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

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AUTOR: Rivas Fernández, Rosalía del Carmen

DIRECTOR: Salcedo Viteri, Karina Soledad, Mg.

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Magister.

Karina Salcedo Viteri

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Autor : Rosalia del Carmen Rivas Fernandez
Cédula: 0914933106

DEDICATION

I want to dedicate this work to God, who gave me his wisdom; He was my strength and he supported me when I felt discouraged.

To my son Samuel Elias and to my husband Robert who always has held me up and helped me whenever I needed. Also, this dream would have not been possible without the help and encouragement of my parents and brothers Reny and Marcel. I love you.

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CONTENTS

ABSTRACT

The spelling of this research is Factors that influence the English language teaching-learning process in Ecuadorian high schools, and it was carried out because there is evidence that students enter the university with little or no English language knowledge, as a consequence, students´ academic performance is limited. Therefore, the factors that influence the English language teaching-learning process in the Ecuadorian private high schools deserve to be investigated in order to find better solutions to this problem and to improve the English level or knowledge of students in Ecuador.

This research was carried out in 6 private high schools in Ecuador with the participation of 15 teachers and 15 students who were observed and interviewed in order to analyze the conditions in which the English teaching-learning process takes place. Moreover, a quantitative approach was used to process data collected through observations formats, questionnaires and interviews.

The results showed that most of the English teachers do not have an English bachelor´s degree; however, they plan their classes. In addition, the classroom space is not adequate for the class size, and students have basic English level.

KEYWORDS: Private schools in Ecuador, teaching-learning process, level of English

RESUMEN EJECUTIVO

El título de esta investigación es "Los factores que influyen en el proceso de enseñanza-aprendizaje de Inglés en los colegios privados del Ecuador" , y se llevó a cabo porque hay evidencia de que los estudiantes ingresan a la universidad con poco o ningún conocimiento del idioma Inglés , como consecuencia , académico el rendimiento académico de los estudiantes es limitado. Por lo tanto, los factores que influyen en el proceso de enseñanza- aprendizaje del idioma Inglés en los colegios privados del Ecuador, merecen ser investigados con el fin de encontrar mejores soluciones a este problema y para mejorar el nivel de Inglés o el conocimiento de los estudiantes en Ecuador .

Esta investigación se realizó en 6 colegios privados en Ecuador con la participación de 15 profesores y 15 estudiantes que fueron observados y entrevistados con el fin de analizar las condiciones en las que el proceso de enseñanza- aprendizaje de Inglés es llevado a cabo. Además, se utilizó un enfoque cuantitativo para procesar los datos recogidos a través de observaciones, cuestionarios y entrevistas.

Los resultados mostraron que la mayoría de los profesores de inglés no tienen un título de licenciatura en Inglés , sin embargo , planean sus clases. Además, el espacio de las aulas no es suficiente para el tamaño de las clases , y los estudiantes tienen nivel básico Inglés.

PALABRAS CLAVES: Colegios privados en el Ecuador, proceso enseñanza-aprendizaje, nivel de Ingles

INTRODUCTION

It has been observed in Ecuador that students enter the university with little or no English language knowledge, so that this problem limits student´s academic performance since they cannot access to up-to-date English information neither they are qualified to apply for immersion programs or scholarships offered internationally. The factors that cause these English level and knowledge deficit deserve to be investigated, since they will guide us to find better solutions to this problem and to improve the English level or knowledge of students in Ecuador

This research called "The factors that influence the English language teaching-learning process in Ecuadorian private high schools" is carried to analyze the elements that concern the English language teaching-learning process. The first objective is to identify student´s English level and their needs in the classroom; the second objective is to determine the classroom conditions in which English lessons take place; the third objective is to identify the characteristics of in-service English teachers; the fourth objective is to determine institutional facilities and norms regarding quality education.

This research is important because teachers and authorities can be concerned about all the aspects that affect the English language teaching-learning process.

There are remarkable studies that analyze different factors that influence in the English teaching-learning process. One of these studies was carried out by Aduwa-Ogiegbaen, S. E.; Iyamu, E. O. S (2006) for examining the factors responsible for the poor quality of the teaching of English as a second language in public secondary schools in Nigeria. The results revealed that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons.

Chen & Hung (2012) also investigated the relationships between personality type and perceptual learning style preferences of EFL students and the relationships between personality type and language learning strategies of EFL students in Taiwan. The instruments used to collect data were the Myers-Briggs Type Indicator (Myers & McCaulley, 1985), the Perceptual Learning Preferences Survey (adapted from Kinsella's 1995 survey), and the Strategy Inventory for Language Learning (Oxford, 1990). Results showed significant relationships between language learning strategy and the introverted/extroverted personality type. Significant relationships were also found between the sensing/intuitive personality type and memory, compensation, social, and metacognitive strategies.

The last study was carried out by Jamil , Mubashrah & Hussain Shah, Jamil (2011), who studied about limitations and perceptions of the possible or actual effects of technology in teaching at higher education level. The prominent effects found from teachers' responses were 'the re-usability of lectures and easy to update and modifications; re-produce ability of question papers with minimum mistakes; students' interest in multimedia-based lectures; preparing and sorting students' merit lists'.

This study will benefit teachers, authorities of the Ministry of Education and English teachers and authorities of private high schools in Ecuador; they can improve in the different analyzed areas; besides, they can make an evaluation to the private institutions, taking into consideration the results of this research.

This research had three main limitations. First, the students' questionnaire was applied only to one student, and one student could not answer for all their classmates, since they had different opinions, likes and dislikes, so that, there might have been interviewed at least three students per class. Second, in some class observations, the teacher´s behavior was not natural. Finally, it was difficult to judge all the aspects only

in one class per teacher. There should have been observed at least three classes per teacher.

METHOD

Setting and Participants

The field research was conducted in Nobol, Daule and Salitre cities in the province of Guayas, in Ecuador, during the last months of 2012. In those locations the sample was completed in 6 private high schools, where 15 teachers in 5 different classes were observed. In addition, one student from 8th year of basic education to 3rd senior year was interviewed; students´ ages fluctuated between 12 and 17 years old. They received 5 hours of English per week.

Procedures

The first step was to get bibliographic information related to the factors that influence the English language teaching-learning process, for instance methods and approaches, feedback, seating arrangement, lesson design, class size, classroom and teaching resources, classroom observation, managing learning and learning styles. This information was taken from educational sources like books, magazine articles, journal articles, websites, and so forth. Finally, it was summarized in the literature review, and it was a valuable help to provide support for the analysis of results.

The second step was to observe 15 teachers and take notes in an observation sheet about student´s level, methods used in the class, class size, resources and teacher English language usage during the class hour. Then, each teacher was interviewed and answered a questionnaire about the observed class. The interview was focused on gathering information about teachers' background and their English level. After that, a student was interviewed to know his/her opinions about the English teaching-learning process.

Once the information was gathered, it was tabulated, described and analyzed. It is important to mention that the tabulation and analysis of data were conducted

through quantitative method and discussed individually in order to analyze the results of the teachers' questionnaire. The data was classified to factors concerning teachers, factors concerning students, factors concerning classroom, and factors concerning educational institutions. Furthermore, to provide a whole view of these results, the percentage of teachers' answers were displayed on graphs.

DISCUSSION

Literature Review

Teaching English in Ecuador is an issue that has concerned the government, El Comercio (2012) says that the ministry of education applied a test to students of tenth of basic education and third bachillerato of public high schools, which revealed that the average in this area is 13 out of 20 marks. However, the background of the problem is not only the students, but the 2500 teachers who work for the government. Some years ago, teaching English did not have the required attention, however, the Ministry of Education (2012) reports that the government has developed a Project to improve the process of Teaching English as a Foreign Language, its main objective is that the Ecuadorian students attain a functional level of English language use. Its concrete initiatives are aimed at updating the national curriculum in that subject, delivering of textbooks aligned to these curricula, professional development of teachers of English in exercise, and improving training in this career. Among the objectives, there is also: Establish and implement the new rules of evaluation (standardized tests) in the English language for entrying into Teaching and aspiring teachers appointment in the area of English, establish a system of ongoing training to teachers in the area of English to ensure sustainability of the project. In fact, El Comercio (2012) reports that the SENESCYT presented its plan 'Teach English', which will provide 500 scholarships in the United States for English teachers to improve their classroom methodology.

Teaching Approaches and Methods

There is a variety of effective teaching methods that help teachers a lot, most of them can be used in large and small groups, and experienced teachers can mix these methods. For instance, communicative language teaching is a well-known

method which focuses on teaching the language communicatively. According to Harmer (2007), language is not just patterns of grammar with vocabulary items isolated in, but it also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc., which students should learn to preform using a variety of language exponents.

Otherwise, inside the gamut of teaching methods we have grammar translation method, Harmer (2007) states that Grammar translation still has relevance today, though it is not practiced as a method in the same way. But most language learners translate in their heads at various stages anyway, and they (and we) can learn a lot about a foreign language by comparing parts of it with parts of our mother tongue. However, this method has its danger, if we start using it a lot, we can get used to translate all the time in our mind, and we could not be using the language communicatively.

Additionally, Task Based Language Teaching is an excellent method, Richards & Rodgers (2001) state that it is based on the use of tasks as the core unit of planning and instruction in language teaching. Moreover, inside the methods, we have Total Physical Response (TPR), according to Richards & Rodgers (2001), it is a language teaching method built around the coordination of speech and action; it attempted to teach language through physical (motor) activity, the students response to the orders, and they also give orders to their classmates, they develop listening and speaking skills, and they learn vocabulary and grammar patterns too. Besides, according to Larsen-Freeman & Anderson (2011), one of the main reasons TPR why was developed was to reduce the stress people feel when studying other language.

Otherwise, Content Based Instruction is a method that gets the students to practice the language, Richards & Rodgers, (2001) state that in content based

instruction, teaching is organized around the content or information that students will

acquire, rather than around a linguistic or other type of syllabus, the two central

principles for this method are that people learn a second language more successfully

when they use the language as a means of acquiring information, rather than as an

end in itself, and content-Based Instruction reflects better learner´s needs for learning

a second language. Similarly, Larsen-Freeman & Anderson (2011) consider that the

special contribution of content-based instruction is that it is not exclusively a

language program, but instead it integrates the learning of language with the learning

of some other content.

Managing Learning

One of the most important aspects during the class is giving instructions,

according to Harmer (2007), the best activity in the world is a waste of time if the

students don´t understand what it is they are supposed to do and there are two general

rules for giving instructions, these must be kept as simple as possible, and must be

logical. Harmer also claims that when teachers give instructions, it is important for

them to check that the students have understood what they are being asked to do.

This can be achieved either by asking a student to explain the activity after the

teacher has given the instruction or by getting someone to show the other people in

the class how the exercise works. Similarly, Dixie (2003), recommends relating

teacher´s instructions to: How you want the pupils to participate in the activity or

procedure – what you expect them to do and how you expect the pupils to behave in

order to be successful in the activity.

Following this further, another issue in the class development is giving

feedback, Gower, Phillips & Walters (2005) consider it as one of the most important

responsibilities of a teacher, and if we provide ongoing feedback we can help our

students evaluate their success and progress. On the other hand, Nunan (1991) describes a negative feedback which consists exclusively of the teacher repeating the student´s response with a raising intonation. All students, even low proficiency students such as the ones taking part in this lesson have no trouble recognizing this as a phonologically marked cue indicating that an incorrect response has been given.

Additionally, time management is an important part in the development of the lesson, Glasgow &. Hicks (2009) suggest that teachers need to have excellent time management skills students learn effectively; the teacher has to distinguish between time allocated for instruction and engaged learning time when estimating how much time it will take for students to learn a particular set of material. It´s the time students actually spend learning that is they to the amount of achievement.

