arrangement in class. They did that because it was the classical way of having students sat in class, and in other cases due to the class size which made impossible for them to arrange seats on a different way.

How many students do you consider is the appropriate number to teach English?

Graph 16

26_30 — 7%
31_more — 0%
16_25 — 27%
10_15 — 66%
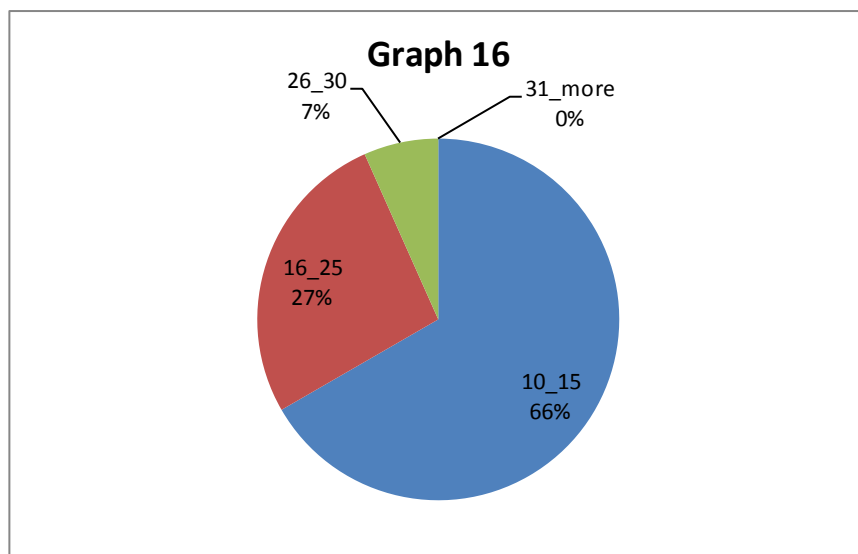
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

The graphic above shows that a 67% of the teachers considers that the most appropriate number of students to teach English is 10 to 15, they argument that having these number of students makes easier manage the class, it gives every student the opportunity to participate and it also makes easier for the teacher to monitor students' learning and to provide feedback and attention to every student.

Graph 16 also shows that a minor percentage of teachers consider that a

number of 16 to 25 students is an adequate class size to teach English, they choose activities such as group work and whole class activities to manage class efficiently. In contrast, the majority of teachers consider that having 10 to 15 students is the most suitable class size for effective class management.

It was observed that teachers with a class size of 16 to 25 students could manage the class successfully and keep students discipline and interest; nevertheless they were less effective providing feedback and attention to every student in class compared to those teachers who had less than 16 students in the classroom.

It was also observed that classrooms with more than 15 students offered fewer opportunities for them to participate, not all students' questions could be answered because class time was not enough to complete the lesson according to planned.

None of the teachers consider that having more than 31 students is appropriate for language learning.

In addition, it can be said that the number of students in class is directly related to a learning environment where students can have their concerns and needs attended opportunely.

It also can be said that teachers can effectively manage their class with less than 30 students.

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

Graph 17

NO
0%

YES
100%
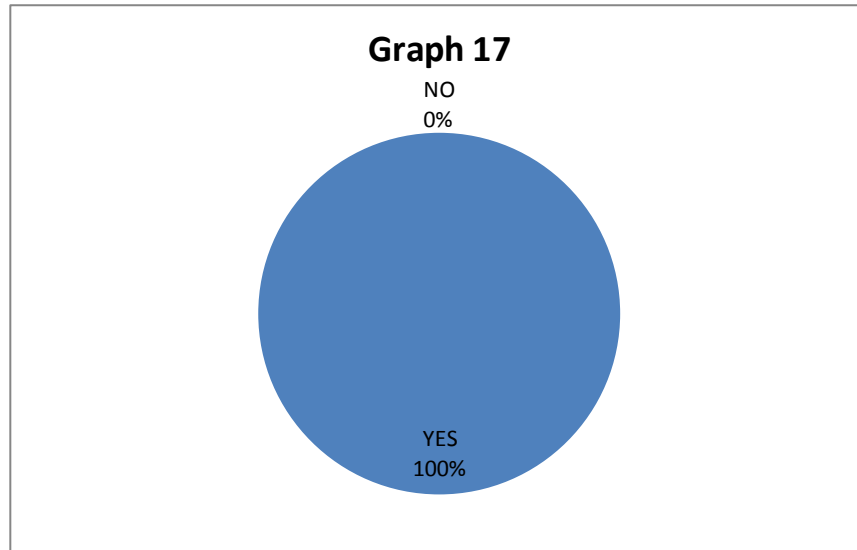
It is interesting to observe that a 100% of the teachers expressed to use extra resources to teach their lessons; nevertheless they differ on the resources they can count on or that are available in the classroom. The chart below shows the resources used by interviewed teachers and their frequency of use.

