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

TRABAJO DE FIN DE TITULACIÓN

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DEDICATION

With all my love and affection, I dedicate this thesis to my God who gives me the opportunity to live and have a wonderful family; to my parents who were always present during this hard way. Besides, the culmination of this thesis would not have been possible without the unconditional and constant support of my brothers and all my family; for this reason, I also dedicate this achievement to them.

David Peñafiel Arcos

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RESUMEN

El proyecto de investigación describe en detalle los principales factores que intervienen en una institución educativa. Dichos factores son divididos en cuatro variables de la siguiente manera:

Factores concernientes a estudiantes: las necesidades que tienen los estudiantes en el salón de clase, el nivel de Inglés de los estudiantes.

Factores concernientes a profesores: Su nivel de educación, su habilidad en el lenguaje, los métodos y técnicas de enseñanza, el porcentaje de Inglés usado en clase, el diseño de lección, la gestión de aprendizaje.

Factores concernientes al salón de clase: el tamaño de la clase, espacio de la clase, disposición de los asientos, recursos de enseñanza.

Factores concernientes a la institución: observación de clase, el monitoreo en el diseño de lecciones.

El proyecto de tesis será útil cuando el investigador quiera conocer ciertos aspectos educativos como por ejemplo: cómo los profesores pueden mejorar su calidad de enseñanza, cómo mejorar el ambiente de clase, cómo una institución educativa puede trabajar eficientemente.

PALABRAS CLAVES: métodos y técnicas de enseñanza, nivel de educación de los profesores, habilidad en el lenguaje de profesores, diseño de lecciones, gestión de aprendizaje, tamaño de clase, disposición de los asientos, recursos de enseñanza, necesidades de estudiantes, nivel de inglés de los estudiantes, observación de clase, monitoreo de lecciones.

ABSTRACT

The research topic was focused on the factors that influence the English language teaching-learning process in Ecuadorian private high schools, whose main purpose was to know and analyze what factors were taken into account on the part of the students, teachers, classrooms, and educational institutions. For the performance of this research, it was considered some aspects such as the research place, population, and the qualitative and quantitative analysis.

The research was developed in five private high schools in Tulcan city in which fifteen teachers participated. Fifteen students from eighth year of basic education to third year of high school collaborated, too.

The qualitative research was done through interviews and observations. The aim was to find out how teachers and students think or feel about certain teaching factors. Thus, different opinions, views and preferences were compiled. On the other hand, by means of quantitative research, the data were gathered in numerical form and then represented through graphs.

In conclusion, teachers were involved directly or indirectly in the use of certain factors that allowed them to teach students by means of different ways.

KEYWORDS: students' needs in the classroom, students' English level, level of education, language proficiency, teaching methods and techniques, lesson design, managing learning, percentage of the English language used in class, class size, classroom space, seating arrangement, classroom and teaching resources, class observation, lesson monitoring.

INTRODUCTION

Nowadays, the lack of English knowledge is a cause of great concern affecting specially those students who want to enter the Ecuadorian university. Their academic performance turns limited when they are unable to get good results into their classes. In the same way, immersion programs or international scholarships are also unreachable for those students with low English proficiency levels. For this reason, a detailed investigation was needed to identify the causes that involve this deficiency of knowledge and find adequate solutions to this problem.

The present research aimed to investigate the factors that influence the English language teaching-learning process in Ecuadorian private high schools, whose specific objectives were to identify students' English level and their needs in the classroom, determine the classroom conditions in which English lessons take place, identify the characteristics of in-service English teachers, and determine institutional facilities and norms regarding quality education. This topic is important enough because through it, the authorities of the institutions will be able to know the mistakes that have been committed and correct them on time in order to better the teaching quality.

The proposed objectives were achieved successfully. For instance, the results obtained clearly showed that students had not only a lack of motivation, but also a low English knowledge. In most cases, the classroom space and seating arrangement were inappropriate for pupils. Also, some teachers were unable to deal with many students or use the teaching resources and methods rightly.

There have been some previous studies that have corroborated with this topic. For instance, Monegan (2009) conducted research with the aim of finding out if teacher was able to control the discipline in a private high school in Jordan. The day of the observation, the researcher drew on how students behaved throughout the class and what strategies the teacher employed to control them. The results were that almost all the forty students misbehaved. It was perceived aspects such as laughing during the class, not participating, issuing annoying voices, eating in the classroom, using the mobile phone, cheating, non interest of teaching material, and teacher's interruption. Under these bad behaviors, teacher tried to control them by speaking too loudly; but it did not produce any result. The researcher concluded that the reason of students' misbehavior was due to a bad teaching management and a lack of teaching experience especially in those newbies teachers.

In the same way, Mahfoodh and Pandian (2011) developed a research at Hodeidah high school in Yemen with students between 17 and 18 years old. The main aim was to know how students reacted to the teacher's written feedback. For doing that, teacher asked

students to choose any topic and write it in the form of essay. After teacher's correction, the essays were given back to the students with their respective comment; but after checking their writings, several opinions were expressed. For instance, some students felt happy when receiving a positive comment. However, other students got angry when receiving a negative one. According to the teacher, this kind of written feedback is necessary in order to students can correct their mistakes and improve the learning.

On the other hand, Ayten (2009) carried out an investigation by using thirteen students of 8th grade at Adana high school in Turkey. The researcher's aim was to find out if the teacher used teaching methods and techniques into the class. General observation and interviews were employed in such investigation. The result was that the mentioned teacher did never use a good methodology with his students. On the contrary, he had a bad temper and was accustomed to shout at them. At the end, the researcher suggested teacher should attend a teaching training.

The present study will benefit teachers, students, and institutions. The research results will show the teachers' deficiencies with their respective comments and recommendations. It will make teachers change and improve their teaching way by using a better methodology. In this sense, a best instruction will be imparted to students. In the same way, institutions will benefit themselves because they will have a good reputation. It should be stressed that this study will serve as base to future investigations.

During the research, it was perceived certain limitations; for instance, when filling out the teacher's questionnaire, some teachers did not know how to answer the questions six and eight: "Do you use whole-group activities to teach your lessons?" and "Do you use group work activities to teach your lessons?" There was a confusion with the words "whole-group activities" and "group work activities". They thought it was the same thing. Also, in the teacher's interview, there were four teachers who were not be able to understand the English questions. Their English proficiency was poor. So, the questions were posed in Spanish only. Another limitation was when three teachers were reluctant to collaborate with the investigation. They did not want to be observed by anyone outside their class.

Finally, a suggestion about this investigation would be that in a future, the observations should be done not only in private high schools, but also in public high schools. The reason is that in many Ecuadorian cities, especially in those little ones, there are not sufficient private high schools in which the researcher can do the investigations.

METHOD

Setting and Participants

This research study was carried out in Tulcan city, which is located at the north of Ecuador. Five private high schools were selected in which English is taught as foreign language. In each institution three teachers were chosen. It meant that fifteen teachers participated in such investigation process. Most teachers had the English Bachelor's degree. On the other hand, a total of fifteen students from eighth year of basic education to third year of high school collaborated as well. Students' English knowledge was basic and intermediate. None of them had a high intermediate or advanced level.

Procedures

In order to carry out this investigation, it was firstly necessary to sustain it through a bibliographic research. Literature review and previous studies were gotten through books and scientific journals. At first, the compiled information was placed into fifteen charts according to assigned topics; then this information was organized and redacted properly.

Secondly, a qualitative and quantitative research methods were used for the research process. The qualitative research was done through interviews and observations. The interviews were applied to the fifteen teachers in order to identify their language proficiency and know certain teaching aspects. For another thing, the observations were done in all the five institutions and used by the researcher with the purpose of finding out how and what factors were used in each class, such as students' needs and level, methods, activities, resources, lesson plan, managing learning, number of students, classroom space, and seating arrangement.

On the other hand, by means of quantitative research, the data were gathered in numerical form and then represented through graphs. It meant that quantitative research methods were expressed in the forms of variables that included the factors concerning students, teachers, classrooms, and educational institution. This research method used specific questionnaires applied for both teachers and students. Through the teacher and student's questionnaire, the researcher could know if the above mentioned factors were correctly applied inside the classroom.

After filling out all the questionnaires, it was proceeded to tabulate and analyze each question related to the teacher's questionnaire. Observation sheet and student's questionnaire served as guide and support for such analysis. With the aid of the excel program, the results were illustrated in the form of pie-charts.

DISCUSSION

Literature Review

According to the Ministry of Education (2012), teaching English as a foreign language in Ecuador is important due to two important characteristics. First of all, English can improve the students' cognitive development and their divergent thinking in which they are able to outscore those who are speakers of only one language. Therefore, it is beneficial for getting skills such as reading, writing, and communication. So, It gives English learners more self-confidence and an expansion of their interests and involvement. Another important characteristic of teaching English is when students learn about other cultures, it helps them understand and feel engaged in the world. They become interested in how other people interact among them, their cultural norms and values, different languages and religions. It helps them see the importance that have the diverse cultures and appreciate the differences and similarities in how others live and their behaviors.

Continuing with the importance of teaching English as a foreign language, many have been the opinions expressed by Ecuadorian high school teachers and students (Diario Hoy, 2006). For instance, many high school teachers agreed that by using a right methodology, students will be able to join the Ecuadorian universities because they would have good bases and enough knowledge to continue studying. Also, English will give them the opportunity to study abroad since there have been many cases in which students enter the USA universities without any problem. But to achieve this, it is firstly indispensable that student has a good command of English. Other opinions are reflected among students where they express the English importance through certain activities that make them think in English and not only to translate phrases. All this can be gotten with the help of useful didactic books.

Teaching Approaches and Methods

By using approaches and methods in the classroom, students can learn English efficiently. For instance, Cooperative Language Learning is a method where students work together in groups to accomplish a specific task (Anderson, 1984). The group work is carefully organized and structured so that learners interact and exchange information, enabling them to engage actively in the learning process. That is, cooperative learning methods require teachers to assign students in small learning groups, and the methods can be used at all grade levels and in most school subjects. But cooperative learning is not simply a matter of putting students together to make them work together. To make cooperative learning happen successfully, the object should be primarily to structure the classroom environment to facilitate interaction among students in the target language.

Becoming more popular in schools over the past decades, cooperative learning is today most extensively regarded as an alternative to traditional instruction. Slavin (1985) also reported that cooperative language learning contributes to the development of positive interpersonal relationships and academic achievement. Students explore work together in teams and practice cooperative learning; the result is collaboration. Schrage (1991) explained collaboration in the following terms:

> Collaboration is the process of shared creation: two or more
> individuals with complementary skills interacting to create a
> shared understanding that none had previously possessed or
> could have come to on their own. Collaboration creates a
> shared meaning about a process, a product, or an event. (p. 39)

In addition, Schrage emphasizes that the other person, the partner of each student, is the true medium of collaboration, it provides students with opportunities to enhance the atmosphere of social interaction, problem solving, peer cooperation and communication, all of which are favorable for acquiring a foreign language. According to Kelly (1962), a self cannot fully develop unless the individual has an opportunity to experience human relationships with others. All individuals need to get help from one another. Thus, cooperative learning models stress group dynamics and encourage healthy and positive relationships with peers. Aronson (1980) holds that cooperative learning skills can be readily transferred and applied by students in real situations beyond the classroom, producing positive and productive interaction between peers that is essential to learning. And for the development of socialization, he says that, in learning tasks, each individual student must interact with other teammates, the result being the students' active involvement in cooperative efforts. This implies that cooperative learning is a very powerful instructional method. In this sense, it is very common that teacher places dedicated students into those groups with low participation. All students should participate, however, it is a problem for introverted learners who prefer to work alone because their learning style is more independent. According to Rodgers (1988), some of the features of Cooperative language learning includes the creation of positive relationships among students, the attractive and interesting tasks that provide an engagement and participation of all them; and through motivation, the acquisition of a good learning and communicative strategies.

Cooperative language learning, compared with traditional instruction, tends to promote productivity and achievement and providing more opportunities for communication. It is not surprising that this method is beneficial in foreign language learning and teaching. It is worthwhile for teachers and scholars to introduce this method to language learning

classroom.

Another very useful method for students is known as Total Physical Response (TPR), which requires students to perform physical and repetitive movements through commands mainly given by the teacher in order to arouse the students' participation and their motivation (Asher, 1977). It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. The main objective of this method is to help learners develop listening fluency before they start to speak properly. Thereby, students are learning English only by hearing instructions in which the imperative is used.

Total Physical Response supports the cognitive development of students; it stimulates all their senses, imagination and creativity. With TPR students use physical and mental energy in a productive way, together with facility in the development of language and social skills like cooperation, negotiating, competing, and following rules.