Lesson Design

Planning gives the teachers organization and confidence, it also allows the teacher to have the required material, when a teacher plans the lesson, and it shows professionalism to parents. Otherwise, if the teacher does not plan, he/she could feel aimlessness and wandering; the most remarkable moments that must be taken in the lesson planning are the beginning, the development and the end of the class. From my point of view, when teachers plan their lessos, they have to keep in mind these three questions: what to teach, how to teach and for how much time. Nevertheless, Woodward (2001) states that there are a number of reasons why we would want to plan our courses and lessons. For instance: thinking things through before you teach helps to reduce feelings of uncertainty or panic and inspire you instead with a sense of confidence and clarity, it helps you to understand what research you need to do, it reminds you to marshal materials beforehand, and makes it easier for you to organize the time and activity flow in classes.

According to Harmer (2007), a lesson plan has to include detailed descriptions of individual students (its level, age range, atmosphere, etc.), aims and objectives in order to know what we hope to achieve, procedures which can also can include patterns of interaction, timing, so that we have some idea of how long we expect things to take. Another important point that must be included in the lesson plan is anticipated problems: teachers frequently make some kind of a list of potential difficulties- and suggestions about what to do if they arise, extra activities/material (just in case), many teachers make a note of extra activities they could include if things go quicker than anticipated and finally, the teacher has to detail the material that is going to be used in the lesson.

Class size

The class size has a great influence when achieving the goals during the class. Davies & Pearse (2011) state that the basic principles of teaching English are the same for groups of fourteen, forty, fifty, or sixty learners. But it is obviously much more difficult to achieve good results in very large groups; some of the problems can be observed in communication since the learner may not be able to see or hear the teacher well, and he/she may not want to see or hear all the learners well. Besides, it is very hard to get to know all the learners and their names, the learners get much less individual practice, there are too many pairs or groups to monitor, it would become very difficult to give learners individual feedback on written work.

However, Harmer (2007) gives some advises to work successfully with large groups, basically, the teacher has to be organized, the bigger the group, the more the teacher has to be organized and know what he/she is going to do before the lesson starts, furthermore, the teacher has to establish routines, this might take some time in the beginning, but will save time later on. The teacher also has to maximize

individual work, since the more we can give students individual work, the more we can mitigate the effects of always working with a large group ´as a whole.´ Finally, using pair work and group work maximize student participation.

Classroom space and seating arrangement

Gower, Phillips & Walters (2005) claims that teacher´s position and the way he/she organizes the position of the students in the class is of great importance, the teacher also has to bear in mind that concepts of personal space vary from culture to culture. For instance: in multicultural classes, teachers and students sometimes cause unease or even offense to other students because they get too close; or some students may think that people who like to keep a greater distance are cool and even unfriendly.

Furthermore, Harmer (2007) suggests different seating arrangements as orderly rows, where the teacher has a clear view of all the students and the students can all see the teacher- in whose direction they are facing. It also involves teachers working with the whole class; circles and horseshoes, it is usually used in small classes, and the teacher will probably be at the open end of the arrangement since that may well be where the board, overhead projector and/or computer are situated. One of the advantages is that students can see each other to communicate better.

Finally, Harmer suggests separating tables, when students sit in small groups at individual tables; it is much easier for the teacher to work at one table while the others continue with their own work. However, students may not always want to be with the same colleagues; indeed, their preferences may change over time.

In addition, the organization of our students have a great influence during the teaching-learning process, Harmer argues that using whole class is useful for presenting information and for controlled practice (such as repetition and drilling)

which is often used, especially, at lower levels. It can also be dynamic and students can feel part of the group, group work and pair work foster cooperative activity, students tend to participate more actively, and they also have more chance to experiment with the language than is possible in a whole-class arrangement and solo work allows students to work at their own speed, allows them thinking time, and allows them to be individual.

Classroom and/or Teaching Resources

There is a variety of teaching resources that help teachers to accomplish their goals. Davies & Pearse (2011) describe some of them such as the board, which is the most universal and basic piece of classroom equipment, however, teacher´s writing on the board should be clear, and the use of the board organized; wall-charts and cue-cards can be made at home using pictures cut out of magazines and other sources. Wall-charts can consist of scenes, or separate but related pictures. They can be used for work on new language items, and for conversation or guided composition work; realia should be not restricted to such things as pens and books. The learner´s own possessions can often be used, as well as things you take to class specially; audio-cassettes can bring realistic or authentic listening material into the classroom. These may include songs, which most learners like; the use of video will depend on some extent on whether you have it permanently available in your classroom or can use it only occasionally. In either case, teacher should consider carefully what objectives are in using it, and not use it because it is available.

Nevertheless, we cannot forget the use of the course book, which can be an useful tool in the classroom, since all the students and the teacher can have it, and helps the teacher to follow and order in the program, too. Pinter (2011, p. 115) suggests:

The most important teaching and learning material that guides

teacher´s and learner´s activities in many classrooms seems to be the

course book .modern course books come with useful accessories, yet

it is important to note that no course book can be perfect for any

teaching and learning situation and this is why teachers find materials

evaluation and material design very useful skills.

Classroom observations

Thompson (2007, p. 61) suggests that "knowing that an administrator is going

to observe you in a few days gives you time to feel anxious. It is normal to feel

nervous about been observed". However, the teacher can get good points from the

observations, Thompson also argues that during an evaluation conference, you have

to bear in mind the following advises: go into your evaluation conference with paper,

pen, and an open mind, be prepared to hear negative as well as positive comments

about your performance, listen objectively, listen more than you speak.

The process does not finish here, since after the evaluation conference the

teacher could follow the following steps in order to get good results from the

observation: ask a mentor for suggestions on how you can handle specific areas that

need improvement. After that, release the negative emotions by talking with a friend,

not by venting in the lounge, sometime after the conference, when you have had an

opportunity to correct some of your weaknesses, keep the administrator updated on

your progress in following his or her suggestions. Then, ask a college to observe you

in the areas you are working and ask for suggestions.

Finally, whenever you have the opportunity to observe another teacher or

substitute in another teacher´s classroom, take advantage of the chance to learn more

about what others are doing in order to teach effectively.

Learning styles

Nunan (1991) and Edge & Garton (2009) coincide explaining that learning style refers to any individual´s preferred ways of going about learning. It is generally considered that one´s learning style will result from personality variables, including psychological and cognitive make up, socio-cultural background, and educational experience.

A different point of view on learning style is proposed by Felder (1995) who claims that educators have been aware that students and teachers have different learning styles, because students take information in different ways and use it in different cognitive schemes, many educators recommend that teachers vary the tasks that assign to students to meet and address these various ways of knowing and for this reason the students' educational needs gives teachers a clue of the ways in which learners want to know. Edge & Garton (2009) explains about auditory learners, so they learn better when they hear things spoken aloud. They may prefer to learn through listening to dialogues or hearing the teacher MODEL new language. There are also visual learners, who learn though reading or watching the teacher write on the board. Finally, some people are essentially kina esthetic learners- they prefer to learn by doing things. They like to move around, carry out projects, or have the teacher demonstrate language through objects or physical movement.

On the other hand, Schleppegrl (1992) refers to Kolb's model of learning styles that explains learning through an experimental learning cycle that starts when learners describe or explain a sort of experiences, and then they reflect and generalize those experiences and finally learn topics are put into practice. However, there are some people who reflect and analyze, but there are other people who

stopping there without making decisions to apply the reflection and analysis. This author lists and explains each one of learning style preferences:

Imaginative learners have different special skills as observing, questioning, visualizing, imagining, diverging brainstorming and interacting.

Analytical learners have special skill as patterning, organizing, analyzing, seeing relationship, identifying parts, ordering prioritizing, classifying and comparing.

Common sense learner's special skill is exploring and problem-solving, experimenting, seeing, predicting, tinkering, recording and making things work.

Dynamic learner's special skills are integrating, evaluating, verifying, explaining, summarizing, re-presenting and focusing.

Consequently, there are different learning styles that teachers should take considerate to take into account their students learn better.

However, Edge & Garton (2009) propose that whatever the variables, some learners are more successful than others. Good language learners often have the following learner characteristics: they have a positive attitude, strong personal motivation for the language and confidence, they are also prepared to risk making mistakes, they organize their own practice of language, they find ways to express what they cannot and they work directly with the target language.

Student´s intelligene or aptitude to learn English

Harmer (2007, p. 85) states that "The moment we realize that a class is composed of individuals, we have to start thinking about how to respond to these students individually." Furthermore, Harmer states that some students are better at learning languages than others. In the 1950s and 1960s is crystallized around this belief that it was possible to predict a student´s future progress on the basis of

linguistic aptitude tests. But it soon became clear that such texts were flawed in a number of ways. They didn´t appear to measure anything other than general intellectual ability even though they ostensibly looked for linguistic talents.

Another damning criticism of traditional aptitude tests is that while they may discriminate between the most and the least ´intelligent´ students, they are less effective at distinguishing between the majorities of students who fall between these two extremes. It has been suggested that students who score badly on aptitude tests will become demotivated and that this will then contribute to precisely the failure that the test predicted.

It is possible that people have different aptitudes to different kinds of study. However, if we consider aptitude and intelligence for learning language in general, our own experience of people we know who speak two or more languages can only support the view that ´learners with a wide variety of intellectual abilities can be successful language learners. This is especially true if the emphasis is on oral communication skills rather than metalinguistic knowledge´ (Lightbown and Spada 2006: 185)

A different point of view is presented by Lightbown & Spada (2006) who state that all the tests are based on the view that aptitude has several components. All measure the ability to (1) identify and memorize new sounds, (2) understand the function of particular words in sentences, (3) figure out grammatical rules from language samples, and (4) remember new words. MLAT (Modern Language Aptitude Test) and PLAB (Pimsleur Language Aptitude Battery) were conducted at a time when second language teaching was based on grammar translations or audio-lingual methods.

However, with the adoption of more communicative approaches to teaching, many teachers and researchers came to believe that the abilities targeted by these tests were irrelevant. However, others suggest that some of the abilities measured by aptitude tests are predictive of success even in settings where the emphasis is communicative interaction. Otherwise, Lightbown & Spada(2006) also argue that teachers may be able to ensure that their teaching activities are sufficiently varied to accommodate learners with different aptitude profiles.

Once all the most important theories have been exposed, it is time to present five studies related to the topic that different authors have carried out.

The first study was done by Aduwa-Ogiegbaen, S. E.; Iyamu, E. O. S (2006, September) developed a research where they examined the factors responsible for the poor quality of the teaching of English as a second language in public secondary schools in Nigeria. A questionnaire was distributed to 3000 senior secondary school. Moreover, research assistants were trained to observe each classroom and some classroom proceedings during administration of the questionnaire noting the features or characteristics of the learning environment. Finally, results revealed that English language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons. It was also found that students learn under harsh environment, which is often rowdy, congested and noisy.

The authors recommended that public secondary schools in Nigeria should be provided with adequate and a variety of instructional media. If teachers in public secondary schools in Nigeria are to assume new roles and use new technology-supported instructional tools, they should become familiar with a variety of

instructional delivery methods, rather than relying on textbooks, chalkboard and lecture method.

Another research was developed by Yan, Horwitz and Kolker (2008) in which they studied the factors learners associate with foreign language anxiety; the relationships between and among anxiety and those other language learning factors and how these factors interact in affecting foreign language achievement. They conducted a pilot study as an interview protocol, where the participants were asked to brainstorm about their undergraduate language learning experiences in China and reflect on any anxiety they experienced and its role in their language learning. They were asked to consider language achievement and personal factors that might have influenced their anxiety. Their responses were analyzed and grouped into 11 themes that the focus group participants associated with anxiety and English learning in China. The position of Foreign Language Anxiety in this model suggests that these students perceived anxiety as a result of other factors involved in their language learning.