RESOURCE	FREQUENCY
TV	5
Tape/Cd recorder	8
Computer	8
Projector	7
Smart board	5
Supplementary materials	7

The chart shows that the most used resources for teachers are Tape/CD recorders and computer. A smaller number of teachers use supplementary materials like flashcards and posters, but the most preferred supplementary material for them to

use was photocopiable worksheets.

From 6 monitored institutions, 2 had smart board systems in the classrooms. It was surprising to find out that it was troublesome for some teachers to work with this powerful resource. Teachers felt that they did not have enough training to use this technology device. Some teachers appeared to be afraid of technology. It was difficult to face and to understand that teachers were provided with these sophisticated devices and even though they were not familiar to its operation so that they preferred to use material that was more familiar to them. This makes evident that teachers who are provided with this resources need to be trained so they can use technology properly and get the maximum benefit from this useful tools which enhance the students' learning process.

Another frequently used resource was the projector, which was used along with the computer to present slideshows, video and specially designed software for smart boards. All of the monitored institutions had this resource available for teachers but not all of them had enough projectors for teachers to use. Using this resource was not a problem for those teachers who had it available in the classroom, but for those teachers who had to ask for this resource previously in order to use it was kind of frustrating. Even though they followed the steps asked for every institution to have this resource, sometimes they did not get it on time for class, or they had to plug it which took an important time of the lesson and obviously affected their planning. For the reasons given some of the teachers preferred not to use the projector even though they had it available in the institution.

It is evident that those teachers who had technology resources such as

53

computers, projectors , smart boards and internet in the classroom had a plenty of more possibilities and material to use in order to make their classes more interactive, but it cannot be proved at glance that the use of these resources made their teaching more effective or that students learnt better because of the use of this sophisticated assets, further study should be done in order to determine if the use of this resources makes students learn better or not.

On the other hand, it could be also observed that the different resources (TV, CD players, computer, smart boards, projectors and supplementary materials) used by teachers in class were employed efficiently and they also were accurate for the lessons planned which evidently reinforced the learning process.

Do you consider appropriate the resources you have in class?

Graph 19

NO
13%

YES
87%
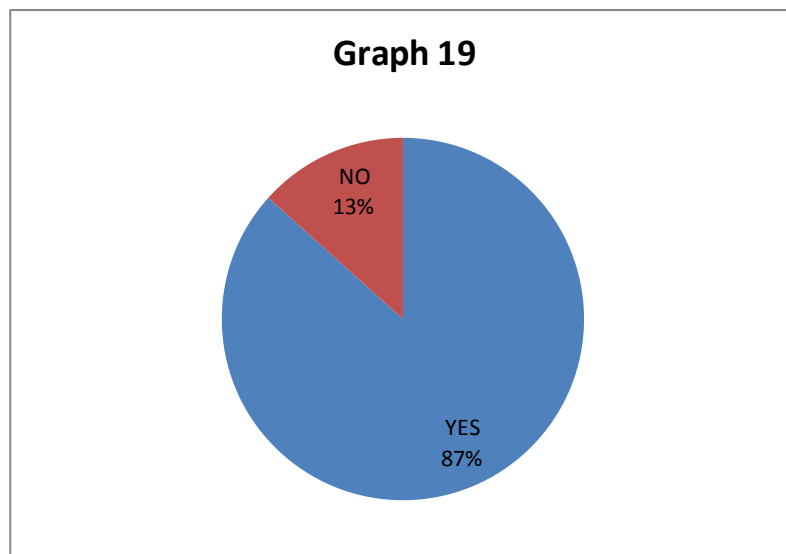
Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador

As it can be seen in graph the majority of teachers, 13 from the 15 interviewed which represents the 87%, expressed that they considered the resources they had appropriate for teaching. Even though, as it could be observed on graph 17,

not all of them were provided with the same resources or high technology they feel comfortable with the ones they have. A minor percentage, 2 of 15 interviewed teachers, which represent a 13 percentage of the total, expressed that they did not consider the resources they had appropriate and that the institutions should make an effort on improving them.

An 87% of the teachers felt comfortable with the resources they had and a minor percentage of 17% teachers did not consider the resources they had in class the most suitable for teaching. This is evidence that teachers are creative and expertise enough to make their classes sufficient effective although lacking of technology, they use a variety of resources such as handouts, flashcards and other supplementary materials to use time wisely in class, to make their lessons more productive and attractive for their students and to reach the objectives proposed for every lesson.

Factors Concerning Educational Institutions

Does the institution review your lessons plans?