According to Slattery and Willis (2001), Total Physical Response is a particularly suitable strategy to use with young learners. The TPR method was first developed by the Dr. James J. Asher. He is a teacher of psychology of the state university of San Jose, who stated that "We learn better when our muscles are involved as well as our minds" (cited by Freeman and Freeman, 1998, p. 17). Total Physical Response involves the whole human body in the learning process. The TPR is based on the theory that the human brain is biologically programmed to learn any natural language within interaction. By means of Total Physical response, students can learn vocabulary. Vocabulary is a list of words with their meanings, especially one given in a reading book of foreign language. The vocabulary of language consists of the lexical form (word) that refers to part of our experience in English, these words consist of consonants and vowels arranged in special sequence (Asher, 1977). Vocabulary will make the practice of English language structures easier. Having a stock of words is useful for describing daily life ideas and feelings that students express in their activity.

The use of TPR in the language classroom has different dimensions, and it can be used for different purposes. It is a very useful method for teachers who believe that students' enjoyment during the lesson is very important and who also believe that students need to be taught in different ways to meet the differences in their learning styles. Learning styles reflect the different ways in which people learn, and it varies among people.

A benefit of TPR is that it increases students' motivation during lessons. Learners get bored easily, especially students who like being active in the classroom. As TPR involves getting students to move a lot, it enhances their motivation. In terms of the teaching of

language, teachers basically depend on commands when following TPR. Freeman and Freeman in their book, ESL/EFL Teaching: Principles for Success (1998), point out that "the reliance on commands ensures the active involvement of students" (Freeman and Freeman, p. 18). The second reasons is that "In English, the verb forms used for commands are in simple form" (Freeman and Freeman, p. 18), which simplifies things for students because they would not have to think about the changes in tense or other difficult verb forms (Freeman and Freeman, p. 18).

There are different TPR strategies that can be followed for this purpose. For example, "follow the teacher" is one of the "most basic TPR activities when students copy the teacher" (Slattery & Willis, p. 24). There are also other strategies like asking the students to suddenly clap their hands, or point to objects in the classroom, or even asking them to stand up and do some movements between the different stages of the lesson. These are all effective TPR strategies for getting back their attention and keeping them settled.

For young learners, physical activities are very important because they like to do things, more than listening and reading. Total Physical Response is a successful classroom management tool that teachers can easily implement at any stage of their lessons. TPR could be used with beginners, because they are more active and like to have fun in the classroom. Furthermore, it should be stressed that TPR can be used to "wake students up if they are feeling sleepy, or let them have a break when they have been concentrating on another activity" (Slattery & Willis, p. 24). This suggests that there is no age limit for the use of TPR with learners.

If the teacher's intention is to keep students busy and in silence by doing something useful, Task-Based Language Teaching (TBLT) is the best alternative. This is a method in which students are assigned interesting tasks that allow them to understand, manipulate, produce or interact in the target language (Nunan, 1989). The tasks could include activities or exercises such as filling in the blanks, reading a map, doing a puzzle, writing a letter, assembling a toy, and so on which can be done in pairs or small groups or individually.

In task-based language teaching, the tasks are essential to the learning activity; it is based on the principle that learners may study more efficiently when their minds are focused on the task, rather than on the language they are using. The learners begin with the task. When they have fulfilled it, the teacher draws attention to the language used, making corrections and adjustments to the learners' presentation.

Task-based language teaching can be very successful at intermediate levels, but many teachers question its effectiveness at lower levels. Nowadays the methodology requires a change in the traditional teacher's role. The teacher does not initiate and 'present'

language or 'help' during the task phase. The teacher is an observer during the task phase and becomes a language informant only during the 'language focus' stage.

Jane Willis (1996) suggests three basic stages into the task-based language teaching: the Pre-task, the Task cycle and the Language focus. These components have been carefully planned to create most favorable conditions for language acquisition, and thus provide rich learning opportunities to suit different types of learners.

In the Pre-task stage, the teacher explores the topic with the class and may emphasize supportive words and phrases, helping students to understand the task instructions. The students may hear a recording of other people doing the same task.

During the Task cycle stage, the students carry out the task in pairs or small groups while the teacher monitors from a distance. This cycle gives them speaking and writing contact with opportunities for students to learn from each other. The learners then plan how they will tell the rest of the group what they did and how it went, and then they report on the task either orally or in writing, and compare notes on what has happened. The task cycle also gives students opportunities to use whatever language they have, both in private (where mistakes, hesitations, and approximate renderings do not matter as long as the meaning is clear) and in public (where there is an included need to make every effort for correctness of form and meaning).

In the Language focus stage, the learners observe and talk about exact features of any listening or reading text which they have looked at for the task and the teacher may present some form of preparation of specific language features which the task has provoked. If a teacher is creative, s/he can still find ways to surmount the difficulties related to the systematized and controlled education system in order to make learning more significant.

The aim of Task- Based Language Teaching is to achieve open-ended tasks. Learners are given an objective to complete but are left with some independence in coming close to this objective. According to Nunan (1989), "A task is defined as an activity (or technique) where students are urged to accomplish something or solve some problem using their language. Preferably, this activity is open-ended; there is no set way to accomplish their goal" (p.47).

Fluent speakers use language to carry out tasks such a solving problems, developing plans and working together to complete projects. The use of similar task-based activities in the classroom is an exceptional way to encourage students to use the language. Tasks may involve solving a word problem, creating a crossword puzzle, making a video, preparing a presentation or drawing a plan. Activities in the language classroom simulate communication outside the classroom when they are structured with such a purpose. In these classroom

activities, students use the language to fill an information gap by getting answers or expanding a partial understanding. Students work in pairs when they have to complete a task. Then learners talk to each other until both pairs have the necessary information to solve the task. For learners it is very important to work in pairs or small groups in order to use language as frequently as possible. The teacher should give students structures in the form of a defined task and result. This structure will allow learners to collaborate as they develop a work plan, discuss the substance of the task and report the result. Thus they will be able to use language in a variety of ways and learn from each other.

Tasks have long been part of the mainstream repertoire of language teaching techniques for teachers of many different methodological persuasions. TBLT, however, offers a different rationale for the use of tasks as well as different criteria for the design and use of tasks. And the basic assumption of Task-Based Language Teaching is that it provides for a more effective basis for teaching than other language teaching approaches and it remains in the domain of ideology rather than fact.

Nowadays, one of the major methods used in communicative situations without resorting to the native language is the called the Natural Approach (Richards & Rodgers, 2001). In the early eighties, Stephen Krashen and Tracy Terrell developed the Natural Approach based on observation and interpretation (Krashen and Terrell, 1983). An example of this method is when teacher teaches students the English vocabulary by means of authentic materials like realia, as well as visual aids such as pictures or maps. Teacher speaks to them using only the target language. So, students have to watch, listen to and then repeat it. This method has certain similarities with the much earlier Direct Method. Natural approach is characterized by a lot of teacher talk, however, teacher can help himself by using of a CD player to have students listen to the voices and sounds.

The Natural Approach (NA) is supported by the Behaviorist/Stimulus Response Theory. The behaviorist theory is based on observable behaviors and mental activities. In the Natural Approach students learn through observing actions as well as performing like children do in first language acquisition. Behavior theorists define learning as a change in behavior. In behaviorism, the learner is viewed as passively adapting to their environment. Reinforcement is done with repetition, instructional cues, drill and practice so that students will learn the language. The learner focuses on a clear goal, his behavior automatically responds to the cues of that goal.

It has been said that after the age of twelve it is harder for foreign language acquisition students to learn a language. The natural approach holds as one of its theories that students can acquire and pick up foreign languages after puberty. According to Krashen

(1996), "The theory behind the NA implies that adults can acquire all but the phonological aspect of any foreign language. What makes adults different from children is their abstract problem solving skills that make them consciously process the grammar of a foreign language" (p. 18).

Krashen and Terrell believe that the main function of language is communication, making vocabulary is very important. Krashen stated, "The lexicon for both perception and production is considered critical in the organization and interpretation of messages. They talk about "comprehensible input" (1996, p. 11). This means that the teacher should stay one step ahead of what the student already knows. Therefore, all lessons have to be integrated with what has already been learned and be connected to real life situations.

There are five hypotheses in the Natural Approach's Theory of Language Learning. The first hypothesis is the Acquisition-Learning Hypothesis. This approach states that adults learn language through acquisition, a subconscious and intuitive process that children use to constructing the system of language and learning. So, children only learn through acquisition or the "traditional approach." It is called the traditional approach because that is how all children learn, by experiencing through life situations or acquiring a language in its natural environment. It is traditional and natural because it has a silent period like babies do when they are born. Children are exposed to the language with input and when they are emotionally prepared, they speak.

The second hypothesis is the Natural Order Hypothesis. This hypothesis states that acquisition of grammatical structures is done in a predictable order very similar to a child's first language. Some grammatical structures or morphemes are acquired before others. For example, "I want." And then "I want the pretty doll." They state that materials should be arranged in accordance with this sequence.

The third hypothesis is the Input Hypothesis in regards to acquisition. Krashen and Terrell state that the instructor must stay ahead of what a learner already knows when it comes to oral fluency, unknown words and grammar. They call this comprehensible input. The input has to be relevant and not grammatical. Children should be given speech based on their level of understanding and adult should be given simple codes that facilitate foreign language comprehension.

The fourth hypothesis is the Monitor Hypothesis. Like in the Direct Method and self-correcting, this hypothesis basically states that students will be able to correct their own mistakes based on what they have learned in a natural context. The monitor edits and makes corrections as they are consciously perceived. Krashen suggests that there must be enough time, the focus must be on form and not on meaning, and that the learner must know the

rule, for the monitor to work.

The fifth and final hypothesis is the Affective Filter Hypothesis. The affective filter is the emotional feelings we have when acquiring language. Krashen stated, "These factors are self-confidence, motivation and anxiety state" (1996, p. 12). The Natural Approach suggests keeping a low effective filter so that acquisition and learning can occur.

The learners of this method go through three stages: pre-production stage, early-production stage, and speech-emergent phase. In pre-production stage, students can act out physical commands, identify student colleagues from teacher description, point to pictures and so forth. In the early-production stage, students respond to questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?). The students struggle with the language and make many errors which are corrected based on the content and not structure. In the speech-emergent phase, students involve themselves in role play and games, contribute personal information and opinions, and participate in group problem solving.

The goal of the Natural Approach is to learn the language for the purpose of communication. Students can reach this goal through this method. In the Natural Approach the student analyzes the grammar rules consciously and practices them through exercises. They stress the importance of vocabulary and view language as a vehicle for communicating meanings and messages. If the students learn vocabulary and grammar they can certainly obtain the goal of speaking through the target language.

The Natural Approach has, like all other methods, certain strengths and weaknesses. Natural Approach excels in building a safe environment for the learner. However, Krashen's theories and the Natural approach have received plenty of criticism, particularly orientated around of certain factors that can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled, it may be difficult for the teacher to manage an entire classroom.

Content-Based Instruction (CBI) has dual objectives of enhancing both language proficiency and content-learning. Advocators of content-based instruction, Brinton and Wesche (1989), define this method "as the integration of content with language-teaching aims" (p. 2). It involves the teaching of academic subject matter and foreign language skills. CBI is a great method of teaching in which students can learn a foreign language by using contents of other different subjects such as science, geography, history, social studies, biology, mathematics, and so on (Crandall & Tucker, 1990). CBI offers many learning advantages, for instance, learners develop language skills and the contents are easier to remember and learn. Also, there is a close relationship between CBI and student motivation.

It is for this reason that when teaching, teacher should choose an interesting, useful, and motivating topic in which students will feel comfortable. An example of CBI would be when in an English class, teacher explains students the Abraham Lincoln's life, therefore they are learning both history and English at the same time (Larsen-Freeman, 2000).

Content-based instruction is also based on the theory that language proficiency derives from integrating the four language skills: reading, writing, speaking and listening. During a CBI lesson students for example read articles, communicate with each other, write about their findings, listen to others and take notes, thereby using all of the four language skills together. According to Nunan (2003), "this reflects what happens in the real world, where interactions involve multiple skills simultaneously". Language proficiency involves both social and grammatical understanding; people need to be able to modify their language from formal to informal, oral to written depending on what is required in different situations. It is important that the content be interesting and relevant to the students (Nunan, 2003), because they will enjoy lessons more this way and become more motivated. Language is learned most effectively when it is used as a way to pass on information of interest to the students (Larsen-Freeman, 2000). While they learn about a certain issue in a specific language, they also learn practical use of the language. It is easier for language learners to acquire new vocabulary when there are contextual clues to help convey meaning (Larsen-Freeman, 2000). Experts agree that students learn a foreign language better when focusing on specific material instead of continually focusing on the structure of the language itself. However, it might be useful to do so from time to time, building on students' background knowledge of their first language (Larsen-Freeman, 2000). The aim is for students to be able to use and understand the target language without needing to translate everything from, and into, their first language.