 Although anxiety and achievement are often found to have a bidirectional relationship, the present model does not indicate the influence of achievement on anxiety. For these learners, the relationship between anxiety and achievement was perceived to be unidirectional. They only commented on how anxiety kept them from achieving and did not mention lack of achievement as contributing to their anxiety.

The next research was carried out by Jeuriseen (2012) in which was investigated the knowledge and beliefs about grammar and grammar teaching of New Zealand primary school teachers undertaking a Teaching English to Speakers of Other Languages (TESOL) diploma. The participants were 42 primary school teachers across 40 schools in New Zealand. Quantitative and qualitative means of

analysis were used, besides, pre- and post-grammar knowledge test were taken, their aim was to provide comprehensive analysis of the breadth and depth of teachers' knowledge about grammar, the purpose was ascertain teachers' ability to identify and define simple parts of speech. Comparison of pre- and post-test means showed an increase in scores.

Although it was encouraging to see that the course content had positively impacted on teachers' KAG, it should be noted that one third of teachers still scored 60% or less, indicating that ongoing professional development is still needed. At the beginning of the course then, teachers were not particularly certain or accurate about what they knew about grammar, and most were not confident in their KAG. At the end of the course it was evident that all had a more heightened awareness of their KAG. All correctly perceived that their KAG had increased.

Chen & Hung (2012) also investigated about the relationships between personality type and perceptual learning style preferences of EFL students and the relationships between personality type and language learning strategies of EFL students in Taiwan. For this research, the participants were364 senior high school students (157 males and 207 females) from rural areas in southern Taiwan. The instruments used to collect data were the Myers-Briggs Type Indicator (Myers & McCaulley, 1985), the Perceptual Learning Preferences Survey (adapted from Kinsella's 1995 survey), and the Strategy Inventory for Language Learning (Oxford, 1990). Chi-square test results indicated that there were no statistically significant relationships between perceptual learning style preferences and personality types in any of the four categories of extroversion/introversion.

The author recommends that This study should be replicated using a variety of populations as participants and should be expanded to include students at different

academic levels in other regions and also learners' individual differences in learning style, learning strategies, learning aptitude, age, gender, and the affective domains of motivation, anxiety, self-efficacy, tolerance of ambiguity, and so on.´

The last study was carried out by Mubashrah, Jamil & Jamil, Hussain Shah (2011), who studied about limitations and perceptions of the possible or actual effects of technology in teaching at higher education level. They used a survey method which was adopted to collect the required data, to conduct the survey, a questionnaire was developed, and this was applied in eight different universities of Punjab, Pakistan. The questionnaire comprised of two main parts. Part-1 of the questionnaire was related to teachers' demographic information i.e., university and department name, sex, designation and professional qualifications While, 14 different open ended statements related to common teaching and learning activities in which computer and related technologies used by teachers were included in Part-2 of the questionnaire. Other statements or activities included in Part-2 of the questionnaire were about constructing question papers online, using multimedia in lectures, simulating the real world problems, email assignments to the students, online marking of the assignments, online marking of the answer sheets after exams, preparing students results online, declaring classroom tests' results online.

As a result, maximum 74%-100% sampled teachers classified demographically were utilizing technology in constructing question papers and preparing lectures/notes online. Minimum 2% or no response was observed in assessing students online.

Description, Analysis and Interpretation of Results

For this research, a quantitative analysis was applied, which focuses on the teacher´s level of education, student´s level and methods used during the class. The
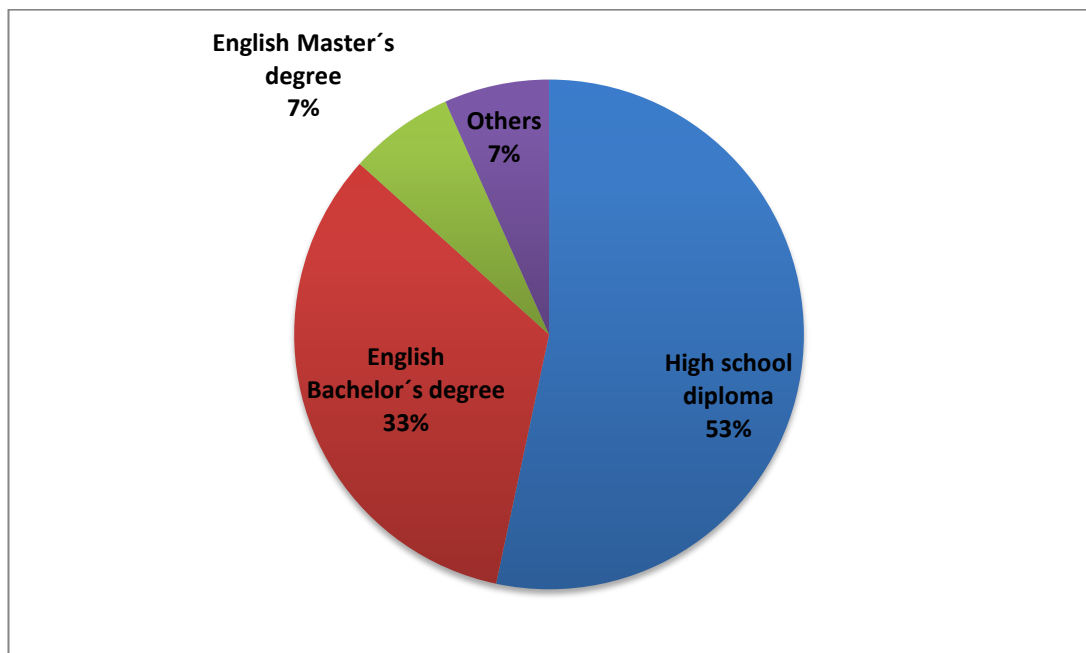
questionnaires were applied to 15 teachers and students of 5 different private high schools in Guayaquil. The average age of the students was 12 to 18 years old.

Quantitative Analysis

Factors concerning Teachers

Which level of education do teachers have?

Graph 1

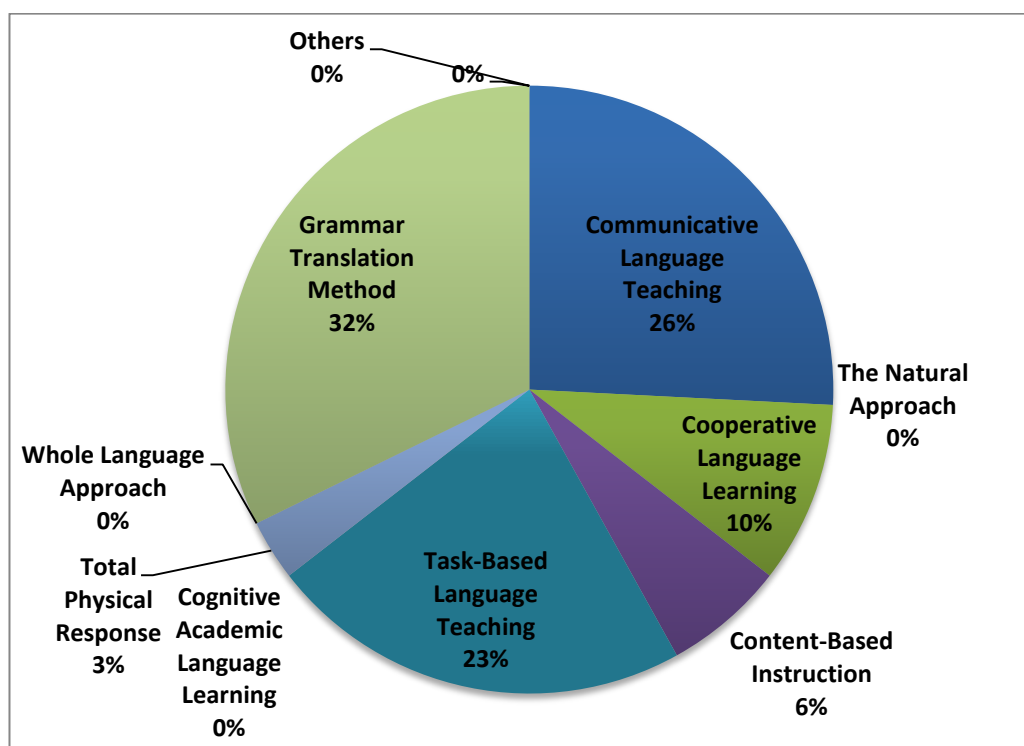Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As we can notice in graph 1, 53% of the teachers only have high school diploma; 33% of the participants have an English Bachelor´s degree; they said that they were studying in order to obtain it. However, most of these teachers had low English proficiency level, because the interview revealed that they were not able to answer correctly the questions. They were categorized between A2 and B1, according to the CEFR (Common European Framework of Reference), . The graph

also shows that 7% of teachers have a master English degree. And 7% of teachers had degree in other areas such as marketing.

Regarding teaching experience, teachers had between 3 and 5 years working in the field. Most of the teachers learned English in English centers or institutes. *Which of the following methods were used in class?*

Graph 2

Author: Rivas Fernández Rosalía del Carmen
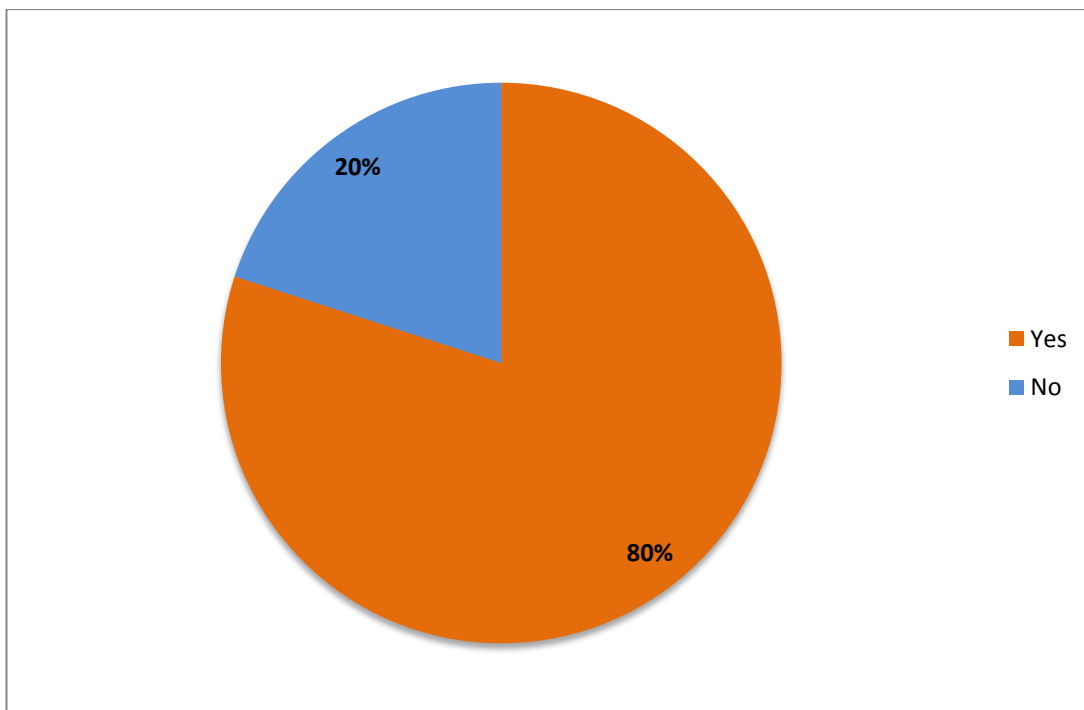
Source: Teacher´s Questionnaire

We can observe in graph 2 that there are 3 methods that are frequently used, which are Grammar Translation Method with 32% Communicative Approach with 26 % and Task-Based Language Teaching with 23%. Otherwise, the less used are Cooperative Language Teaching with 10%, Content Based Instruction with 6% and Total Physical Response with 3%.