Graph 20

NO
0%

YES
100%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador
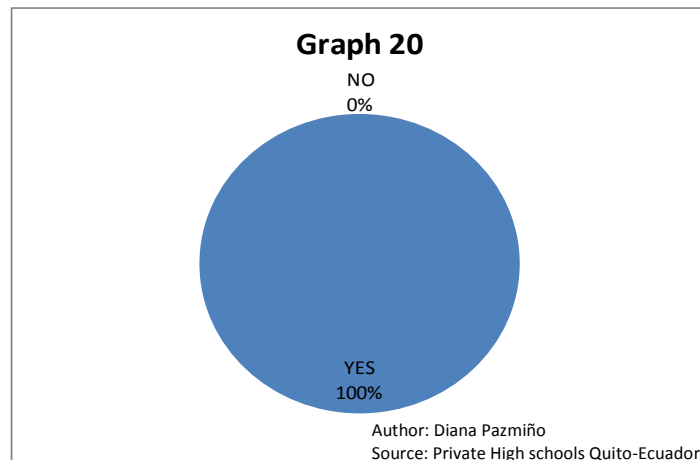
Graph 20 reveals a concern of authorities in the monitored institutions about their teachers' performance; it also is evident that teachers are very professional as

they all plan their lessons, 15 of the interviewed teachers stated that institutions monitor their planning which represents a 100% of the total.

What makes the difference between one institution and another is the frequency in which their on planning is reviewed by their coordinators. From the 6 institutions where the research was carried out just 1institution monitored their teachers' planning once a month; the other 5 institutions were monitored once a week. This great percentage difference clearly shows a tendency of institutions to monitor teachers' work frequently. This is an important finding of this research because it is fundamental for teachers to be given feedback of the work they are doing in order to fulfill the programs and reach the standards expected by every institution.

Nevertheless, the frequency in which planning review is carried out does not provide enough evidence of being a factor that directly influences English language teaching-learning process.

Does the institution monitor your teaching?

Graph 21

NO
0%

YES
100%

Author: Diana Pazmiño
Source: Private High schools Quito-Ecuador
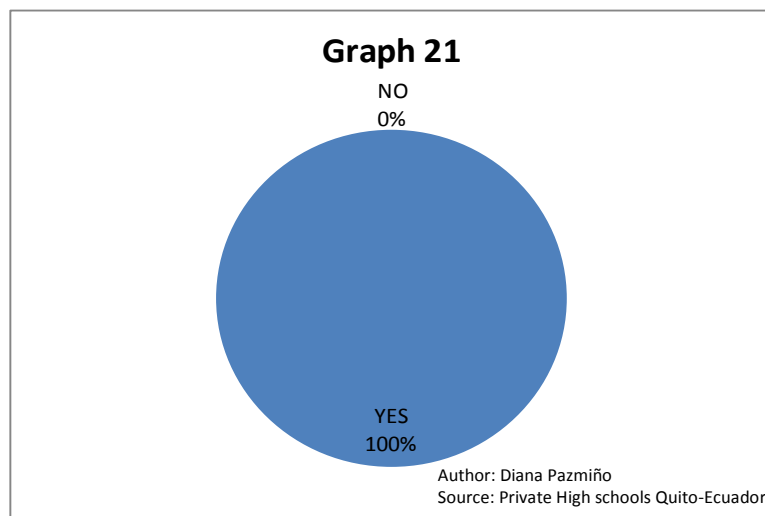
Data collected for this question shows that 15 of the teachers, which represent a 100% of the sample for this research, are monitored by institutions to determine and ensure the quality of their teaching performance.

This monitoring was carried out with different frequency depending on the institution needs. 5 of the teachers of the sample said to be monitored by the institution once a month. This represents a 33% of the total; other 5 teachers said to be monitored 3 or 2 times a year or whenever the institution considered it necessary which represents another 33%. The remaining 5 teachers, 33% of the sample, said they were monitored once a week. It seems the question was misunderstood by them or it should be restated because as it can be seen teaching could not be monitored once a week unless there was a person assigned to do this job regarding the amount of teachers the institution had and considering that coordinators have other tasks to accomplish besides monitoring teachers.

CONCLUSIONS

From the findings of this study it can be concluded that:

Students' English level in the Private High Schools in Quito that were part of this study is considerably high. Students who were observed demonstrated to have acquired the language necessary to communicate with their teachers and peers effectively. A 19% of the students are advanced users of the language, 24% of them are high intermediate and 38% are intermediate users.

Teachers in the observed Private High Schools in Quito-Ecuador have high English language proficiency. 54% of the teachers have an English Bachelor Degree and 13% of them have a Master Degree, these teachers demonstrated to be competent using the language and to have vast knowledge, skills and experience on teaching English as a foreign language. This high proficiency played a significant role on language teaching-learning process.