The use of authentic material and authentic use of the language itself is considered very helpful when learning a new language because being able to use language in a meaningful way is one of the main objectives when learning a language. The use of authentic material and subject integration are not new ideas, but they have been incorporated into the classroom in content-based instruction. Furthermore, this approach includes more than teaching a subject in the target language as the Eurydice European Unit (2006) describes it, but *with* and *through* the language as well. This calls for a more integrated approach to teaching both subject and language. However, there is a difference between the language used in the language class and language used in the subject class. In the language class the four skills of reading, writing, listening and speaking are part of the focus but in the content class they are the means of learning content, for instance in mathematics, geography or

something else.

So, it is important to introduce language relevant to the content area; for example, to introduce math concepts such as addition, subtraction, division, multiplication, fractions etc, to help students understand the material in mathematics class (Peregoy and Boyle, 2000). The same goes for other subjects which all have important key concepts used within the field. Here the language is a means to an end, rather than the end itself (Deller and Price, 2007).

Howard Gardner (1983) proposed his theory about multiple intelligences which is also supported by the CBI approach as it focuses on more than just the language itself. Therefore, the linguistic intelligence is not the only relevant intelligence in the CBI classroom, but so is musical intelligence, logical/mathematical intelligence or whichever intelligence corresponds with the subject or material being taught at any given time.

A lot of what is practiced under content-based instruction falls under communicative language teaching where the students actively participate. This allows for learning through doing instead of depending too much on the teacher to be the sole source of language input and information (Nunan, 2003).

Motivation is a big aspect of the CBI approach and is perhaps one of the most important issues in language learning. Krashen states that language acquisition is nearly impossible when a learner is unmotivated in any way, whether it is because of anger, anxiety or boredom (Lightbown and Spada, 1999). Thus, a learner's prospect of learning another language depends a great deal on his own state of mind and attitude towards it. Extensive research has been done on the importance of attitude and motivation in foreign language learning and findings show that there is correlation between positive attitudes and learner motivation and successful language learning (Lightbown and Spada, 1999). Therefore, it is not surprising that great emphasis is put on learner motivation in teaching today. CBI provides the possibility of increasing learner motivation through use of authentic material as well as countless possibilities for teachers to use whatever materials students are interested in working with. It is also an ideal approach to implement variety in material, tasks and activities and teaching methods. This can also boost students' motivation. However, motivation is not all there is to learning a new language. Even highly motivated students can have difficulties in learning a new language which is sometimes caused by a difference in language learning ability and in the compatibility of the instruction itself and student's individual learner's styles (Lightbown and Spada, 1999). Even so, motivation is considered a pivotal factor when learning a new language.

In order to be able to use CBI effectively teachers need to be well educated and quite

adept in the target language. On top of language proficiency they need to have a good grasp of the subject as well. In a CBI classroom it is important to have clear language objectives as well as content learning objectives (Larsen-Freeman, 2000). Therefore it is ideal to have two different teachers work together, one who is knowledgeable about the subject and one whose expertise lies in the language itself, because language teachers often lack knowledge in a particular subject, and subject teachers might not have any background in teaching a foreign language, knowledge of its structure and syntax or familiarity with appropriate language teaching methods. Although having two teachers with different expertise is ideal, it is usually not the case in reality because of limited resources within schools.

Foreign language is learned differently than a native language, except in bilingual or multilingual cases (Mitchell and Myles, 1998). The environment when learning a foreign language is different where either it is learned in a classroom setting or, when in another country with a different language, whereas in bilingual cases both languages are learned at once as a first language (mother tongue). Foreign language acquisition is also influenced by first language as we see for instance in cases of foreign accent or direct translation cases which are not always grammatically correct in the foreign language. This is known as language transfer, and can cause errors in foreign language use (Mitchell and Myles, 1998) and is in fact one of the main cause of errors in the target language (Lightbown and Spada, 1999). But foreign language acquisition also builds on first language knowledge. Our knowledge of word order, syntax and other grammar factors help us build up foreign language knowledge, especially if the languages are related.

In recent decades, many English as Foreign Language (EFL) classrooms have adopted CBI into their curricula. In this sense, language instruction is a very important factor in learning a foreign language, and research shows that students who receive formal instruction have a deeper knowledge in the acquired language than those who are surrounded by a new language but receive no formal instruction (Larsen-Freeman and Long, 1991). This is not quite in accordance with Krashen's theory of language acquisition where most emphasis is to be put on exposure as opposed to learning grammatical rules and language form. However, this is an important aspect of CBI, where attention should also be given to the language learning itself as well as the subject matter. This information also supports the findings stated about students seem to learn well at younger levels, their abilities at advanced levels can be somewhat lacking, especially if they are continually making the same errors. That might tell us that there is a need to look at grammar at least to some extent, to help improve learners' existing language abilities and build on first language knowledge.

Content-Based Instruction has been found to be an effective approach to teaching English as a foreign language because with CBI, students can develop their language skills as well as gain access to new concepts through meaningful content. This means that using CBI allows teachers to connect the teaching of a foreign language to other subjects to create lessons that include several areas of subject matter.

In conclusion, CBI employs English at a comprehensible level so as to increase students' understanding of the subject matter and build language skills simultaneously. Therefore, teachers must familiarize with the effectiveness and importance of using literature in the content-based foreign language instruction. By applying the collaborative content-based literature teaching technique, students can acquire English abilities, not only to communicate, but also to use as a tool to comprehend the subject matter in high school. CBI attempts to motivate and encourage students to learn more about how to express their ideas through language.

Managing Learning

The importance of giving adequate instructions and a right feedback to students allows the teacher to manage the class properly (Kerry & Sands, 1984). Effective classroom instructions involve not only an effective teaching but also an effective students' attention. The activities become uninteresting if the environment does not promote an effective learning. The lack of a good teaching has students feel uncomfortable and unable to learn. This is where teacher's instructions play a major role at the moment of arousing the student's interest. Appropriate instructions in the classroom may reduce classroom problems and enhance the student's willingness to do the activities. Hence, it is essential that the teacher prepare himself or herself so that each content to be taught be clear and understandable for students. According to Padmaja (2006), "The quality of instruction is a key factor that influences a student's behavior and achievements. Teachers should be careful in safeguarding their dignity and ensure that the students follow their instructions" (p. 39). So, the kind of instruction that teacher gives students leaves an everlasting impression on the minds of them. Another important characteristic of a good classroom management is its feedback. Feedback is important because it lets students know if their performance is the adequate or if they have made a mistake. When teacher gives students a praise, they receive it as a sense of achievement which motivates them to learn more. Similarly, in case of mistake, they will learn from it and take corrective measures. Moreover, feedback can be given to individual learners, to the whole class, or to a group of them.

In the same way, Brophy (1988) pointed out that organizing time and giving feedback are very indispensable inside the teaching. Managing time allows teacher to distribute in a

better way his activities. A fundamental issue is really to know how time is used inside the classroom. Time is useful for many purposes such as planning activities and tasks, constructing and teaching lessons, arranging, controlling, monitoring, and providing feedback for students work. All the above is used when teacher wants students to understand and participate in class. Feedback, for its part, helps students understand better the subject since it gives the opportunity of correcting mistakes from teacher's explanations. According to Tauber (1999), "Academic feedback is more strongly and consistently related to achievement than any other teaching behavior" (p. 15). Feedback can improve the student's confidence and a desire for learning. Also, it may help student's retention, enhance learning and improve assessment performance.

Lesson Design

Griffith and Kocsis (2010) suggested that there are seven essential parts in lesson design: title, pre-assessment, objective, techniques and sequencing, motivation, evaluation and follow-up, and classroom management. The title allows to know and give an overview about the lesson. The pre-assessment means that teacher has to know the students' prior knowledge on the subject before continuing with the lesson. The objective draws on that teacher must have a clear purpose about how to teach English appropriately and how to get students to capture his explanations. Additionally, teacher has to bear in mind that each lesson almost always has secondary goals. It means that teacher has to have students develop skills about vocabulary, listening, speaking, and writing. The development of social skills like teamwork and politeness, and the development of a quantitative thinking are important too. On the other hand, the use of techniques and sequencing provide a great help to teacher. These include activities, demonstrations, questions, and reinforcements. The use of audiovisual aids, materials, grouping, etc., are also used here. Following with the parts of a lesson design, the motivation is very important. The motivation means that teacher has to motivate students by looking for attractive activities since through these ones, students will be able to learn the lessons more easily and quickly. Into the lesson design, it is also indispensable the students' evaluation and follow-up in which teacher can become aware of student's progress and teaching effectiveness. The teacher can not successfully continue with the lesson design if learners do not get to accomplish the proposed objectives. And finally, classroom management plays a key component in which teacher can handle classroom issues such as teaching control, students' behavior, respectful attitudes, and so on. Managing a class can be gotten through training, and teacher's experience.

According to Skowron (2006), the importance of effective planning lies in having students learn English efficiently by means of teacher's explanations. A good lesson design

will provide students with practical resources, interesting demonstrations, useful activities, questions, and reinforcements. In this regard, if teacher wants students to practice the lessons, he has to have students engage in effective activities that motivate and challenge them. In other words, the motivation increases and learners progress a lot if the lesson is based on a well-designed plan. So, good planing is equal to good teaching, and it fosters an optimal learning. A good and organized instruction plan fits in perfectly with the students' needs.

Class Size (number of students)

The effects of class size on student achievement have been debated among educational researchers for decades, but most of this debate has centered on class sizes at the primary level (Biddle & Berliner, 2002; Finn, 1998). Often researchers have ignored or discounted the importance of small classes for high school students (e. g., Biddle &: Berliner, 2002; Bracey, 1999). Nonetheless, small classes may also be important for high school students as well as for first graders.

Small classes are different from large classes. Although much of the relevant research on classroom processes has been conducted at the elementary and middle school level, these processes clearly pertain to any educational level. As compared to students in large classes, students in small classes are more engaged and they experience more participatory, enriched, and hands-on work. In smaller classes, teachers interact more with individual students, give more feedback, spend relatively more time on instruction than discipline, and enjoy higher morale.

An engaged student pays attention to what is going on in class and actively participates. Compared to disengaged students, engaged students experience greater belonging to their school and place greater value on the opportunities that the school provides (Finn, 1999). Students are less distracted and spend more time on task in smaller classes (Finn & Achilles, 1999). The individualized instruction teachers can provide in small classes may promote student engagement (Bracey, 1999); the noise in large classes may contribute to disengagement (Bourke, 1986; Johnston, 1989). Not surprisingly, engagement is strongly related to academic success (Finn, 1998). In fact, student engagement may be key to why small classes work better (Finn & Achilles, 1999).

Teachers in small classes report using more hands-on activities and supplemental materials than do teachers in large classes (Pate-Bain et al., 1992). A recent study showed that the use of hands-on activities was an important predictor of math and science achievement for eighth graders (Hanushek, 1996). Moreover, in a national sample of eighth grade math and science classes that ranged in size from 6 to 40 students, the larger the

math classes, the less time teachers reported spending on both whole-group discussion and on working with small groups; the larger the class, the less likely teachers were to use innovative methods. Instructional strategies were compromised most in large classes for high-achieving students (Rice, 1999). Small groups make it possible "to create an atmosphere of scientific inquiry" (Holliday, 1992, p. 17).

One of the key components of effective teaching is ongoing feedback from teacher to pupil, both through face-to-face interactions and teacher responses to students' homework (Johnston, 1989; Pate-Bain et al., 1992). Teachers respond differently in large classes. For example, one rigorous observational study of classroom practice assessed the classroom behavior of 63 math teachers in 34 schools, in classes that ranged from 12 to 33 students (Bourke, 1986). The size of the class had a significant impact on the way teachers interacted with students. The smaller the class, the more likely the teacher was to interact directly with students, the more frequently the teacher used probes after asking a question, waited for a response to a question posed, and responded positively to an answer a student gave to a question. In contrast, the larger the class, the more time teachers spent lecturing or explaining. Moreover, a review of studies that examined student-teacher interactions as a function of class size found that more personal interactions occurred between students and teachers in small than in large classes (Finn et al., in press).