There were methods as Natural Approach, Whole Language Approach, Cognitive Academic Language Learning and Whole Language Approach that never were used in the observed classes.

According to what I could observe, the teachers combined Grammar Translation Method and Communicative Language Approach in the class, and this mix gave good results. The students told me, that when the teacher explained at the end of the class the grammar points, it was much easier for them to understand better and clarify some inquiries or doubts about grammar that they had during the class. The reasons given by the students coincide with the arguments provided by Harmer (2007). He states that Grammar Translation still has relevance today, though it is not practiced as a method in the same way. But most language learners translate in their heads at various stages anyway, and they can learn a lot about a foreign language by comparing parts of it with parts of our mother tongue.

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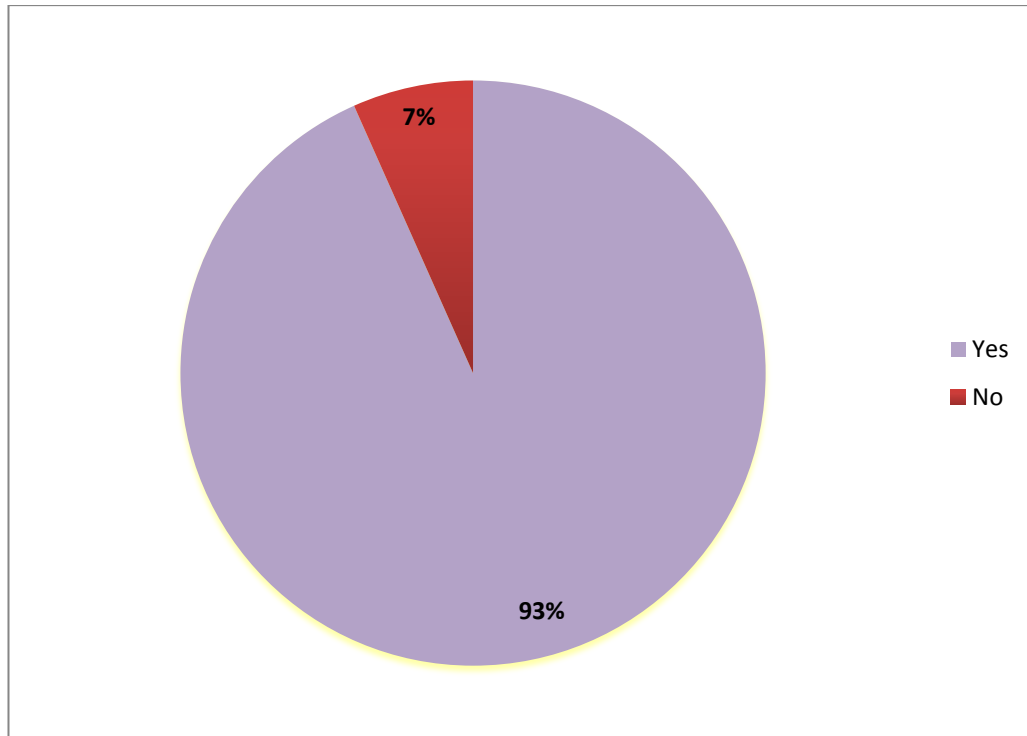
Graph 3

Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

In graph 3, it can be observed that 80% of the teachers answered yes to this question, they claimed that whole-group activities helped students to share their opinions and reinforce knowledge; they can communicate better, practice English, feel comfortable, and help each other. Harmer (2007) agrees with this, when he argues that using whole class is useful for presenting information and for controlled practice (such as repetition and drilling), which is often used, especially at lower levels. It can also be dynamic and students can feel part of the group. On the other hand, 20% answered no, and they claimed that students preferred working alone, and sometimes whole-group activities do not help students to learn because the teacher should pay attention to each student learning progress.

Do teachers use individual activities to teach their lessons?

Graph 4

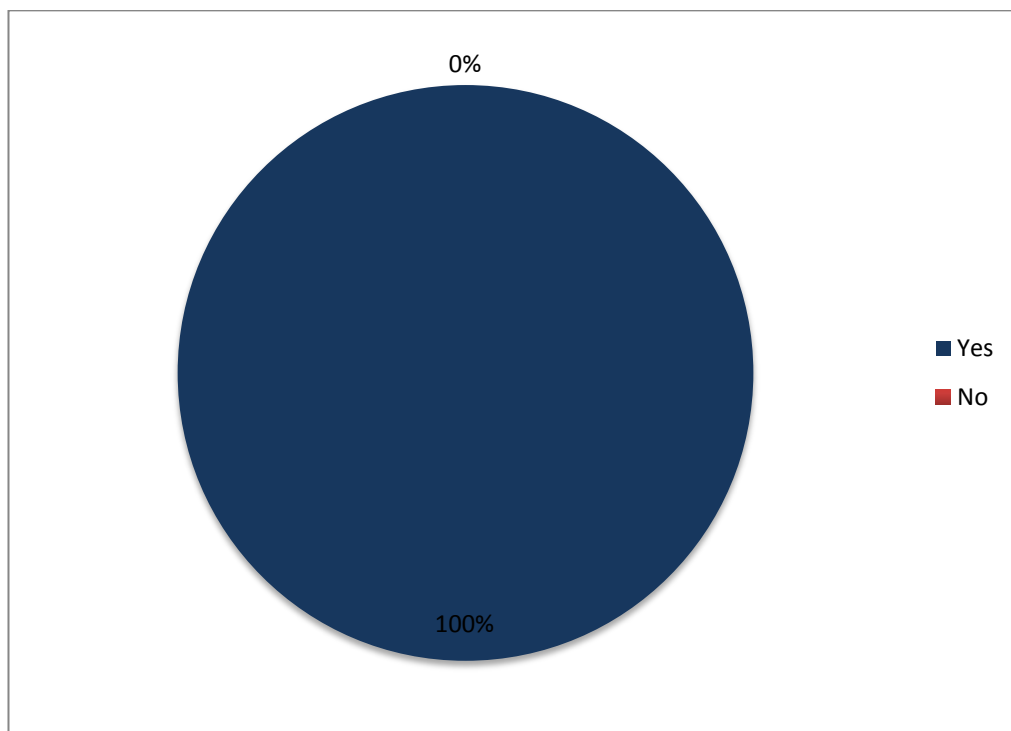Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

93% of the observed teachers answered yes to this question, they argued to use individual activities because they could notice the student´s interest and improvement. Students learn better because they can concentrate; furthermore, they can access students and give individual feedback, they can realize whether the students learnt or not. A teacher said that she prefers to use individual feedback in reading and writing activities in which students really need to focus on. Likewise, Harmer (2007) states that the teacher also has to maximize individual work in order to give students individual work, so that, teachers can mitigate the effects of always working with a large group ´as a whole. Otherwise, 7% of the teachers answered no,

and they stated that students do not feel confidence, and they felt that students could not communicate working individually.

Do teachers use group work activities to teach their lessons?
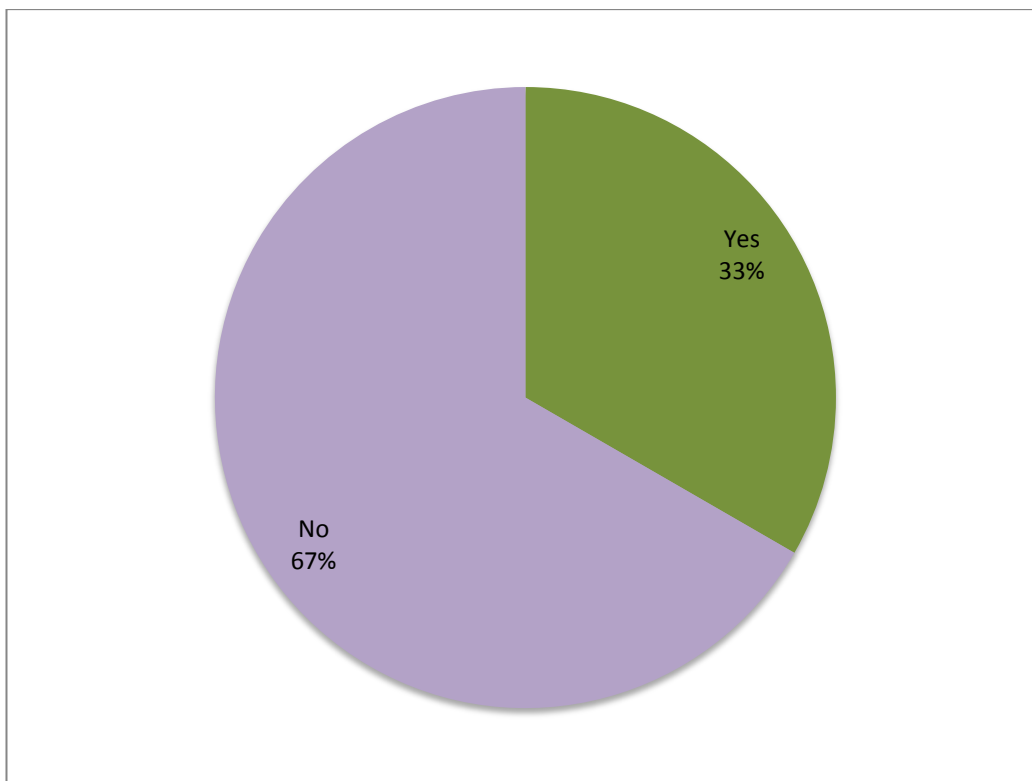
Graph 5

Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

It is important to see how all the teachers use group work activities, Harmer (2007) states that using pair work and group work maximizes student participation. Similarly, the teachers that I interviewed claimed that they used group-work to promote cooperation in the classroom because students can help each other, and this also creates a confidence atmosphere. Finally, group work activities create a real use of English in the classroom.

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

Graph 6

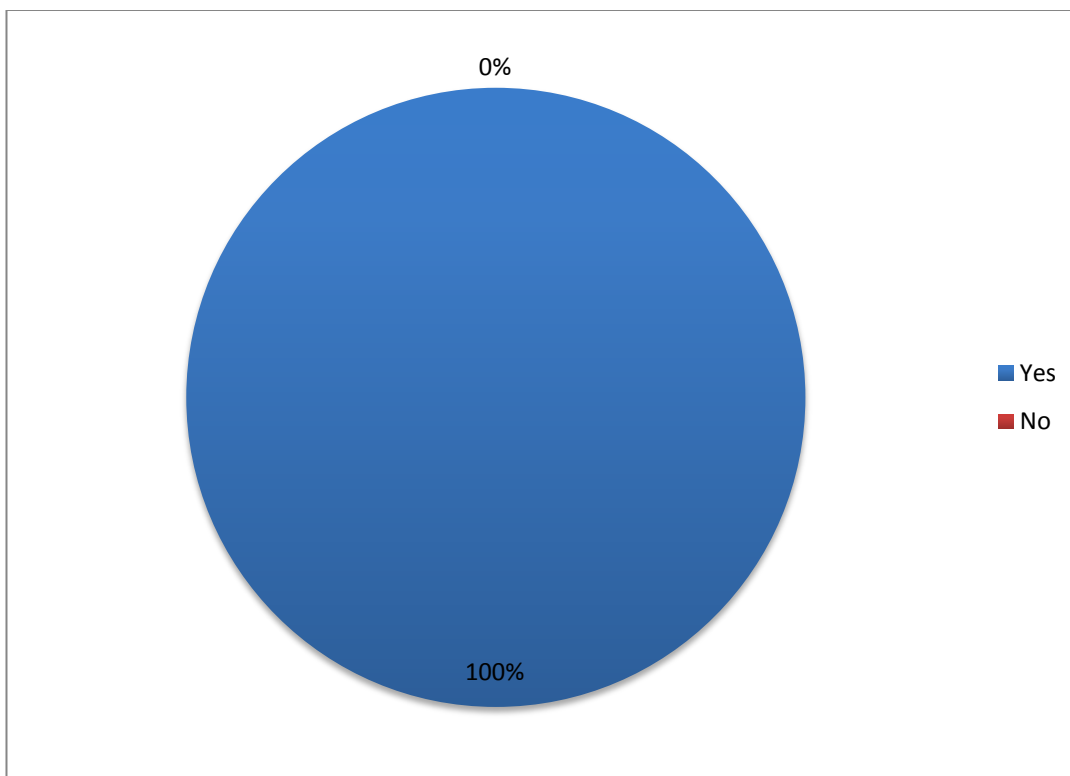Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

It is really concerning to see in graph 6 that 67% of the teachers did not use English most of the time in their classes, moreover, the students endorsed this information. The teacher should talk all the time in L2 because students do not live in an English-speaking country, therefore, students only have the opportunity to practice English as a conversational tool during the class. The interviewed teachers claimed that the students needed the use of L1 in class because they had a lack of vocabulary and the class could become confusing for them if they spoke English most of the time. Nevertheless, it is important to mention that 33% of the teachers did use English most of the time in class, they used mimes, realia, flash cards, draw figures, and gave examples. A teacher mentioned that it was really difficult for

teachers, but it was worth, since the students interacted, they were more interested in the class than if the teacher just gave them the translation, a teacher said that speaking English most of the time in class help students to be more independent.