Concerning the class size in the private schools that were observed, there is a tendency of having a small number of students in the class. A 73% of the observed classrooms had less than 25 students; this fact profited more the instruction given and teachers could manage their class effectively and students had more opportunities to interact and therefore learned more.

Classrooms in the observed private high schools in Quito offered favorable conditions to create an adequate learning environment, 67% of them had plenty of space and adequate furniture for the number of students in the class. This fact allowed teachers and students to feel comfortable and consequently show a better attitude towards the English teaching- learning process.

58

Private high schools provided their teachers and students with a variety of high technology resources such as computers, projectors, internet and smart boards; 87% of the classrooms were observed to have one or more of these items. Including technology as a resource for the lessons to teach can be decisive in the success of students' acquisition of the language.

The observed institutions monitored their teachers' performance at least two or three times a year, and revised minutely their planning once a week. This monitoring allowed teachers to receive frequent feedback and thus enhance their performance and reach the standards expected by every institution.

RECOMMENDATIONS

My recommendation is to make further study on how the factors related to institutions, the programs they follow and the standards they pursue have an effect on the success of students in the acquisition of the language.

Another recommendation is to train teachers in the use of technological tools such as smart boards, projectors, computers and internet so they can use the powerful tools they have in class effectively to make their lessons more enjoyable. In addition those teachers who are committed to teach but do not have a Bachelor Degree must continue their studies so they become not only experienced but also knowledgeable of a solid educational basis.

After making this study I recommend teachers to have a variety of individual and group activities to keep students' interest and motivation and also to use a wide range of resources in class in order to provide students great opportunities to learn and participate.

REFERENCES

Brown, H. (2000). *The principles of language learning and teaching* (4ht ed.). NY: Pearson Education Company.

El Ecuador Universitario. (2012, March 14). *La SENESCYT entregará 500 becas para maestros del área de inglés.* Retrieved (2013, January 10) from http://ecuadoruniversitario.com/becas/becas-de-pregrado/la-senescyt-entregara-500-becas-para-maestros-del-area-de-ingles/

Gower, R., Phillips, D. & Walters, S. (2005). *Teaching Practice.* Oxford: Macmillan Education.

Harmer, J. (1991) *The Practice of English Language Teaching* (3rd ed.). Longman

Harmer, J. (1998). *How to teach English*. England: Addison Wesley Longman Limited.

Noble, C. & Hofmann, G. (2002) The Pshce Co-Ordinator's Handbook: For Key Stages One to Four. NY: TJ International Ltd.

Larsen-Freeman, D.(2000). *Techniques and Principles in Language Teaching*. New York: Oxford University Press.

Lightbown, P. & Spada N. (2006). *How languages are learned.* New York: Oxford University Press.

Ogiegbaen, O. & Iyamu. (2006). Factors Affecting Quality of English Language Teaching and Learning in Secondary Schools in Nigeria. *College Student Journal, 40*(3), 495-504.

Palacios, I. M. (1995). A Study of the Learning Strategies Used by Secondary School and University Students of English in Spain. *Revista Alicantina de Estudios Ingles, 8,* 177-193.

Reeves, J. (2006). Secondary Teacher Attitudes toward Including English-Language Learners in Mainstream Classrooms. *Journal of Educational Research, 99*(3).

Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). UK: Cambridge University Press.

Saville-Troike, M. (2006). *Introducing Second Language Acquisition.* NY: Cambridge University Press.

Senescyt (2012). *Bases de postulación Programa de becas para "docentes de inglés para 8º año de EGB a 3º de bachillerato en establecimientos fiscales - enseña inglés".* Retrieved Jan 10, 2012 from http://www.senescyt.gob.ec/documents/10156/5c92efe1-c079-42e4-ae7a-071442454282

Uluslararası, S. (2010). Student Teachers'Perceptions of Teacher Competence and their Attributions for Success and Failure in Learning. *The Journal of International Social Research*, *3*(10), 213-217.

Woodward, T. (2001). *Planning Courses and Lessons.* UK: Cambridge University Press

Zainol, M., Mohammadi,M. & Alzwari, H. (2012). EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students. *Asian Social Science, 8*(2),119-134.

Zepeda, S.,(2008). *The Instructional Leader's Guide to Informal Classroom Observation* (3rd ed.). NY: Eye on Education

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 *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES   (   )   NO   (   )
Why?
_____ _____ _____

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
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!!!!!!

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!!!!!

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

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

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

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

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

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

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

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

3. Which of the following methods are used?

Communicative Language Teaching	( )
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )

Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

4. Which of the following activities are used?

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

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

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

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

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

7. **How many students are there in the classroom?**

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

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

YES	( )	NO	( )

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

YES	( )	NO	( )

NOTES:
_____

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

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

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

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

TEACHER'S INTERVIEW

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

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