Teachers in small classes were more likely to use oral tests, homework, and assignments for assessment than were teachers in large classes (Bourke, 1986). An English college professor who observed the poor writing skills of incoming college students over 20 years noted that the best writers came from schools with small classes where they received frequent writing assignments that were critiqued by teachers (Carter, 1996). In short, students get more individualized feedback from teachers in small classes than they do in large classes. Teachers report that in small classes they get to know students better, understand their strengths and weaknesses better and are able to match their instructional style to what the student needs (Gursky, 1998; Johnston, 1989; Pate-Bain etal., 1992).

The larger the class, the less time teachers spend on instruction, and the more time they spend on discipline or keeping order. The class size effect on the instruction to discipline ratio is one of the most consistent findings in the literature on class size (Achilles, Kiser-Kling, Aust, & Owen, 1995; Bourke, 1986; Finn & Achilles, 1999). This means that large classes present more challenges for pupil control. In addition to this, Rice (1999) found that in science classes, as class size increased, a greater proportion of time in class was devoted to administrative tasks rather than instruction. Moreover, safety problems may emerge in large science classes (Holliday, 1992).

Teachers with smaller classes have higher morale than do those with larger classes (Verstegen & King, 1998). In one study of class size, teachers reported that they felt more relaxed and less pressured because they were able to complete daily lesson plans. They were more satisfied with their jobs because they had more personal and academic interactions with students, fewer classroom control problems, and more opportunities to accommodate individual needs (Johnston, 1989). Wenglinsky (1997) presented evidence based on national data that small class size benefits teacher morale, student morale, and teacher- principal relationships. Together, those three aspects of morale created a positive school environment, which in turn increased student achievement.

At the high school level, small classes are important for reasons that go far beyond academic achievement. Adolescence is a time when older children are grappling with identity between a teen culture that can be a powerful and often destructive influence. Social psychological research indicates that antisocial behavior is more likely when people feel anonymous. When classes are small, students know and are known by their teachers. "There is less school theft, vandalism, and graffiti" (Meier, 1995, p. 112). Klonsky (2002) has argued anonymity is the "enemy of safety and security" (p. 66). Anonymity, he believes, increases dropout rates, incidents of school violence, absenteeism, and disciplinary actions. Teachers of small classes have opportunities to offer an alternative to teen culture, to promote an adult culture, which includes what one educator called, "our love affair with literature and history, science and math, logic and reason, accuracy and precision, as well as our commitment to justice and fairness in the larger world" (Meier, 1995, p. 113).

Even without additional research, however, what educators know about classroom dynamics and school environment makes it clear that high school students can benefit enormously from small classes. The processes that promote learning are the same at any educational level. Small classes promote engaged students who interact with teachers and each other in positive and enriching ways. As instructional leaders, effective principals will foster higher student achievement through smaller class sizes.

There are many better reasons to agree that in a small class, students find it easier to study. The first one is that in such a close space, teachers can take care of students more than in a large one. This creates connection between teachers and students, making students understand teachers' explanation more deeply. Besides, a small class also helps students to listen to lectures more clearly and avoid mishearing. Moreover, because distances between teacher and students get closer, and lectures are adopted by students clearly, students can stay away from distraction and concentrate on their studies.

In general, even though there are some reasons to believe that a large class can

bring students better environment, small classes are always easier places to study.

Classroom Space and Seating Arrangement

Researchers have investigated the relationship between the classroom space and seating arrangement (Hood-Smith & Leffingwell, 1983; Visser, 2001). A well organized classroom space permits more positive interactions between teachers and students, reducing the probability that challenging behaviors will occur (Martella, Nelson, & Marchand-Martella, 2003). Additionally, modifying properly the classroom space and seating arrangement may serve as a direct intervention for those students who demonstrate ongoing disruptive behavior (Conroy, Davis, Fox, & Brown, 2002).

According to Cummings (1996), classroom space and seating arrangement are two important factors that influence the learning of students in the classroom. Classroom space determines if students feel comfortable receiving their instructions inside a big or small space. Froyen (1993) argued that the student's behavior is affected if he or she moves around a small space. When the learning space is reduced and when there are a large number of students, it is very difficult for teacher to do group activities. Weinstein stated, "Crowded classrooms affect students' attitudes and conduct by increasing dissatisfaction and aggression and decreasing attentiveness" (1979, p. 14). On the other hand, seating arrangement is the way how students are going to be placed in the classroom. There are some different types of seating arrangement in which teacher can work. The type of seating arrangement depends on the type of furniture that the class has, the classroom space, and the teaching style. For instance, teacher can choose the traditional arrangement of students in rows of desks and chairs, here there is a good feedback and participation of students in the front and center without much participation of the last students. If teacher wants all students to participate, a horseshoe arrangement is the best choice. Additionally, it is important to take into account that the visual contact and group work must always be applied to any kind of seating arrangement. In conclusion, a good classroom space and seating arrangement can leave a good impression for outside visitors.

There are many other opinions about the seating arrangement. For instance, Jones (1995) stated that in fact, teacher can make all students participate in class when the seats position are arranged in other form different to that traditional like in rows of desks and chairs. However, he points out that there is a visual distraction among students if they are seated around tables looking at one another during teacher talk. Four of the five senses are distracted: sight, hearing, smell, and touch. Thoughts about what that person across the table is wearing or doing compete with the teacher. Placing students with distractibility problems around tables all day only exacerbates their problems. For this case, the solution would be

not to place students so close to other ones especially with those with distractibility or hyperactive symptoms. "Choosing the best seating arrangement depends on the task and their needs" (Edwards, 1993, p. 112).

The following is a detailed description about the seating arrangements which is found in most classrooms:

Rows: Perhaps the most traditional of seating arrangements, rows allow students to look to the front of the classroom, where the teacher is positioned as the locus of all attention. As this arrangement promotes a teacher-centered vantage point, this arrangement is effective for lectures, student oral reports, and assessments. This arrangement is also effective for other kinds of visual or audio presentations, computer or overhead presentations, and board work. This seating arrangement, however, is not conducive to a student-centered lesson. Specifically, pair or group activities would be problematic since learners would not be able to interact with each other without dramatically altering the seating arrangement. Students positioned in the back of the room may also feel left out as it may be difficult for the teacher to involve these students without making sure to circulate up and down the rows. The one situation in which this organization might be acceptable is if the class is oversized and there is not enough room physically to accommodate all the students. Otherwise, a more contemporary classroom arrangement, such as the horseshoe, would be appropriate.

Horseshoe Arrangement: In the horseshoe pattern, which is really a larger semi-circle and can be arranged along walls or can be more concentrated in the middle of the room, students are physically situated in the shape of a horseshoe. The open area is occupied by the instructor. This is a more flexible space, as the teacher, who is still in the students' main line of sight, has the flexibility to conduct a teacher-centered presentation and, just as easily, come into the middle area and interact with students when monitoring, for example. The teacher can also easily split students into pairs for more student-centered activities since students can easily face each other by simply turning their heads to the person sitting next to them. The main limitation of this arrangement is that group work becomes problematic without rearranging the room to accommodate more than two people in a group. Also, there may be a tendency for some students on the extreme flanks to lose focus when the teacher is presenting material since their attention may not always be focused on the front of the room, or the teacher, due to the angle of their seating position.

Circle Arrangement: In this arrangement, the teacher takes his or her place among the learners, which instantly promotes equality between all members, teacher included. This arrangement also promotes more intimacy between teacher and learners. The other primary

advantage to this arrangement is that all students can see one other and can more readily receive and exchange information. This said, pair work is not as easy to set up and execute as it is in the horseshoe arrangement. The chief disadvantage of this arrangement is that the teacher is effectively cut off from his or her board. As a result, visual presentation of material, such as a grammar point or new vocabulary items, becomes problematic.

Tables: In this arrangement, students are immediately grouped and learning becomes more independent and collaborative. Unlike a circle seating arrangement, where the teacher is directly inserted in the dynamic with the students, separate tables promote more learner autonomy. The teacher is also free to roam from table to table to monitor groups more effectively than when students are sitting in rows or in a horseshoe arrangement. One downside to the table arrangement is that students may not necessarily want to sit with other students. This arrangement also makes it more difficult for the teacher to teach to the "class", since learner attention may be on the group dynamic and not on the teacher, as in a traditional row arrangement.

In conclusion, the arrangement of the classroom is a very key part of how well the students will learn and interact with their classmates and their teacher. If a classroom is disorganized and clustered, then it will be kind of hard for a student to work and learn new skills. Plus, the teacher needs to take time to make sure his/her room is set up for learning because no matter how well the lesson plans are completed and ready to be presented. If the students do not feel comfortable in the room, the lesson plan will be presented in a difficult way for them.

Classroom and/or Teaching Resources.

Teaching resources refer to any stimulus material that teacher uses in order to promote effective learning. Norwood (1949) observes that "though there are vast quantities of teaching materials, yet there are two important considerations which the teacher must face in using these aids effectively - the teacher must know where he can find them and must select those materials which will best fit his particular needs". He goes further to highlight some other considerations in selecting classroom materials. These include the need for materials to be adaptable in content, format and style to the age and reading level of the group using them.

Teaching resources mean anything that can assist the teacher in promoting teaching and learning. When the students are given the chance to learn through more senses than one, they can learn faster and easier and be able to remember the learned material for a longer time. The teacher should, however, note that the resources used should be able to captivate or arouse the interest of the students.

Resources in the classroom include human, place and teaching material. The teacher (human resource) is concerned with the management of instructional materials and is a repetition of knowledge which he transmits to the learner. There is much to be said for the use of human resource other than the teacher as resources for learning. Some persons other than the teacher can be invited to contribute their knowledge and experience to the students. It can even be another student who would be in position to share his or her knowledge and experience in the classroom. Knowledge and experience are not limited by age or amount of schooling. It is not in all cases that the resource persons need to come to the class. Students can be asked to conduct interview with people to gather information from people. Though the use of resource person can be powerful device for getting full attention and focus on a topic, yet care should be taken to give the resource person advance notice in order to avoid any unfortunate embarrassment. The resource person invited should have a clear idea of what will be expected and the limit of his or her discussion.

Resource places include places that have much value for the purpose of classroom teaching. A trip to a place of known interest is of obvious value and ensures the use of available resources. The value of trips can be immensely enhanced by varying or extending the format of the trip. For example, visits to more than one place of similar nature allows for comparative study. The trip could be combined with a competition aimed at knowing the student who observed the most or a quiz testing students' understanding of what they have observed during a trip. Places of interest that could be visited include museum, factories, palaces, geographical feature sites, historical buildings etc.

Materials consist of the major tools the teacher employs in transmitting knowledge, e.g. environment resources, printed materials which could be textbooks or semi-text (i.e. charts, maps, pictures, photographs which are commercially made) and non-texts which include models, real objects, video, films and audio aids.

From the foregoing, it is evident that some schools are now able to make greater use of some of the more dynamic and attractive techniques of education now possible with the device of educational technology.

Teaching resources allow to give a support for teacher and provide many learning advantages for students. For instance, by using visual aids, the students' interest and motivation can arouse more quickly than when using the traditional writing on the board and so their learning improves notably (Chambers, 1999). Visual aids can be combined by using audio which is a complement for learning vocabulary. Also, they keep the classroom live and active, avoid dullness, help to retain more concepts permanently, and provide direct experience to students. There are many visual aids that teacher can use such as pictures,

charts, maps, flash cards, real objects, models, bulletin board, overhead projector, slides, etc.

According to Maxom (2009), there are many types of teaching resources that students love for being both interesting and motivational. Pictures can be used for enhancing vocabulary and giving students a sense of reality. Through a CD player or computer, students can listen to and repeat the pronunciation according to a shown picture. For motivating students, teacher can use a matching game in which students have to match a picture with its respective word. Comic strips, photos, or drawings can be used as pictures for teaching grammar. For facilitating explanations, teacher can use slides, videos, movies, or songs for avoiding the dullness. Realia is another kind of useful resource for learning vocabulary mainly in which students are able to see and touch real objects. Realia can also be used for teaching grammar such as prepositions of place. Additionally, using a CD player, students can do writing exercises according to the listened sound. In conclusion, many are the resources that teacher can choose, the important here would be that these resources can help teacher in giving a good teaching to students (Morgan & Neil, 2001).

Stressing the above mentioned, below are some detailed resources available in a variety of forms in the teaching and learning.

Textbooks: Textbooks are, of course, another traditional instrument of instruction. In its most rigid form a textbook represents a series of lessons which demands the teacher's initiative. In almost every study, pupils are required to move from textbooks to specialized references for kinds of data such as encyclopedias, dictionaries, atlases, information almanacs, government bulletins, commercial publications and miscellaneous periodicals. Textbooks are among the most instructional materials readily available for the use in the classroom, hence the heavy reliance on textbooks particularly in the developing countries.