Do teachers plan their lessons?

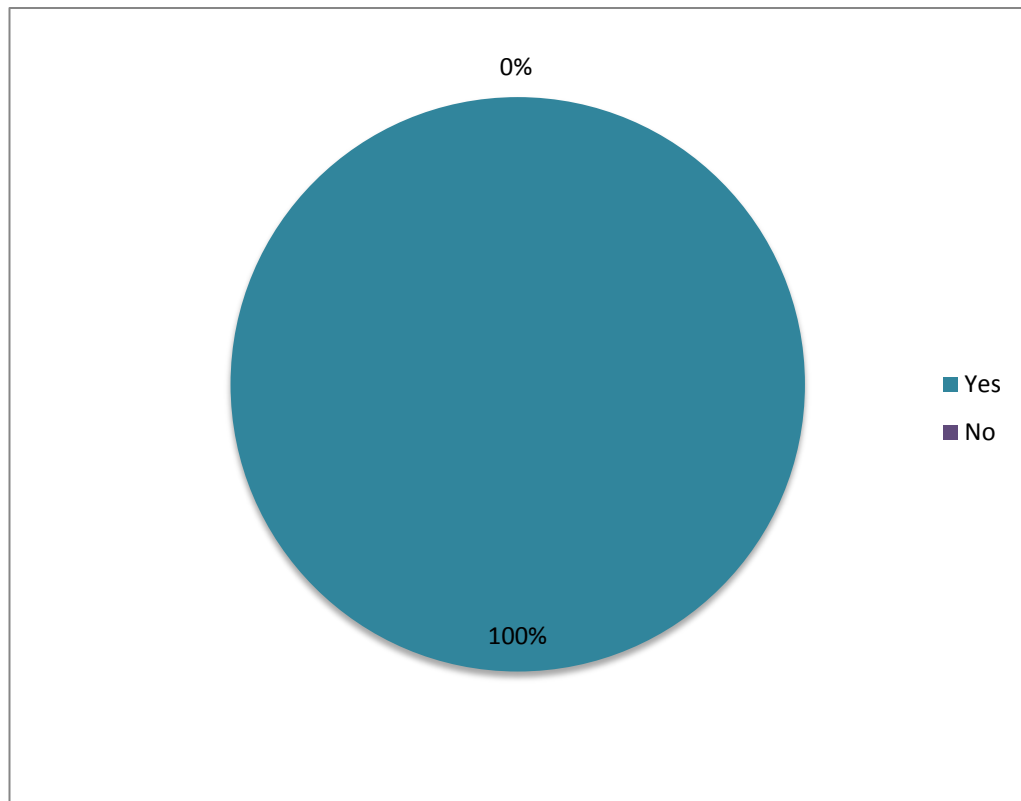**Graph 7**

Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

It can be seen in graph 7 that all the teachers said that they planned their lessons, they claimed that it is important to plan because they need to know what and how they are going to teach; besides, teachers consider that planning makes classes more organized and professional**.** During the class observation, teachers applied elements of the lesson plan such as time, objectives, warm up, feedback and the use of materials and resources which showed that the teachers did really have a lesson plan. In this sense, as Woodward (2001) states, teachers thought things before they

started their classes in order to reduce feelings of uncertainty or panic and inspire students a sense of confidence and clarity.

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

Graph 8

0%

100%

- Yes
- No

Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

The graph 7 shows that all teachers indicated that they considered aspects such as discipline, timing, feedback, and instruction to teach their lessons though they had a large class; the time was organized and they provided a good feedback. A teacher said that timing was also relevant because they had to put a limit in the development of the activities. Furthermore, the teachers gave good instructions; they

made sure that all the students understood the instructions by modeling the tasks. The results obtained from the students' questionnaire confirmed this. Harmer (2007), states that a lesson plan has to include detailed descriptions of individual students (its level, age range, atmosphere, etc.) aims and objectives in order to know what we hope to achieve, procedures which can also include patterns of interaction; and timing. Moreover, Gower, Phillips & Walters (2005) consider feedback as one of the most important responsibilities of a teacher, and, if we provide ongoing feedback, we can help our students to evaluate their success and progress.

Factors concerning Students

Do teachers consider Students' needs to teach English successfully? Students' Needs (age, personality, attitude, aptitude, motivation and learning styles

Graph 9
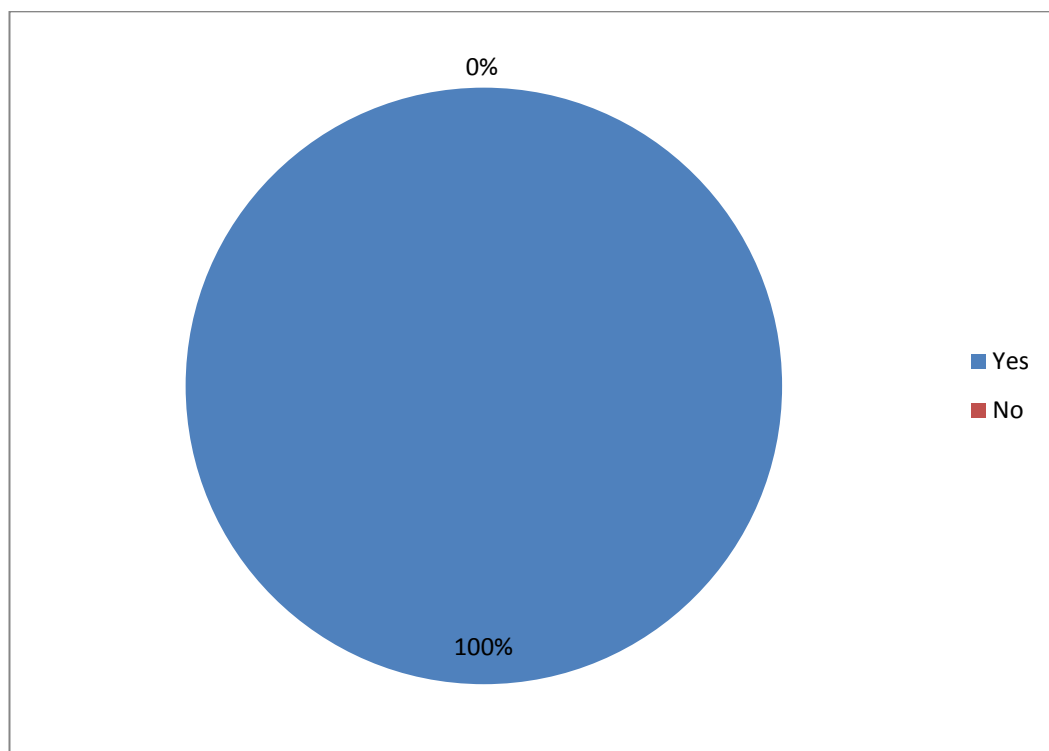
0%

100%

■ Yes
■ No

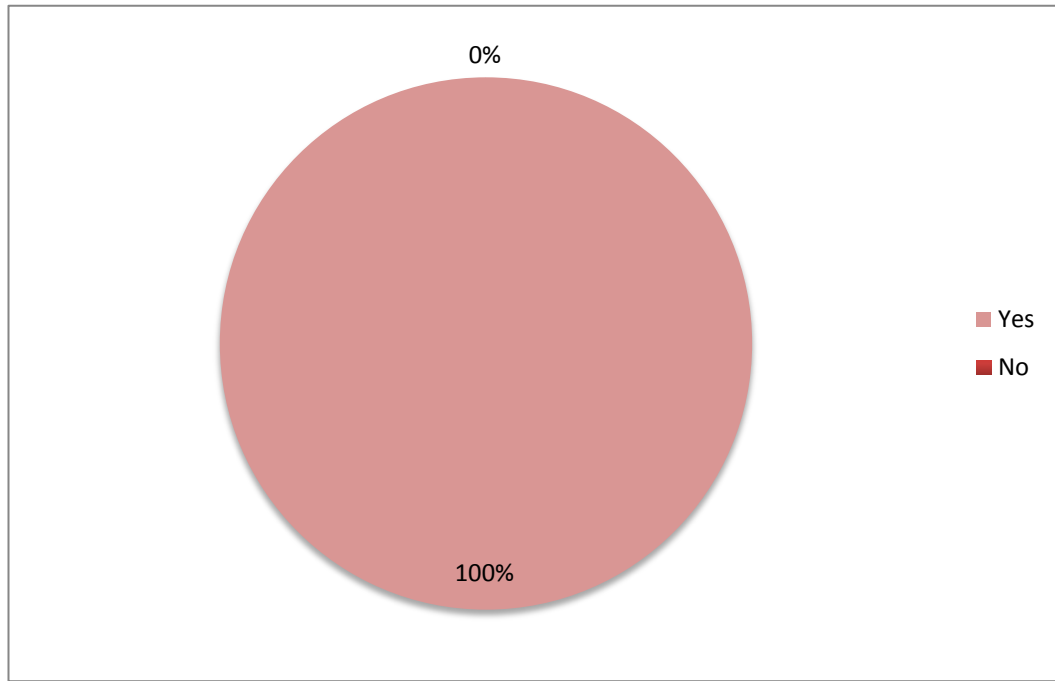Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As we can see in graph 9, all the teachers said that they considered student´s needs to teach English successfully. A teacher claimed that these aspects were important in order to get good results; another teacher alleged that students with different ages, personalities and learning styles can help each other working in teams. Nevertheless, the results given in the graph were not revealed in the observed class because some students said that they did not like to learn English, and some activities used in the class were not easy for them; and this shows us that the teachers did not consider the student´s needs when they prepared the materials, some of teachers only used the book.

On the other hand, it was observed during a class where the teacher used songs and posters of famous singers in order to talk about their biographies and students had to listen and participate in the class, and they seemed motivated as well. Furthermore, Felder (1995) claims that educators have been aware that students and teachers have different learning styles, because students take information in different ways and use it in different cognitive schemes. Many educators recommend that teachers should vary the tasks that assign to students, to meet and address these various ways of knowing, and for this reason the students' educational needs gives teachers a clue of the ways in which learners want to know.