Maxom (2009) gave some assumptions for rational textbook selection in teaching such as, textbooks often present the major source of the content for a subject. The order in which the content is presented and the depth and scope of its treatment in the classroom are essential things to note. Also, textbooks often serve as one of the students' primary resources of learning.

From these statements, it is evident that textbooks will still continue to remain as essential resources of learning. But care should be taken to consider the age, readability level and the relevance of the textbooks to the students' need and interest.

Newspapers: Raymond (1965) observed that "since many teachers direct the attention of their classes frequently to contemporary problems and to tropical issues which can be woven into the on-going course of study, they can make significant contribution to

enlightened citizenship by examining newspaper with the student". This simply means that the teacher could use newspapers and other resources to sensitize students to the need for caution and to broaden reading habits. This is also to say that newspaper remains the most current of any printed source available. But unfortunately, only few teachers border to utilize this resource.

Pictures and Charts: Pictorial presentation is effective particularly for students having reading difficulties or small vocabularies. Pictures help to illustrate and bring a sense of reality to what is taught, while charts contain the lesson material itself. While pictures stimulate interest, create correct impression and bring lesson to life, charts, on the other hand, are valuable in the presentation of materials to be taught in their simplest form. When pictures are used, the teacher should use a variety of them in order to impress his points on the students. When charts are used to stress some important facts, they should be clear and large enough to be seen from any part of the classroom.

Maps: The studying, drawing and interpreting of maps are activities essential in the teaching. Maps indicate economic and physical features, location of places, political boundaries cultural limitations, occupational zones etc. The teacher should, therefore, expose the students to the use of maps in the classroom.

Models: Tillman (1976) emphasized the use of models in helping the teacher organize relevant information in the process of teaching. He asserted that when information is presented in the format of an instructional model, we have a ready made plan or the kinds of teacher-behaviour that brings about desired student-learning. Hence, models and specimens have distinct appeal to learners and attract their close attention better than a chart. The usefulness of models cannot be over-emphasized because they reduce to handy sizes things that would otherwise be difficult to study.

Real Object: The category of materials resources that can be valuable in the teaching is the use of the actual or real object in the classroom. These things are called REALIA and can have a powerful impact on students' interest and motivate them to learn. Example of these items include weapons, clothes, machines, implements etc. These things bring the real outer world into the classroom. Real objects are valuable in teaching topics that are related to culture, agriculture, currencies etc.

Resource Centers: A resource center has different meanings. But generally, it refers to a place or space where the students and teachers may find information and instructional materials not available in the classroom. Among these may be toys, maps and references or library materials, instructional equipments, real objects or specimen and artifacts. Some

major resources are the library, the immediate environment, museums and national archives. The provision of school library with adequate supply of books should be a priority item for schools. It is the major resource center for learning activity. The resource offered include not only books in abundance, but also microfilm, charts, filmstrips, videotapes and other materials. The library is therefore, set aside to meet the appetite for learning and to feed the hunger for understanding. Students can be assigned to read some items in the library to broaden their understanding of what the teacher has taught in the classroom.

The national archives have official records of all government agencies and non current records of the government considered worthy of permanent preservation. The archives help students open many new vistas of our experience.

The museums on the other hand, provide the opportunity for the students to examine artifacts and see statue which can aid the understanding of what they have read in books. It is therefore valuable to use original materials in preference to predigested information upon which some authors have already imposed various interpretations.

Audio-Visual Devices: There are varieties of instructional tools known as audiovisual devices and materials. The application of these instructional tools range from the use of small cameras by an instructor to show close-ups within his classroom to an airborne studio broadcasting to many states.

Self-contained classroom television system, camera, video tape recorder, radio and filmstrips offer exciting possibilities for all sorts of teaching. Video tape would be of help in the class role-playing activities. It is in the light of this, that Route (1958) concluded that "from the video screen, the student learns to recognize the fallible and the humorous aspects of life", while Gordon (1969) asserted that "by allowing the use of video tape recorder, students see themselves as they are actually seen by other students could gain realistic insights into their own personalities and idiosyncrasies".

Tape recording has been considered to be valuable in meeting such problems as found in mixed ability group. The adaptability of tape recorder for passive or active use has its great advantage. The teacher can record the students' activities, discussions and this could be played back as many times as possible.

Television is one of the great electronic devices which shape our changing world. It has been found to be powerful medium which can be used to improve the quality of instruction, enrich the curriculum and extend the benefits of such schooling to millions of children who will otherwise be deprived of opportunities that should have been opened to them. The students can learn from it as they can from teachers, text and other resources. Through television programs, current affairs, discussions on issues could be seen and heard.

Filmstrips are viewed through a viewer (for individual use) or a projector (to reproduce the image on a screen). Sometimes a sound recording of a spoken narrative or of background music is run simultaneously with the showing of a filmstrip. Filmstrips serve as visual aids in schoolwork, during lectures, and for publicity purposes. They are an important tool of education and help students to develop their aesthetic taste, curiosity, and good working habits.

A film projector on the other hand can only produce pictures without any sound. It could also be urged to stimulate the students' interest and attention before a discussion on the subject matter shown on the screen.

The recent years have witnessed tremendous interest in micro computer as educational medium. The varied capabilities of the computer could add an exciting instructional features to simulation games in teaching.

Though the audio-visual devices have been known to improve and affect learning, the expensive and relative sophistication of these devices have, to some extent, restricted their educational use.

Chalkboard: The chalkboard or the blackboard is the commonest visual aid utilized by the teacher. The chalkboard is used to write outline or summary, to illustrate what the teacher intends to teach and to draw sketches, maps and pictures. The teacher should note that whatever he or she writes on the board should be clear, visible, bold and legible. The chalkboard should, after use, be kept tidy.

In conclusion, when teachers are to undertake the teaching of any topic, their choice of resources out of the wide range resources should be determined by what is available. Their decision on what is appropriate should also be based on the students' age, ability and interest. Where the school instructional materials are less than excellent, whatever materials that are available must be well organized and administered for effective use. Where intended aids are not readily available, there is the need to improvise and adapt materials for use in the class. It should be stressed that learning can be less tedious and more functional, if efforts are made to identify and make extensive use of available resources both material and human.

Classroom Observation

Classroom observation is a process by which teachers have to be observed by other teachers, the head or principal of the institution, college tutors and even external examiners (Walker & Adelman, 1975). Classroom observation has some advantages and disadvantages. Many of these observers are present with the purpose of evaluating teachers and trying to fit them into a category of comparative merit. It is an advantage because

teachers will try to strive themselves to better each day in their teaching practice. According to Evertson and Holley (1981), classroom observation is considered as a good way to collect research data about the classroom such as environment, mutual understanding, functioning and interaction. However, Keeley (2004) found certain disadvantages in classroom observation. For example teachers complain themselves about the strain that they have when are observed by someone. Also, the time of observation should not be so long. Another negative aspect is when observers can not generate a good report because they do not still have clear the objectives or goals of teaching.

Also, there are other opinions, for instance, Saginor stated, "Classroom observation tries to make meaning out of the very complex act of teaching and learning and helps observers diagnose any problem areas while also giving them a clear picture of what good practice looks like" (2008, p. 26). A successful observation happens when educational institutions have enough responsibility for student learning, and teachers are always willing to collaborate with this system.

Learning Styles

Researchers have, for many years, noticed that some students prefer certain methods of learning more than others. This means students learn and process new information in different ways. For decades researchers have been studying and comparing the personality traits and cognitive learning styles of students to discover any distinguishing trait patterns (i.e. more characteristic of academically successful students than other learners). Moreover, many believe that if the classroom environment and even the teacher's teaching style can be tailored to meet the students' learning styles, learning as well as the student's self-concept as a learner will increase (Corazza, Gustin and Edelkind, 1995).

Grasha (1996) has defined learning styles as "personal qualities that influence a student's ability to acquire information, to interact with peers and the teacher, and otherwise to participate in learning experiences". So, a learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured rather than an unstructured manner. Learning preferences refer to an individual's preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom.

The term 'learning preferences' has been used to refer to the conditions, encompassing environmental, emotional, sociological and physical conditions, that an individual learner would choose, if they were in a position to make a choice (Dunn *et al.* 1989). Choice is another slant on the notion of preferred learning styles which has a bearing

on how learning progresses. This is, perhaps, more to do with the more general area of cognitive preferences, but is still important in this context.

If a particular approach to learning is encouraged by a teacher, there is a possibility that some pupils will work and learn less effectively than others in the class. For this reason, an awareness of learning styles is important for teachers. Learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of learners, as well as to an awareness of the need to differentiate materials, not only by level of difficulty but also by learning style.

The literature dealing with learning styles has something else to say which should be of interest to teachers. It is suggested that learners who are actively engaged in the learning process will be more likely to achieve success (Dewar 1996; Hartman 1995; Leadership Project 1995). Once learners become actively engaged in their own learning process, they develop a sense of being in control. This has been shown to improve self-esteem and motivation. A learner's awareness of learning preference and an understanding of the learning process, as well as metacognitive engagement, can lead to improved learning outcomes.

What becomes very clear and stresses the above mentioned is the fact that students do not all learn in the same way. Each individual will adopt an approach to learning with which they are most comfortable and in doing so leave behind the approaches with which they are less comfortable. It is helpful for learners if they are aware of their own particular learning preferences in order that they can use an appropriate learning style to suit the particular learning that is being undertaken, and take opportunities to improve their potential for learning when faced with a learning activity that might steer them towards one of their 'weaker' – or at least one of their less favored – styles.

Learning styles are not fixed traits which an individual will always display. Learners are able to adopt different styles in different contexts. For most of people, one or two styles are preferred above the others. Honey and Mumford (1986) suggest that we need to be able to adopt one of four different styles in order to complete any given learning task satisfactorily. An inability or reluctance to adopt any particular style has the potential to hamper our ability to learn effectively.

The four styles described in the Honey-Mumford Model are: activists, reflectors, theorists, and pragmatists.

Activists prefer to learn by doing rather than, for example, by reading or listening. They thrive on novelty, and will 'give anything a try'. They like to immerse themselves in a wide range of experiences and activities and like to work in groups so that ideas can be

shared and ideas tested. They like to get on with things, so they are not interested in planning. Activists are bored by repetition, and are most often open-minded and enthusiastic.

Reflectors stand back and observe. They like to collect as much information as possible before making any decisions; they are always keen to 'look before they leap'. They prefer to look at the big picture, including previous experiences and the perspectives of others. The strength of reflectors is their painstaking data collection and its subsequent analysis, which will take place before any conclusion is reached. Reflectors are slow to make up their minds, but when they do, their decisions are based on sound consideration of both their own knowledge and opinions, and on what they have taken in when watching and listening to the thoughts and ideas of others.

Theorists like to adapt and integrate all of their observations into frameworks, so that they are able to see how one observation is related to other observations. Theorists work towards adding new learning into existing frameworks by questioning and assessing the possible ways that new information might fit into their existing frameworks of understanding. They have tidy and well-organized minds. They sometimes cannot relax until they get to the bottom of the situation in question and are able to explain their observations in basic terms. Theorists are uncomfortable with anything subjective or ambiguous. Theorists are usually sound in their approach to problem-solving, taking a logical, one-step-at-a-time approach.

Pragmatists are keen to seek out and make use of new ideas. Pragmatists look for the practical implications of any new ideas or theories before making a judgment on their value. They will take the view that if something works, all is well and good, but if it does not work, there is little point in spending time on the analysis of its failure. A strength of pragmatists is that they are confident in their use of new ideas and will incorporate them into their thinking. Pragmatists are most at home in problem-solving situations.

These four dimensions can be used as a way of classifying learners. The four basic types of learner, as characterized by preference for active, reflective, theoretical or practical learning, are clearly different one from the other, but most learners are not extreme examples of just one preference. Most people have characteristics of all four dimensions. Honey and Mumford devised a learning style inventory, designed to help individuals to find out which predominant type of learner they might be.

The next description of learning styles comes from a different, but obviously related, area of human research, namely Neuro-Linguistic Programming (NLP). Neuro-Linguistic Programming is concerned with how people communicate and how this affects their learning. Over many years, and through many research projects, including close and detailed observation of the way we communicate, three particular learning styles – visual, auditory

and kinaesthetic – have been identified.

Visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information.

Auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements.

Kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities.

While people use all three styles of learning to some extent, some learners rely heavily on one of them. An over-reliance on one style, and an inability or unwillingness to adopt another style where it might be appropriate, can be limiting in some learning situations and can mean that learning might be hindered.

There have been other studies related to learning styles; for instance, Canfield (1988) presented two types of learning styles: Cognitive and affective. Cognitive learners use their thoughts, logic, or other mental activities for acquiring knowledge. Cognitive orientation is involved to the left brain. Therefore, the left side is assigned to the cognitive orientation that serves as a reminder for learning. On the other hand, affective learners get the learning through emotions and feelings. In other words, learning can be gotten through social interaction among people. Affective learning draws on feelings and emotions rather than logic.

The concept that prompted much of the current debate over learning styles arose in the 1970s, with the left-brain/right brain theory of neurological functioning. This prompted educators to view students as either left-brained learners (those that tend to approach things in a logical, linear or verbal manner) or right-brained learners (those that approached things in a more creative, spatial or holistic manner). Gradually, however, this view began to lose favor, as further research indicated that the learning process involves a very complex interaction of both hemispheres simultaneously. Nevertheless, educators recognized that the left-brain/right-brain concept, though incomplete, was true to a certain extent, that children do learn differently, and that teachers had to move beyond the purely logical-verbal approach traditionally used in schools and learn how to teach in ways that could appeal to a broader

range of learning styles.

In general, students can determine the learning style through observation of their skills that are used while learning. Guidance counselors and many other services within the school environment are often available to help students determine which type of learning style is the best for their particular needs since this can help students excel.

Alternatively, there are many tests that will help students determine their learning style. After answering a series of questions based on situations that occur in learning, as well as asking basic personality questions throughout the test, they will be able to determine which learning category is the appropriate for them.

Language Aptitude

Language aptitude has very important features. First, this is considered as a special ability in which student has the capacity to learn a foreign language in a fast and easy way. According to McDonough (1981), "Aptitude is related or forms part of some factors such as motivation, desire, intelligence, personality type, the opportunity to learn or the learning environment, which may involve success in language learning" (p. 135). Second, not all learners can learn a new language easily nor at the same speed. All students who can not learn rapidly nor easily have low aptitude. On the other hand, students who learning a language without any effort and quickly have high aptitude. Aptitude is a part innate and not always acquired (Carroll, 1981). However, the same Carroll clarified later that other authors have suggested that aptitude can be gotten in life through person's experience and activities. In conclusion, a student with elevated aptitude will do better at learning any language than a students who has minor aptitude.

Ability, aptitude, and intelligence are normally confused since they are used in everyday language. However, they all are synonyms. "Through aptitude, learner is subject to optimal conditions of motivation, opportunity to learn, and quality of instruction" (Anderson, 1990, p. 6). A student with low learning style will have to make an effort to reach his aims.

Additionally, inside the factors that influence the English language teaching there are some previous studies that serve as help when teaching.

Pérez and Herrera (2004) conducted research with the purpose to find out if teachers' attitudes and methodologies affect students' self-esteem when learning English. To conduct research, it was necessary the participation of twenty students of eighth grade in a private high school in Bogotá, Colombia. The information was gathered by using different techniques. First, through a questionnaire, it was possible to collect detailed information to know if students enjoyed learning English and if teacher's attitude was the appropriate. Second, through an interview, it was possible to know the students' opinion about teacher's

methodology. Also, it was indispensable to use an instrument called the Rosenberg Self-Esteem Scale (RSES) that measured the level of self-esteem that students had. Additionally, a digital video camera was used to record some facts such as the students' words and their physical reactions, their attitudes when working in group, and their interaction with the teacher. At the end, the results were that students showed a positive attitude towards English and teacher since the lessons were interesting and funny especially with those activities through games. In conclusion, authors point out it is vital for learners that teachers treat them in a friendly way without placing barriers among them.

Monegan (2009) developed research to know the kind of discipline that students had in a private high school in Jordan. To do that, the researcher proposed himself two objectives: to know what behavior the students had when receiving the teaching and to know what strategies the teacher used to control that classroom discipline. It was also necessary to count on some techniques and instruments. First, it was used the observation instrument in which researcher could see how students behaved with teacher's explanations. Second, through an interview, he could know the teacher's opinion about learners' discipline. At the end, the results were that the forty students showed a clear misbehavior that included: interruption to teacher, not participating, non interest of teaching material, cheating, slowness or not completing activities, laughing during the class, using the mobile phone, eating in the classroom, and issuing annoying voices. Under these circumstances, teacher tried to control them by speaking to aloud; however this did not happen so. In conclusion, the students' misbehavior was evident. This kind the situations is seen in those new teachers with low or without any experience. Researcher recommended to try to look for alternative strategies for getting a good teaching.

Nabhani (2011) carried out the investigation with the purpose of knowing if students had enough motivation into their learning. To do that, he counted on thirty EFL students between the ages of 16 and 18 in a high school in Lebanon. Techniques and instruments of investigation were needed to conduct this research. First, through a questionnaire, students answered to four questions related to students' motivation such as the teacher's attitude towards learners, classroom environment, teaching approach, and interactive activities. Second, the observation was a primordial point in which all aspects of students' motivation was registered. The class was developed normally during forty five minutes. However, the results were not so satisfactory. All students had lack of motivation and interest when receiving the teaching. Teacher justified himself saying that students had a poor knowledge of English that hindered their motivation. Inappropriate resources along with an unfriendly classroom environment were other factors of students' dejection. In conclusion, the lack of

motivation was evident, researcher recommended that to motivate them, teacher should choose interesting topics and activities developed in a relaxed class atmosphere.

Mahfoodh and Pandian (2011) conducted research at Hodeidah high school in Yemen whose students were between the ages of 17 and 18. The objective of research drew on knowing the students' reaction when receiving the teacher's feedback in their writings. To do this research, Firstly students were asked to choose any topic and write it as essay. Then, the ended essays were handed out to her teacher. After revising them, the teacher gave learners the respective feedback pointing them out the positive and negative aspects of their writings. After that, researcher used two methods: semi–structured interviews and think-aloud protocols. Both of them were indispensable to know the students' impressions and opinions about the feedback. Several were the opinions. Some students expressed their happiness when her teacher praised their written texts since they had done well. However, other ones expressed some negative reactions of the teacher's feedback. In conclusion, It is always important for students to know the teachers' feedback since they could correct possible mistakes and improve their learning.

Ayten (2009) accomplished the research using thirteen students of 8th grade at Adana high school in Turkey. His objective was to find out if the teacher's mood was the correct to instruct his learners. As regards methodology, researcher mainly used general observation and interviews. Through general observation, researcher could observe the teacher's behavior; and by using interviews, he could ask questions to students about the teacher's temper. At the end, the results were not laudable. When there were bad behaviors, teacher got angry with the students, shouted at them, insulted them verbally or punished them. In conclusion, the teacher's temper was unacceptable. As recommendation, researcher suggested that training courses would be an ideal way for forming to those bad teachers.

Description, Analysis, and Interpretation of Results

By means of a quantitative analysis, it will be taken into account the four major factors that intervene into the English language teaching-learning process such as factors concerning students, factors concerning teachers, factors concerning classroom, and factors concerning educational institution. To do this, the teacher's questionnaire will be the base to organize the analysis and the student's questionnaire, and the observation sheet will serve to argue it. Through a graph, the data with their respective percentage will be shown to indicate the degree of variation among them.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1
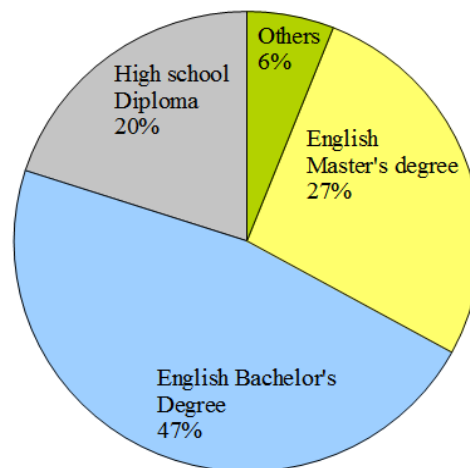
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

The graph 1 represents the level of education of the fifteen teachers who were surveyed, seven of which (47%) answered to have had the English Bachelor's degree. According to the teacher's interview, the above-mentioned teachers agreed to have studied this university degree for about 4 to 5 years, and they would like to continue studying to improve their knowledge and offer better teaching to students. Their language proficiency was good. On the other hand, four teachers (27%) answered they had the English Master's degree. It was evident to observe not only how they used English all time in class, but also how they shared their knowledge when employing a variety of teaching methods and resources. There is no doubt that students felt comfortable when receiving enjoyable and understandable teaching. Also, inside the survey there were three teachers (20%) who had

the High school diploma. According to the observation, these teachers had a lack of knowledge and expertise when teaching English. They did not consider either the students' need or teaching methods. Their language proficiency was not very good. Also, certain aspects such as discipline, feedback, time management, and activities management were inappropriate for students. Finally there was only one teacher (6%) who had the Doctoral degree in English. That person had studied some years in the university and had a lot of experience in teaching. By means of the observation, it was possible to see that he used English all time in class and employed good teaching methods. The teacher made good use of aspects such as feedback, activities, discipline, and teaching resources. Also, his language proficiency was excellent.

Which of the following methods were used in the observed classes?
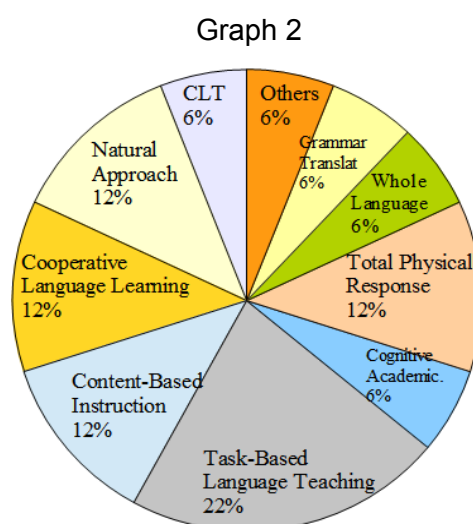
Graph 2

Author: David Peñafiel Arcos

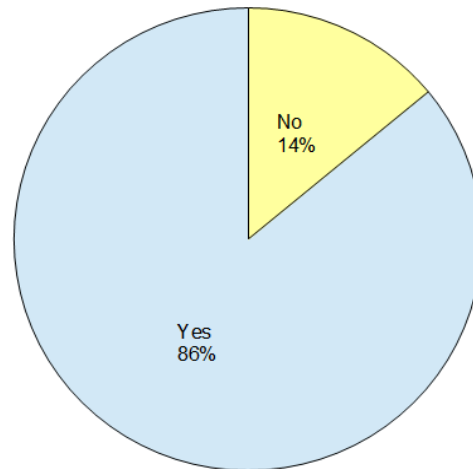Source: Private High Schools in Carchi-Tulcán

      The graph 2 shows the methods used in class by the fifteen teachers who participated on survey. Three teachers (22%) answered that they used the method called Task-Based Language Teaching. According to the observation, such teachers made students do some activities or tasks such as doing grammar exercises, reading the English book, writing a letter, and doing a puzzle. All these were done in pairs and small groups. The result was evident, the students kept busy, in silence, and engaged in what they were doing. So, they could interact in the target language (Nunan, 1989). On the other hand, there were many other teachers who used other methods; for instance, two teachers (12%) employed the method called Cooperative Language Learning in which teacher got students to work

together in groups to accomplish a specific task. The result was that students motivated themselves and acquired leadership skills (Anderson, 1984). Other two teachers (12%) employed the method called The Natural Approach. According to the observation, teachers taught them vocabulary through realia and pictures. The result was that students got fluency when they repeated each word. The method called Content-Based Instruction was used by other two teachers (12%) who taught English by using contents or topics of other different subjects such as geography and history. The students' motivation increased when the topic was interesting. Total Physical Response is another method used by other two teachers (12%). According to the observation, students were very motivated when doing physical and repetitive movements through commands given by their teacher.

The remaining methods were used individually by each teacher (6%) and according to the observation, the following was noted: by using Communicative Language Teaching (CLT), students felt a little uncomfortable because their teacher wanted to apply the four skills at once: listening, speaking, reading, and writing; by using Cognitive Academic Language Learning, teacher firstly wanted to know the students' needs in order to continue with his class. In the Whole Language Approach, teacher tried to teach English in a practical way by teaching vocabulary through realia. In Grammar Translation Method, teacher made students translate a text from Spanish to English, this method consisted basically in reading and writing, but students did not use speaking and listening. Finally, one teacher used a different method called The Silent Way in which teacher taught his students the place prepositions by using colorful rods.