Do teachers consider Students' level to teach English successfully? Students' Level

(Basic, Intermediate, High Intermediate, and Advanced)

Graph 10

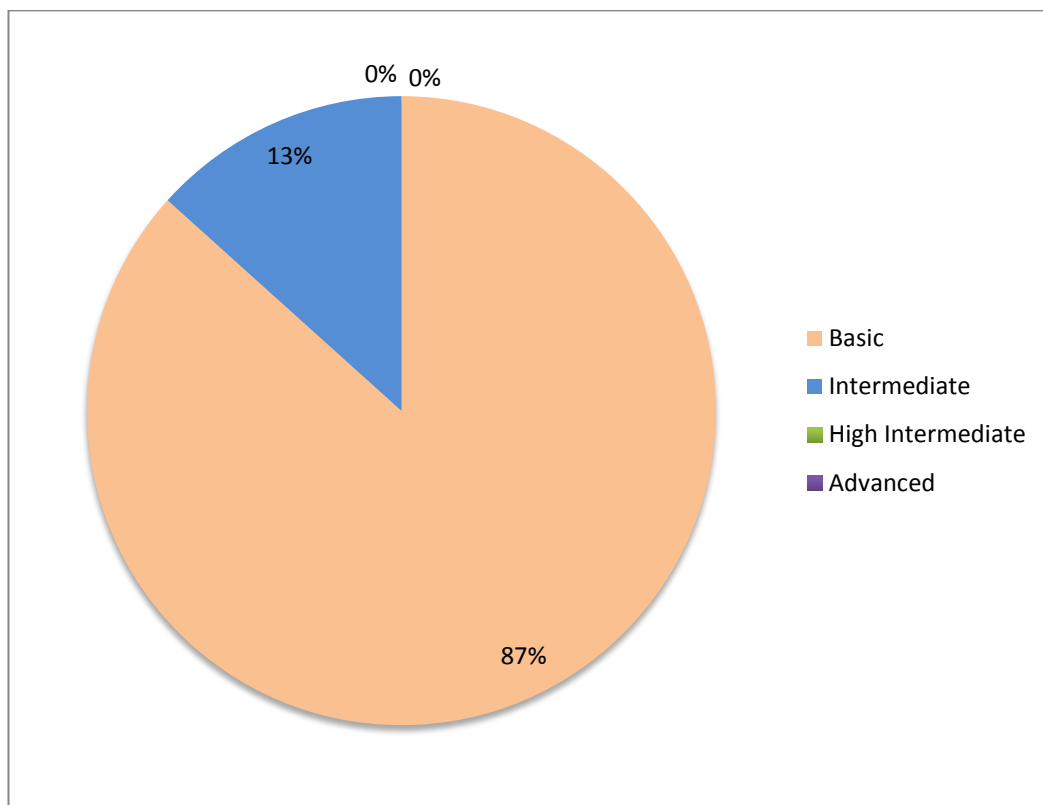Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

Graph 10 shows us that teachers consider students' level to teach English successfully. Harmer (2007) agrees with this, when he states that a lesson plan has to include detailed descriptions of individual students (its level, age range, atmosphere, etc.). This shows that it is important to know the characteristics of the students that we are going to teach, in order to know what they need and how we can adapt our lesson for their needs. However, in the classes it was observed that the students were not categorized according to their English levels and teachers claimed that it would make

possible to assign students learning English activities according to their stage or learning because this would help them to improve the learning progress. Moreover, it

would be possible to have a homogeneous group of students with the same level of knowledge.

Which is the level of their students?

Graph 11

Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As we can see in graph 11, 87% of the students have a basic level, and 13% of the students have an intermediate level, there is neither high intermediate nor advance level. However, all the teachers did not adapt the activities and materials according to the level of their students. Some students that were interviewed claimed that the activities in the class were difficult and the teacher only tried to follow the activities provide in the textbook. Besides, according to the observation, the activities

were a little bit confusing and the students had troubles when they were doing those activities.

Factors concerning classroom

How many students do teachers have in their classes?

Graph 12
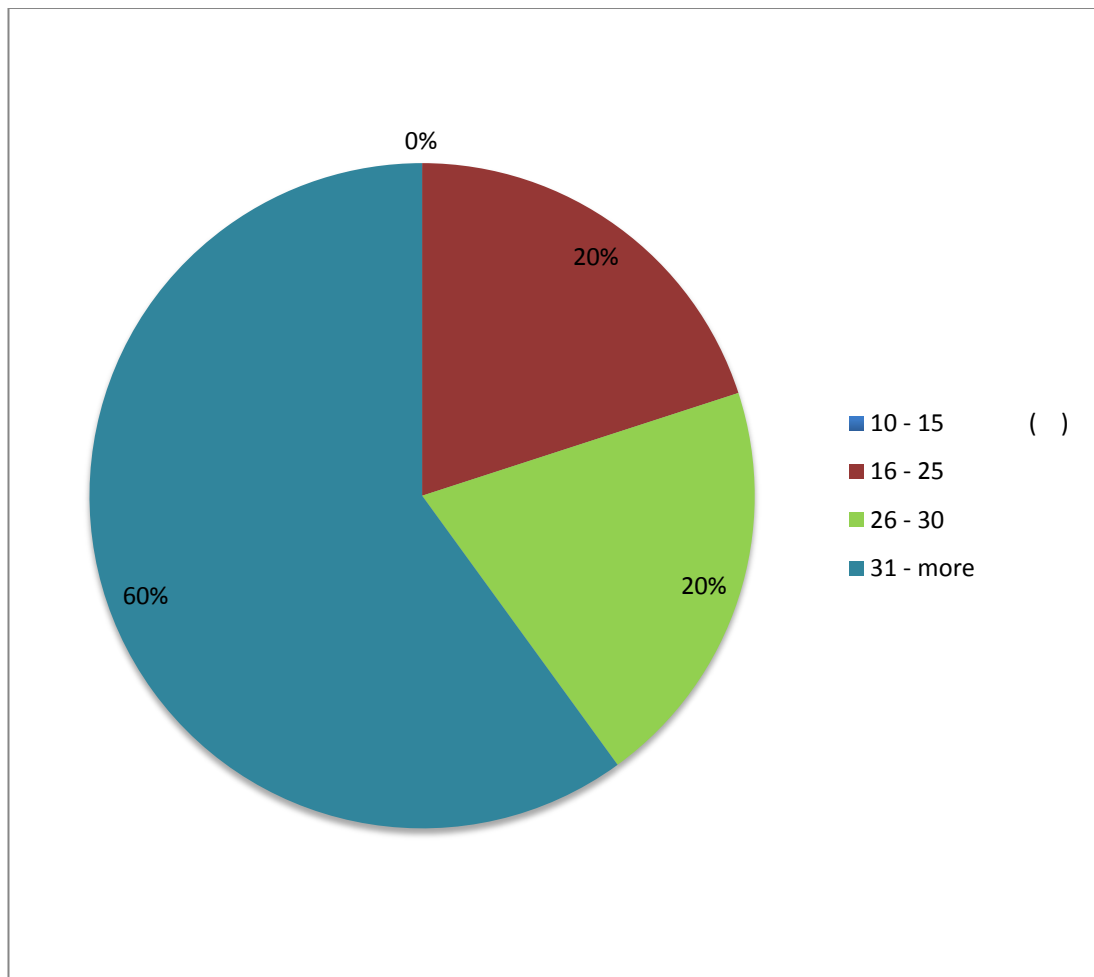
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As it can be observed in graph 12, 60% of the classes had 31-more students, 20% 26-30, 20% 16-25 and 0% 10-15 students. Having classes with many students can have an advantage because the class was participative, and the teacher could work in groups easily. However, it could be noticed that it was a disadvantage in

other cases, consequently, the teacher at some time lost the control of the class and the discipline, the students started to talk and they did not pay attention, and, the teacher did not even notice this. Moreover, a student was interviewed in each observed class and some of them told me that the number of the students did not help them to learn English because their classmates made too much noise, they could not concentrate, and the teacher was not able to engage students in the learning process. Otherwise, other students said that the number of students was appropriate because they could work in groups and this type of activity gave them confidence.

Do teachers feel comfortable working with this number of students?

Graph 13
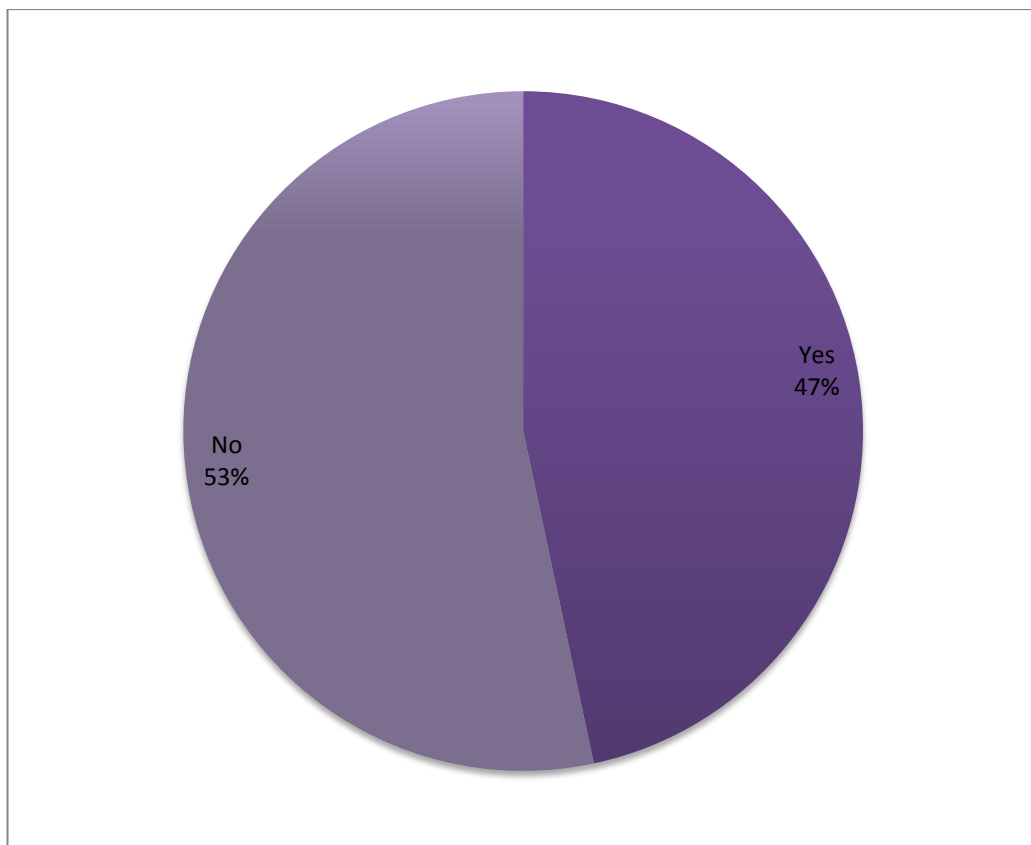
Author: Rivas Fernández Rosalía del Carmen
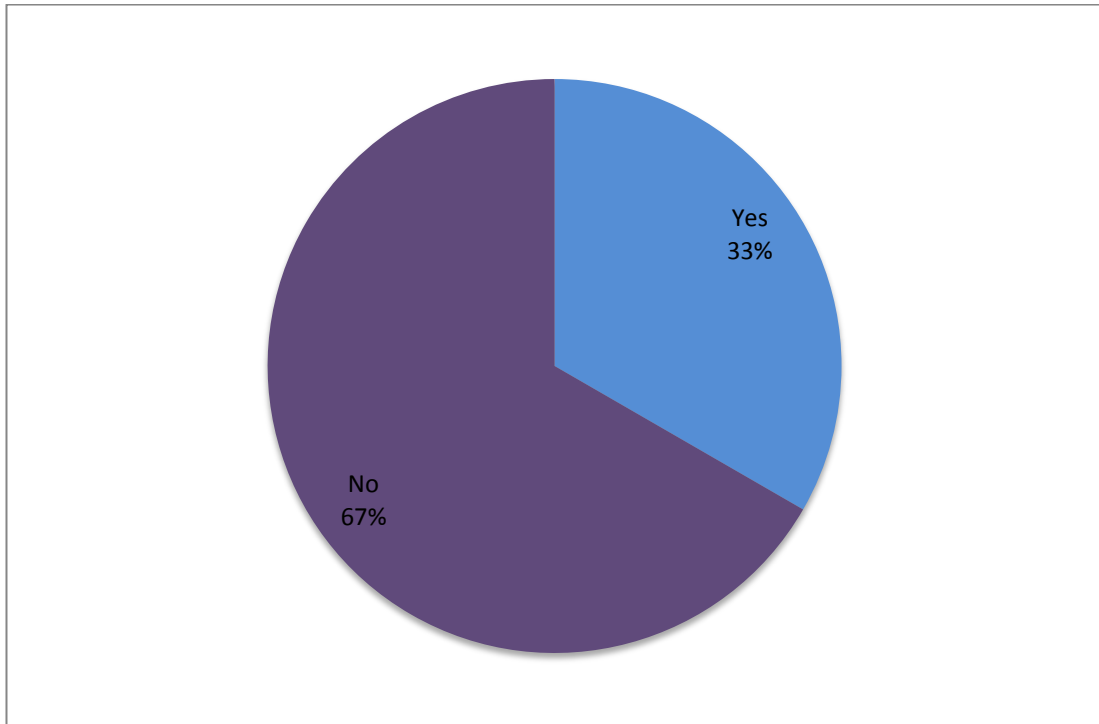
Source: Teacher´s Questionnaire

As it can be perceived in graph 13, more than half of teachers indicated that they do not feel comfortable working with the number of students they have, and 47% indicated the opposite, they argued that their students were active, and they used group-work most of the time in order to obtain advantage of the large class, and they tried to be organized as much as they could. Nevertheless, some students indicated that the number of the students do not help them to learn. In fact, as it was mentioned in Graph 12, large classes show difficulties, such as discipline problems and incrising of social interactions problems for organizing students in groups.

Similarly, Harmer (2007) states in order to work successfully with large groups, basically, the teacher has to be organized, the larger the group, the teacher has to be more organized and to know what to do before the lesson starts, furthermore, the teacher has to establish routines, this might take some time at the beginning, but it will save time later on. The teacher also has to maximize individual work, in order to mitigate the effects of always working with a large group ´as a whole.´

Finally, using pair work and group work maximize student participation. Otherwise, 53% of the teachers, who answered no, only claimed that they had too many students and it was difficult to see what the students learnt and they did not have time to practice in the class and provide an appropriate feedback.

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

Graph 14

Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

Regarding to this question, graph 14, 67% of the teachers do not feel comfortable with the space they have in order to work with their students And, during the class observation, it could be seen this reality, the space was small, and the seats were uncomfortable, too. A teacher, that I observed, had to go to the courtyard of the school in order to do a group work, she said that outside there is enough space, it was not as hot as the classroom and the students enjoyed it. On the other hand, 33% of the teachers felt comfortable working with the space they had to work because they did not have too many students and the space was enough. They tried to work in pairs, groups, or to go to the board, the teacher could monitor them without any problem.

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

Graph 15
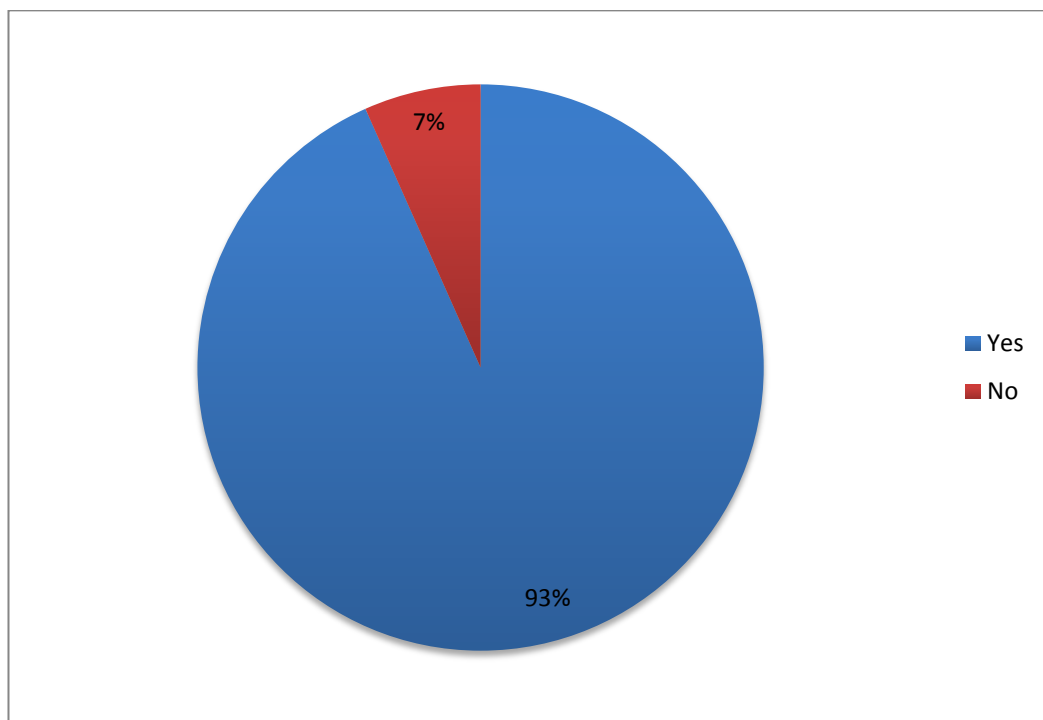
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As we can appreciate in graph 15, 93% of the teachers considered that the seating arrangement is of great importance in relation to the type of activity , and the 7% of teachers answered did not agree. They claimed that they did not have enough space to do it. However, teachers commented that they take students outside to work better and to make more interesting classes. In fact, it was observed that a teacher worked in the school yard with her students, because it was difficult to arrange seats in the classroom. Regarding to the other classes, it was perceived that teachers only use row seating arrangement, they claim that it is easier to work with students, and

they also prefer row format because there was not enough space to change the position of seats.

Likewise, Harmer (2007) suggests different seating arrangements as orderly rows, where the teacher has a clear view of all the students, and all the students can see the teacher- in whose direction they are facing. It also implies teachers working with the whole class, circles and horseshoes, it is usually used in small classes, and the teacher will probably be at the open end of the arrangement near the board, overhead projector and/or computer are situated. One of the advantages is that students can see each other to communicate better.

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

Graph 16

0%
7%   6%

- 10 _ 15
- 16 - 25
- 26 - 30
- 31 - more

87%
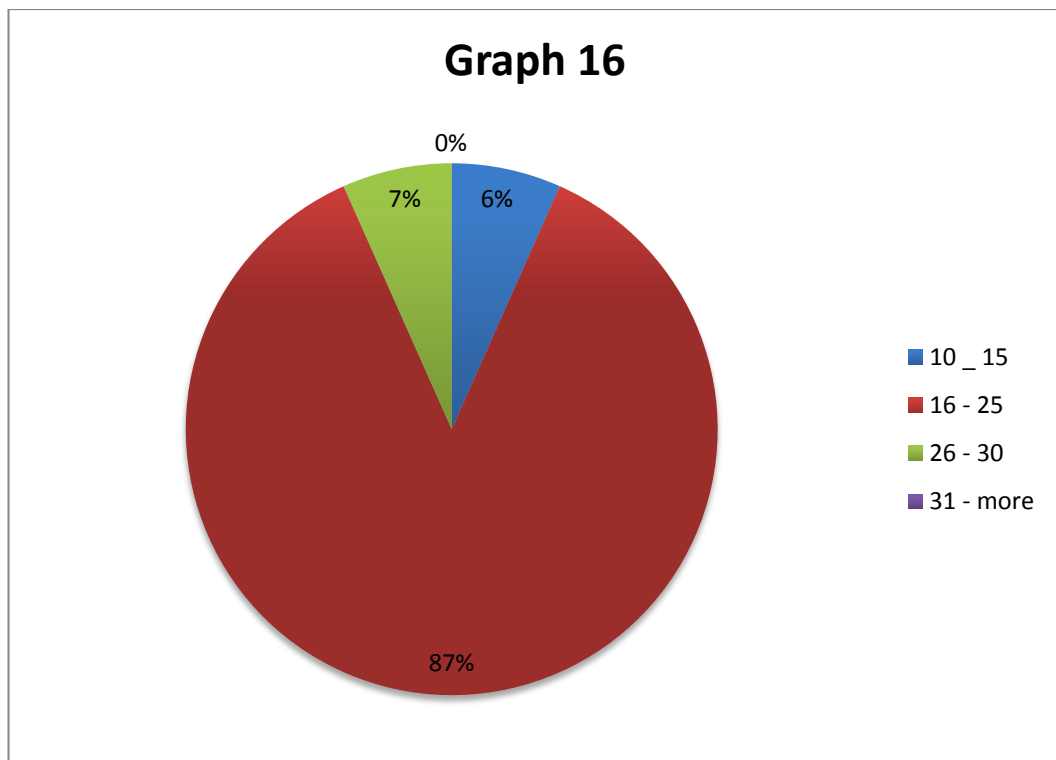
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

The teachers agreed that the maximum number of students in a classroom is 30. However, 7% of teachers claimed that 26 - 30 students per class were the

appropriate, and 6% chose 10-15 per class. However, the majority, which corresponds to the 87% the teachers, considered that the appropriate number to teach English is 16 – 25, because it is easier to work, they can have more control of the class, English language can be taught more personal, and the teacher can realize the progress of the student, they can see students´ needs and give them all the necessary feedback to improve knowledge. In the same way, Davies & Pearse (2011) state that the basic principles of teaching English are the same for groups of fourteen, forty, fifty, or sixty learners. But it is obviously more difficult to achieve good results in very large groups. Some of the problems can be observed in communication since the learner may not be able to see or hear the teacher well, and the teacher may want to see or hear all the learners well. Besides, it is very hard to know all the learners and their names, the learners do not make individual practice, there are too many pairs or groups to monitor, it would become very difficult to give learners individual feedback on written work.

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

Graph 17
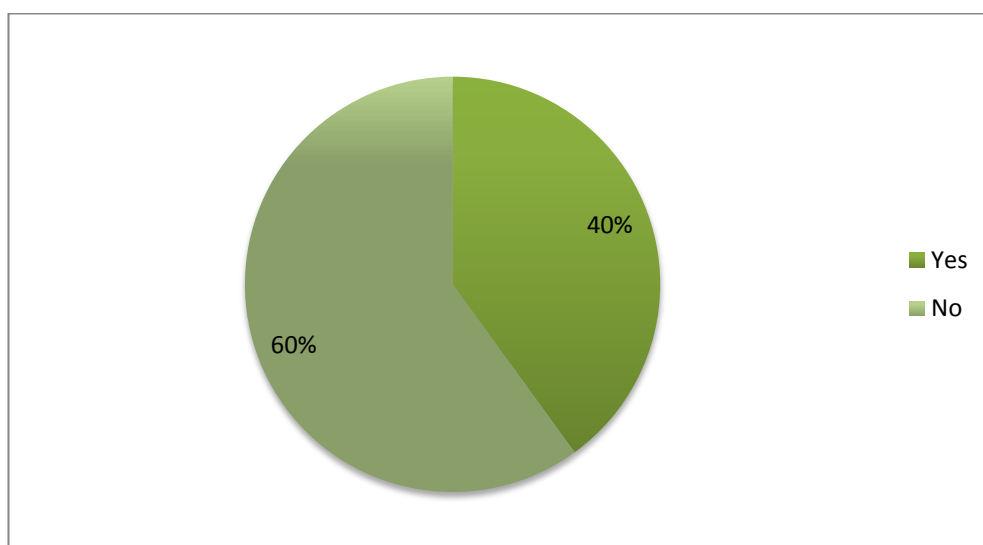
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

We can notice in graph 17 that there is a little difference in the percentage, 60% of teachers did not use supplementary materials, they only used the textbook, board and markers; students claimed the class would be more interesting if the teacher brought materials as cd recorder or projectors to the classroom. Pinter (2011, p. 115) suggests that the most important teaching and learning material, that guides teacher´s and learner´s activities in many classrooms, seems to be the course book . Modern course books come with useful accessories. Otherwise, 40% of the teachers did not use supplementary materials in the classroom, some of them had access to this kind of material, and the other did not.