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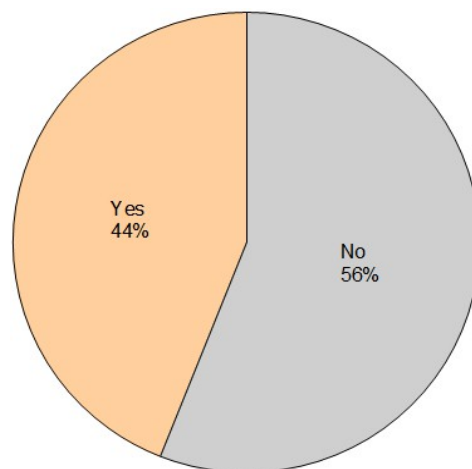
Graph 3

Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 3, thirteen teachers (86%) used whole group activities, and the two remaining teachers (14%) did not use them. By means of the observation, those teachers who used the whole group activities made students do several activities; for instance, sharing ideas about what ingredients make up a cook recipe, talking about different lived experiences of students and sharing them with the whole class, writing an essay that requires the whole group participation, solving a puzzle, assembling a human body whose parts are in English, and so on. These activities were done with the intention that the whole class can participate. Those teachers who did not use whole group activities made students do activities individually.

Do teachers use individual activities to teach their lessons?

Graph 4

Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

The graph 4 shows that seven teachers (44%) used individual activities to teach their lessons. On the other hand, eight teachers (56%) were not accustomed to use them.

According to the observation, those seven teachers got each student to do activities such as writing grammatical sentences on their notebooks, reading a piece of writing, solving a puzzle individually, going to the whiteboard and choosing the right answer.

It was noted that those students who were writing grammatical sentences on their notebooks had difficulty when doing those ones. It was because they could not still form grammatical structures rightly.

When reading a piece of writing, pupils had problems too, their pronunciation was incorrect. However, the teacher tried to correct them, but students got nervous.

Solving a puzzle was funny. Learners felt comfortable and quiet. At ending the puzzle, they laughed a lot.

Going to the whiteboard and choosing the right answer was a problem for some students, because they got very nervous. Only few of them could do that activity.

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

Do teachers use group work activities to teach their lessons?

Graph 5
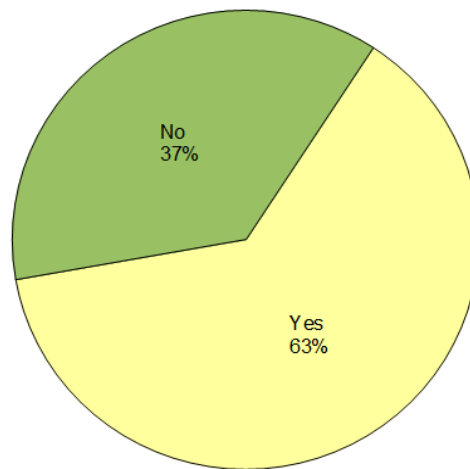
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 5, nine teachers (63%) used group work activities. On the other hand, the six remaining teachers (37%) were not accustomed to use them.

By means of the observation, the nine teachers formed working groups of two or three students. Each group had to do a specific task; for instance, gathering and sharing personal information, writing a letter, asking each other about their ideal date, and so on.

By means of the group work, the nine teachers intended to arouse the students' interest and make all them participate in each group. At a glance, it could be seen that students were motivated while working in group.

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

Graph 6
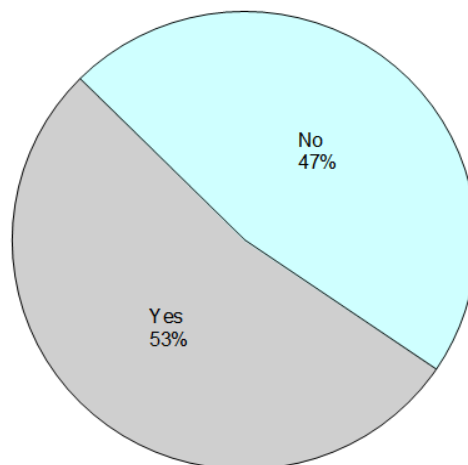
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 6, eight teachers (53%) used only English most of the time in class. On the other hand, the remaining seven teachers (47%) imparted their lessons by combining English with Spanish.

Those teachers who used Spanish as native language got students to understand better the class; however, many pupils only answered in Spanish and did not make an effort to reply in English.

The biggest problem with translating from English to the students' native language was that learners thought about those words in their language first and then in English. This slowed down their ability to think and thus speak in English. Also, teacher wasted too much time when trying to translate. It was observed that teachers wasted 10 minutes or more just explaining one word. Moreover, students were lazy when looking words up in a dictionary. They would rather have the teacher translate the word into their native language, than spend a minute looking it up for themselves.

On the other hand, those teachers who used only English in class got students to pay more attention to their explanations since students had to answer in English only. Teachers used hand gestures, facial expressions, photographs, pictures and explanations for every new word they taught.

In conclusion, although teacher thinks that translating for his students is helpful, it's really not. Teachers must only translate as an absolutely last resort. If teachers want students to learn English properly, they should not translate any word, so students will learn fast, speak quickly and remember vocabulary more easily.

Do teachers plan their lessons?

Graph 7
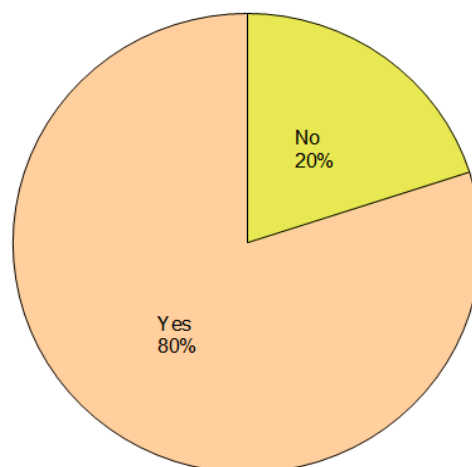
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

The graph 7 shows that twelve teachers (80%) plan their lessons. By means of the observation, these teachers considered some aspects into the class; for instance, each teacher had always chosen and prepared a lesson topic. Many of the twelve teachers did warm-up activities that were guided by means of individual or group practices.

Materials and resources were also taken into account in the lesson plan, and the feedback was used to give additional explanations or correction of certain mistakes. Additionally, time was organized in each lesson as well. Organizing time and giving feedback are very indispensable inside the teaching (Brophy, 1988). Also, a lesson plan has students learn efficiently (Skowron, 2006)

On the other hand, the three remaining teachers (20%) did not plan their lessons due to their lack of professional preparation and incentive. The lesson topic was not very interesting and certain aspects such as activities, feedback and teaching resources were inappropriate for students.

In conclusion, it was noted that lesson planning is important to teachers and trainers in many ways. Firstly, it helps teacher save time because previous lesson plans can be used for future lessons. Lesson plans also help teacher manage his or her effort, time and resources efficiently and it also makes the lesson interesting by removing monotony and redundancy in the lesson.

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

Graph 8
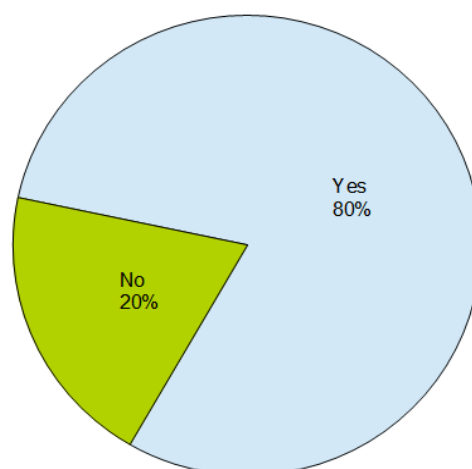
Author: David Peñafiel Arcos
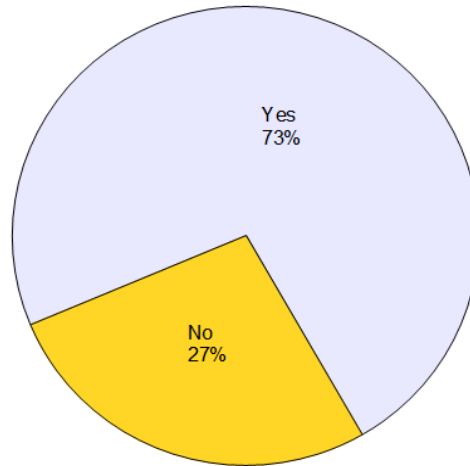
Source: Private High Schools in Carchi-Tulcán

According to the graph 8 and the observations, twelve teachers (80%) took into account some aspects into their teaching; for instance, discipline was mainly controlled by means of students' participation in individual or group activities. Students did not have time to undesirable behaviors because they kept busy when doing interesting practices. Time and activities management were useful for many purposes such as planning activities and tasks, constructing and teaching lessons, arranging, controlling, and monitoring students' work. Managing time allow teachers to distribute in a better way their activities (Kerry & Sands, 1984). Feedback, for its part, helped students understand better the subject since it gave the opportunity of correcting mistakes from teacher's explanations. Also, teachers' instructions were clear for students.

On the other hand, the three remaining teachers (20%) did not use properly the above mentioned aspects.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Graph 9

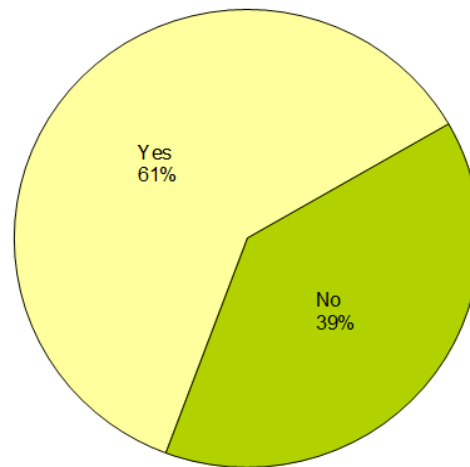

Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 9, eleven teachers (73%) considered students' needs to teach English. In order to get students' motivation, those eleven teachers took into account certain aspects; for instance, some teachers used different types of educational software that incorporated several amusing games in which students felt comfortable when playing with them through a computer and a projector. Other teachers used individual and group activities in which their motivation aroused as well.

On the other hand, there were four teachers (27%) who did not consider the students' needs since they did not get to capture their motivation and interest because the lessons were a bit boring for pupils.

Do teachers consider students' level to teach English successfully?

Graph 10

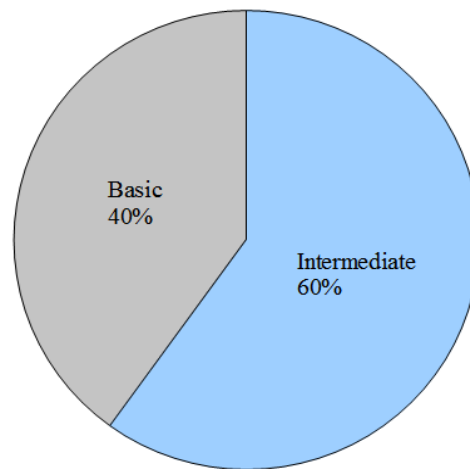

Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 10, nine teachers (61%) took into account the students' English level. It meant that teachers realized if students had a basic, intermediate, high intermediate, or advanced English level. To understand it, some teachers had taken students a knowledge test to see their English level. In this way, the lessons were prepared in order to facilitate the students' understanding.

On the other hand, six teachers (39%) did not consider the above-mentioned. Some of these teachers believed students knew English perfectly. However, certain students did not understand the teachers' explanations and it made difficult to understand the lessons.

Which is the level of students?

Graph 11

Basic
40%

Intermediate
60%

Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

      The graph 11 shows the level of students when receiving the English lessons. The 40% of the students had a basic level and a 60% had an intermediate level. None of the students had a high intermediate or advanced level.

      According to the observations, those students with a basic level did not have either a correct pronunciation or fluency when speaking English. They could only say certain words with the teacher's aid. On the other hand, those students with an intermediate level had more fluency and pronunciation when speaking certain words or phrases.

Factors Concerning Classroom

How many students are there in the observed classrooms?

Graph 12
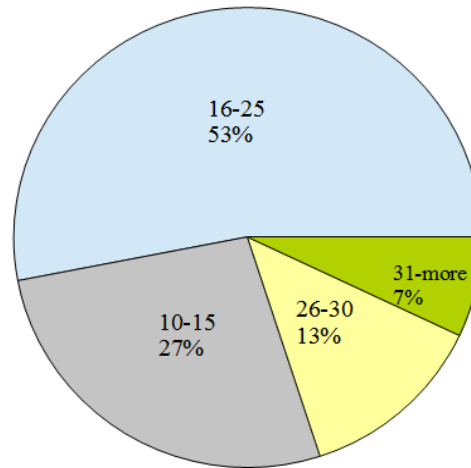
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

The graph 12 represents the number of students that attended the English lessons. According to the observation, the amount of students was different in each classroom. For instance, there were eight classrooms (53%) with sixteen to twenty five students, four classrooms (27%) with ten to fifteen students, two classrooms (13%) with twenty six to thirty students, and one classroom with thirty one or more students. According to the student's questionnaire, the majority of students agreed that a classroom with few students allow them to pay more attention to their teachers and participate better in lessons without noise or disturbance. There is general agreement, that smaller classes have positive effects on student academic performance and teachers feel more comfortable and less pressured in their teaching (Bourke, 1986).