Do teachers consider appropriate the resources they have in class?

Graph 18
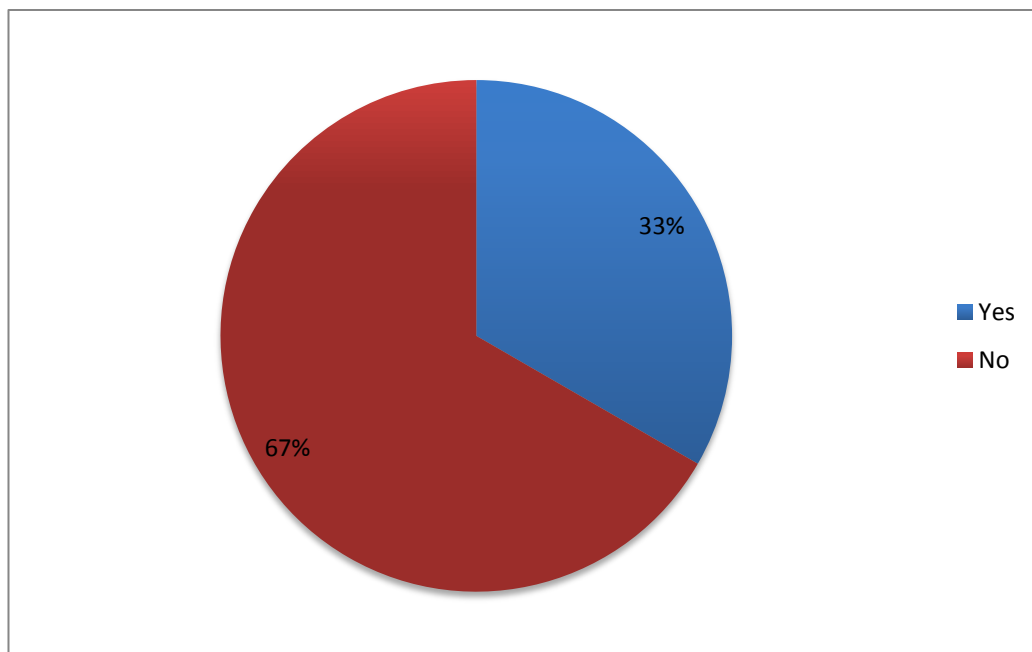
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

We can detect in graph 18 that the majority of the teachers, which relates to the 67%, did not consider appropriate the resources they had in the class, there were some teachers who said that they did not even have books to work with, and all this difficulties limited their teaching-learning process. However, 33% of the teachers felt comfortable with the materials they had in the class, and some of them claimed that when they needed an extra resource, they had access to it. During the class observation, the materials used were only the student and teacher textbooks, board, markers and a bilingual dictionary. The majority of the students claimed that there was never supplementary materials in the classroom, such as TV, cd recorder, projector, etc.

<p style="text-align:center">Factors concerning educational institution</p>

Does the institution review their lesson plans?

<p style="text-align:center">Graph 19</p>
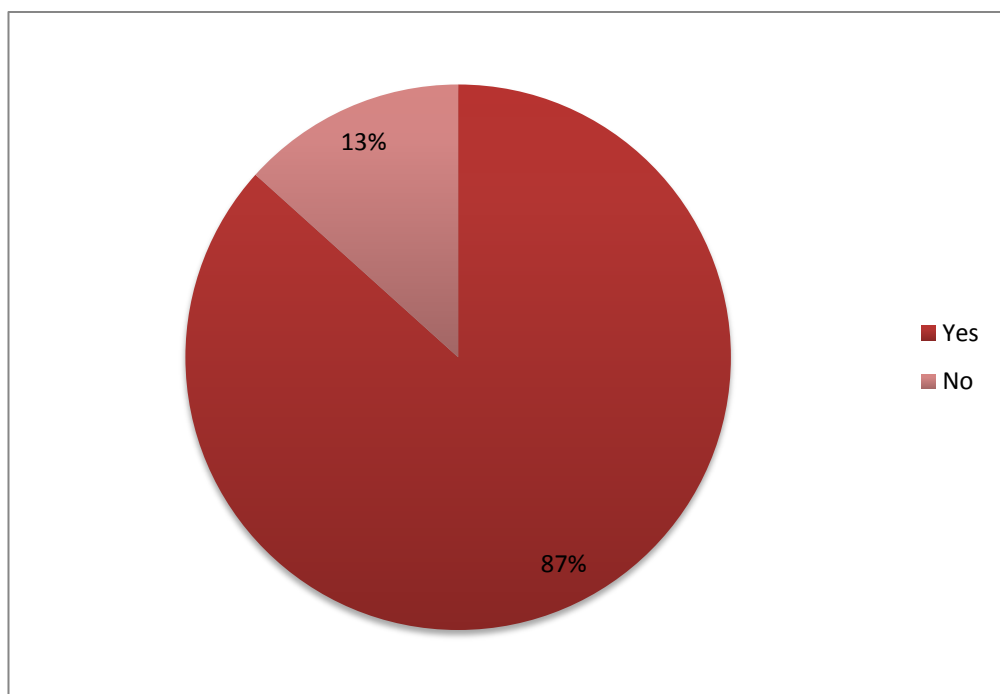
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As we see in graph 19, 13% of the institutions do not review teachers´ lesson plans. Teachers claimed that they were not asked to plan but that they planned their classes and they followed the plans from the teachers´ textbooks as well. On the other hand, 87% of the institutions review teacher´s lesson plans, teachers said that they have to make a plan every year. There is an area director who analysis the lesson plans and informs whether there is a mistake, or something to add.

Does the institution monitor their teaching?

Graph 20
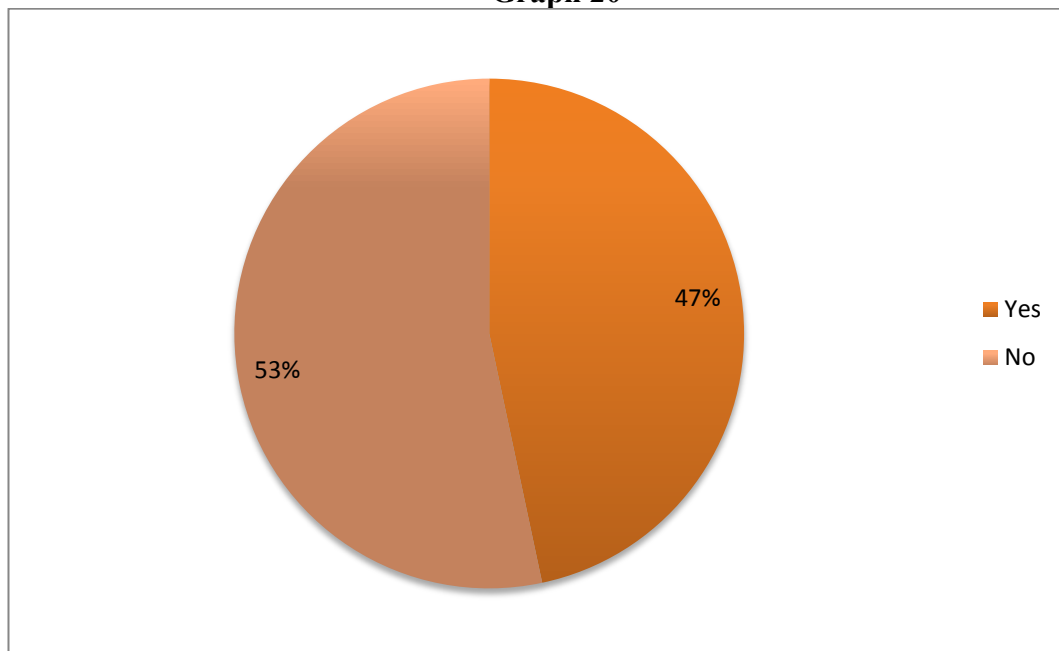
Author: Rivas Fernández Rosalía del Carmen

Source: Teacher´s Questionnaire

As we can notice in the graph, 53% of the institutions did not monitor the teacher´s classes; teachers said that they would like to be observed in order to improve their teaching process and techniques and to know what they are doing well and what they are doing wrong. Otherwise, 47% of the institutions did monitor the English classes; teachers claimed that they did not have problems with the

observations since it helped them to increase their selfseteam and take

improvements.

Conclusions

 This research found that the factors that affect the teaching learning process in private high schools in Ecuador are class size, classroom space, seating arrangement, learning styles, teaching resources, and students and teachers English level.

 Students have a basic level and the classes are given in Spanish, so that, students cannot practice the real use of English inside the classroom.

 Even though the institutions are equipped with appropriate resources, teachers do not use them in their classes. Therefore, students' needs were not considered during the teaching process.

 The number of students per class in private high schools are numerous, teachers are concerned about this because they feel that they can not accomplish their goals, nevertheless, they tried to use group-work activities in order to make students participate in class, but sometimes the discipline is difficult to control

 Classroom space is not appropriate for the number of the students in the class and it causes that students have problems to form groups or to go to the board. In addition, the space between seats was reduced and it affected the teaching process because social interaction increased a lot in students, consequently, their level of concentration was reduced.

 Most of the English teachers in the observed private high schools do not have an English bachelor´s degree and they do not use frequently the target language in their classes, they speak more Spanish than English because their level oscillates between A1to B1 according to the CEFR (Common European Framework of Reference),

Recommendations

- First, teachers should keep training in order to learn about new methods, teaching trends and the use of technology in the classroom.

- Second, teachers should use English most of the time in the classroom, for the reason that the English class is the only opportunity students have in order to listen and speak in English, teachers should create a communicative environment in the classroom, where students can practice the target language.

- Third, the institutions should concern about the class size, and classroom space. Authorities must distribute better the number of the students per classroom in order to provide teachers with better conditions for assigning learning activities.

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Annexes

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

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

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

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

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

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

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

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

3. **Which of the following methods are used?**

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

Others	( )
_____	

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

YES	( )	NO	( )

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

YES	( )	NO	( )
NOTES:			
_____ _____			

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

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

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

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

TEACHER'S INTERVIEW

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

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

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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. **¿Te gusta aprender Inglés?**

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____ _____	

3. **Consideras que las actividades realizadas en clase son:**

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

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

SI ( )	NO ( )
¿Por qué? _____ _____	

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____ _____	

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

SI ( )	NO ( )
¿Por qué? _____ _____	

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

SI ( )	NO ( )
¿Por qué? _____ _____	

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

SI ( )	NO ( )

GRACIAS!!!!!

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EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

15. Which level of education do you have?

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

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

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

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
YES   (   )   NO   (   )
Why?_____ _____

18. Which is the level of your students?

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

19. 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 _____	( )

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

YES ( )	NO ( )	
Why? _____ _____		

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

YES ( )	NO ( )	
Why? _____ _____		

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

YES ( )	NO ( )	
Why? _____ _____		

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

YES ( )	NO ( )

24. Do you plan your lessons?

YES ( )	NO ( )
Why? _____ _____	

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

YES ( )	NO ( )
Why? _____ _____	

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

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

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

YES ( )	NO ( )
Why? _____ _____	

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

YES ( )	NO ( )

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

YES ( )	NO ( )
Why? _____ _____	

30. 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? - _____ _____			

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

YES ( )	NO ( )
Which ones? _____ _____	

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

YES ( )	NO ( )
Why? _____ _____	

33. Does the institution review your lesson plans?

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

34. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!