Do teachers feel comfortable working with a determined number of students?

Graph 13
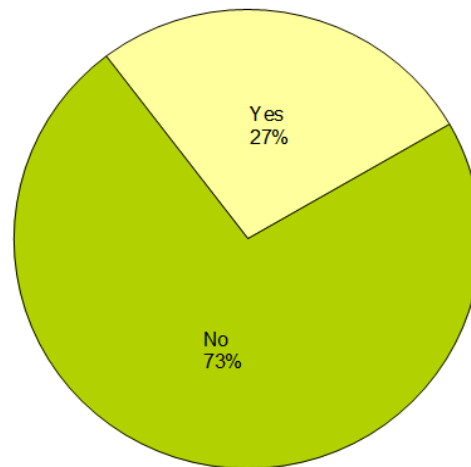
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 13, eleven teachers (73%) did not agree when working with a lot of students in the classroom. On the other hand, four teachers (27%) preferred working with few students. It was noted that those teachers who dealt with few students tended to spend more time on instruction than discipline, gave more feedback, and interacted more with individual students, all the contrary to those teachers who worked with large classes. The noise in large classes is more noticeable and contribute to student's distraction (Blatchford, 2009).

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

Graph 14
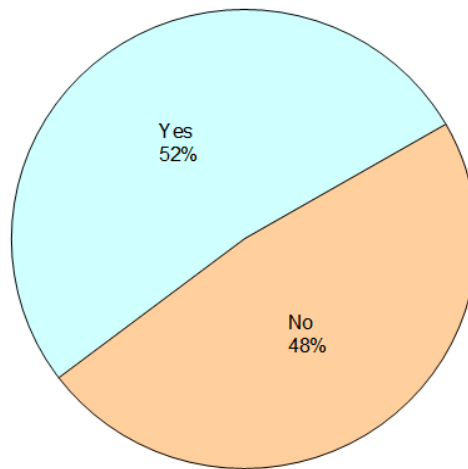
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

      The graph 14 shows that eight teachers (52%) have enough space to work with their students. On the other hand, seven teachers (48%) do not have enough space to work with them. It was perceived that those eight teachers had enough space because the classrooms size was large and they could form group activities without any problem. On the other hand, the classrooms size was smaller with those seven teachers above-mentioned. These teachers could form group activities by using a reduced number of students. The student's behavior is affected if he or she moves around a small space (Froyen, 1993).

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

Graph 15
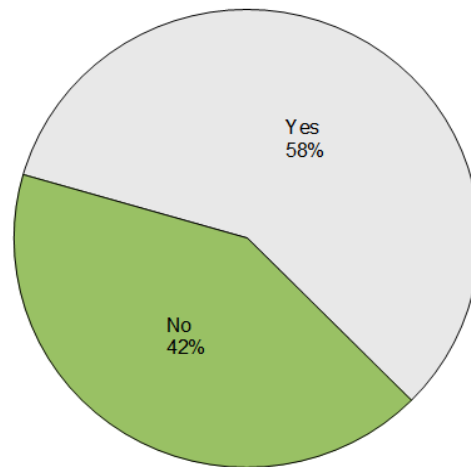
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 15, nine teachers (58%) arranged students' seats in order to do group activities. By means of the observations, a horseshoe arrangement and group work were mainly used to make students participate and interchange ideas.

On the other hand, six teachers (42%) kept the traditional way of seating arrangement; rows of desks and chairs were used mostly to give explanations. Also, working in pairs without moving the seats was used to do activities. The reduced space and a large number of students in some classrooms were the main hindrance when arranging students' seats.

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

Graph 16
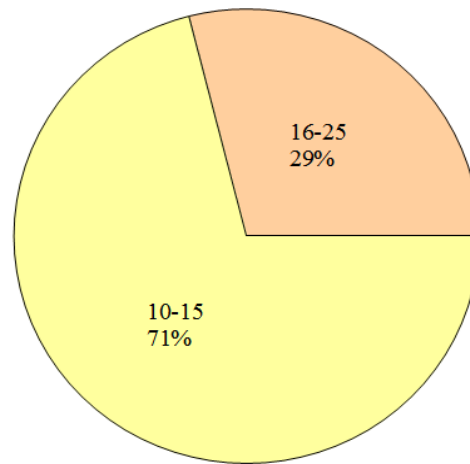
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 16, eleven teachers (71%) think that the appropriate number of students to teach English is around ten to fifteen ones. In smaller classes, teachers can spot problems more easily, identify specific needs and give feedback, even planning and assessment are used better (Bourke, 1986).

On the other hand, four teachers (29%) think that sixteen to twenty five students would be a good number for teaching. Neither of teachers agreed that teaching above the twenty six students would be a good idea. The noise in large classes is more noticeable and contributes to student's distraction (Gursky, 1998).

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

Graph 17
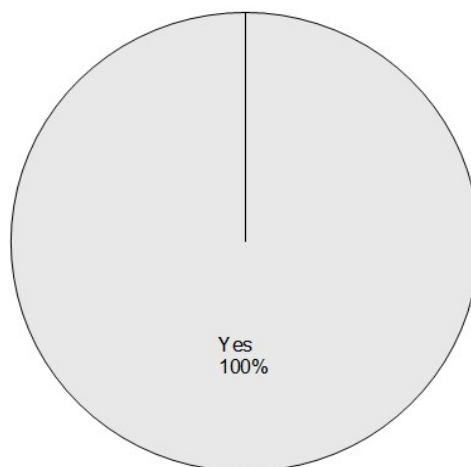
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 17, all fifteen teachers (100%) used some teachers resources such as television, computer, projector, smart board, Cd recorder, and so on. Such resources helped teachers impart their lessons, and many students felt comfortable with them. By using visual aids, students' interest, motivation, and learning improve notably (Chambers, 1999).

Television, CD recorder, projector, and computer are fundamental and useful enough for any educational institution. Without them, there would not be a good teaching and learners could not learn appropriately.

Do teachers consider appropriate the resources they have in class?

Graph 18
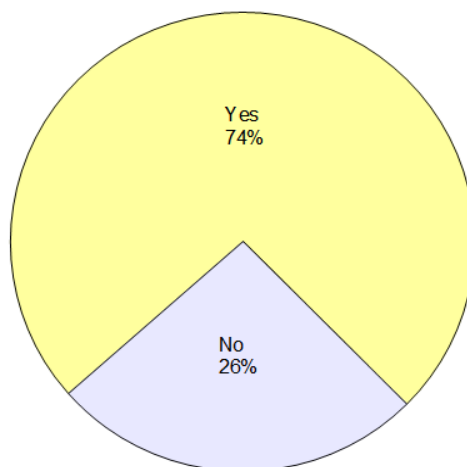
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

The graph 18 shows that eleven teachers (74%) considered appropriate the resources they have in class since the high school has provided them a great variety of modern and useful resources that serve to English teaching such as smart-boards, computers, projectors and good supplementary materials. On the other hand, four teachers (26%) were not sufficiently satisfied with those resources they have since their institutions have only elementary resources such as blackboards, CD recorders and television which provide little help for teaching English.

Those four teacher felt frustrated due to the lack of good materials which would serve as a support for students. They asked authorities for immediate acquisition of such resources. In this way, by means of acquiring appropriate teaching resources, teaching could better significantly.

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

Graph 19
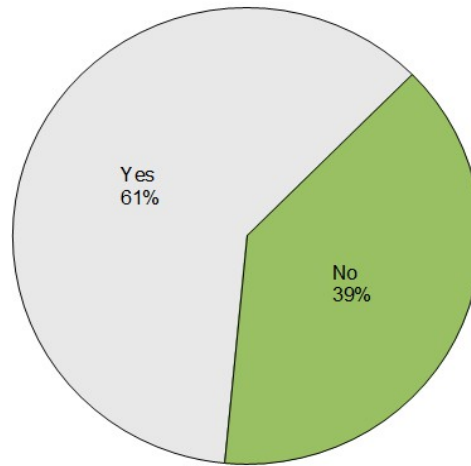
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

According to the graph 19, nine teachers (61%) answered that the institutions where they work demanded them to present reports about their lesson plans in order to review and correct certain aspects related to the English subjects imparted to the students. These requirements are asked by principals each certain time. On the other hand, six teachers (39%) answered that they are not demanded any type of lesson plan.

It was very gratifying to see how those educational institutions improve every day when their lesson plans are reviewed constantly.

Do the institutions monitor teachers' teaching?

Graph 20

Yes
33%

No
67%
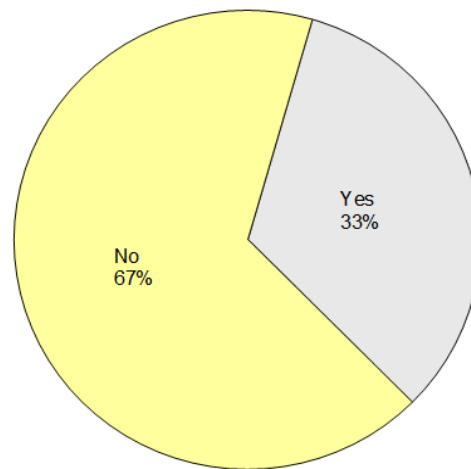
Author: David Peñafiel Arcos

Source: Private High Schools in Carchi-Tulcán

In accordance with the graph 20, five teachers (33%) answered that institutions and external examiners monitor the way how teachers impart their teaching to students. It means the way how teachers apply the different methods, resources, activities, techniques, and strategies when teaching English. Teachers' behavior and attitudes are also taken into account when monitoring teachers (Saginor, 2008). On the other hand, ten teachers (67%) answered that no institution had monitored them.

Many people think that monitoring is not necessary in educational institutions, but it is always required to better the teaching quality.

<center>Conclusions</center>

- The students' motivation depends on the type of stimulus they receive. The 63% of the students were motivated through an audiovisual way. By means of a computer and a projector, they were able to watch drawings, slides, and videos. It made students feel comfortable. However, the students' motivation decreased when the 37% of them received the instruction only through books and the blackboard.

- It was possible to perceive that the 40% of the students had a low level of English knowledge. Many of them could not either understand the teachers' explanations or do the imposed activities. It specially happened with those students of lower levels. On the other hand, 60% of them had an intermediate level of English. They knew how to pronounce and write certain English words and phrases properly.

- Seven teachers (47%) did not use English most of the time in their classes. When imparting their lessons, they used only Spanish or a combination of Spanish and English to translate phrases or give explanations in the native language. The aim was that students understand the teachers' instructions. Only eight teachers (53%) used English most of the time in class.

- All fifteen teachers (100%) used teaching resources. For instance, smart board, computer, and projector were excellent teaching resources used to help students learn English efficiently. By means of smart board, there was an active participation and collaboration of all students. Computer and projector were used mainly to teach how to pronounce words through drawings.

- The class size influences the students' performance. Twelve teachers (80%) were able to control better the discipline in small classes by means of students' participation in individual or group activities. On the other hand, three teachers (20%) were not able to control it because the students' group was larger than usual.

- The class observation allowed teachers to improve their teachings. Five teachers (33%) were monitored by the principals of the high schools in which certain teaching aspects were tested such as methods, activities, resources, strategies, and techniques. On the other hand, ten teachers (67%) were not monitored by any examiner.

Recommendations

- In order to get a good teaching, teachers should think how to encourage and motivate students. One way would be the use of good teaching resources such as computer, projector, CD recorder and smart board.

- It is recommendable that teachers teach English to students little by little and patiently, specially to those students at lower levels whose experience still lacks a good level of comprehension.

- Teachers should only use the English language when teaching. In case of non understanding, they can make themselves understood by means of audiovisual methods.

- It would be recommendable that classrooms have only few students in order to facilitate the teacher's explanations. So, the discipline, interaction, and feedback could be managed more efficiently.

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Annex Nº 1

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:
DATE:
YEAR:

1. Which level of education do you have?

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

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

Students' Needs *(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!!!!!!

Annex Nº 2

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!!!!!

Annex Nº 3

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 ( )

* 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 ( )				