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

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Loja, Marzo de 2013

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DEDICATION

I want to dedicate this thesis to my loving parents, Jaime and Mariana, who are the most important people in my life. They encouraged me to continue in this crucial stage of my life. I also want to dedicate this work to all my classmates and teachers who gave me all their support during my learning process.

JAIME SANTIAGO SÁNCHEZ REINOSO

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ABSTRACT

“Factors that influence the teaching-learning process in Ecuadorian private high schools” are the main goals that this research tried to identify through the analysis of different aspects involved in English teaching–learning process.

This research took place in five private high schools in Cuenca where teachers’ and students’ questionnaires and observation formats were used to identify the factors that influenced the English teaching process. The instruments including aspects, such as students’ level, students’ needs, class size, seat arrangement, and so on. The questionnaires were filled by a selected group of teachers and students.

Besides, four factors were taken into account in this research, concerning to students, teachers, classrooms, and institutions. The findings in this research may be useful to understand the main problems that affect the educational process in teaching English.

KEYWORDS: Factors, lesson plans, numbers of students, techniques, methodologies

RESUMEN

“Factores que influyen el proceso de enseñanza-aprendizaje en los colegios privados del Ecuador” son los principales objetivos que esta investigación intento identificar a través del análisis de diferentes aspectos que se involucran en el proceso de enseñanza-aprendizaje.

Esta investigación tomo lugar en 5 colegios privados en Cuenca donde cuestionarios para profesores, cuestionarios para estudiantes y formatos de observación fueron usados para identificar los factores que influyen el proceso de enseñanza de inglés. Los instrumentos incluyeron aspectos como el nivel de inglés de los estudiantes, las necesidades de los estudiantes, número de estudiantes, arreglo de la posición de los asientos y demás. Estos aspectos fueron contestados por un grupo escogido de docentes y alumnos.

Además 4 factores fueron tomados en cuenta en esta investigación concerniente a los estudiantes, profesores, aulas y a las instituciones. Los resultados encontrados en están investigación podrían ser útiles para entender los principales problemas que afectan el proceso educacional en la enseñanza del inglés.

PALABRAS CLAVE: Factores, planes de clase, número de estudiantes, técnicas, metodologías.

INTRODUCTION

Most of teachers in the educational process try to consider different aspects that help them to do their job in the best way. For instance, they consider aspects, such as students' needs, classroom management activities, lesson plans, etc. These activities make a big difference in the process. According to this research, teachers did not take into account important factors that they should have used and practiced. Most of them did not have a clear idea about some concepts in the questions; therefore, they presented a deficiency in methodology-knowledge, mixed their ideas, and thus got confused.

In "Factors that influence the teaching-learning process in Ecuadorian private high schools", four variables were analyzed: teachers' factors, students' factors, classroom factors, and institutional factors. In the first one, items such as level of education, level of proficiency, lesson plan, and teaching resources were considered. In relation to students' factors, questions related to: if students like English, if their teachers use a good methodology, if they feel frustrated or happy when they learn the language, and so on were also analyzed. The third variable took into account items, such as the number of students, available space, and seat arrangement. Lastly, institutional factors consisted of monitoring teachers and the review of lesson plans.

The specific objectives proposed in this survey were: to identify students' English level and their needs in the classroom, to determine the classroom conditions in which English lessons took place, to identify the characteristics of employed English teachers, and to determine institutional facilities and norms available regarding the quality of education.

In fact, this study was very important because it could help to identify what are the issues that students have to learn English. Despite teachers followed a curriculum that is used for all the public schools around the country, the students' level was low. This curriculum was created by the Ministry of Education of Ecuador, and it established which topics, skills and domains students should have learned and known at the end of their educational training.

Then, it was very important to consider many theories and analyses that indicated why students did not learn a new language in the best possible way. Some

researchers mentioned factors as the age, aptitude or methodologies which were not used efficiently.

One of those studies was carried out by Khamkhien (2010), who tried to establish how gender, motivation and aptitude of the students modified or affected the understanding of a new language. This author wanted to identify the problems affecting the educational environment in Indian high schools and during his investigation some aspects that influenced the students' learning-process were identified. Firstly, he stated that gender difference was not one of the variables showing the choices difference of language learning strategies. Secondly, in respect to motivation the analysis showed it represented a significant effect on the use of language learning strategies which tried to increase the attention of students while learning a new language.

A second research was conducted by Narayanan & Rajasekaran & Iyyappan (2008). This investigation purposed two hypotheses. The first one mentioned the fact that motivation factors affected the English learning, instead the second one tried to infer that female students were much more positively motivated toward learning English than male. The results showed that female students felt more motivated to learn a new foreign language than male. The main reason was that female students thought they could have better chances of getting a good job or a scholarship in another country. Comparing with the results obtained from male students, it was very important to conclude that they felt frustrated while learning a new language, and thought it was easier to get a job, such as managers or supervisors in a company without speaking another language.

Another interesting study that tried to find out some characteristics of why students had problems to learn a new language was conducted by Palacios (1995). He stated three important goals. The first goal of this study was to investigate the students' awareness degree, the use of their language learning strategies and the identification of the range, type, and frequency of strategies used in combination with particular language activities by a group of Spanish high school and university students during their English learning process. The second goal of this study was to determine to what extent secondary school teachers and university English lectures were acquainted with the learners' strategies use. Finally, the third aim was focused on finding out whether the interview could be considered as a valid and reliable

instrument for the investigation of language learning strategies. So, the majority of the interviewed high school and university students were able to identify and report the use of a wide range of learning strategies. It meant that most learners at intermediate and advanced level of English proficiency used strategies, such as reading, new vocabulary and speaking after class.

After analyzing some authors' information it was possible to say that this research has all the aspects and considerations to find the way to improve the teaching-learning process at five private high schools selected to do this work. Students showed their honesty at the moment of answering the questions, and teachers could establish which were their weaknesses during the development of their class procedures.

Additionally, it is possible to establish that this research will promote better possibilities and opportunities for future teachers and students of English who have different levels of knowledge through determining deficiencies in the steps and procedures creating awareness about the problematic that is affecting the educational process. This research will propose a comfortable base for future investigations and surveys, it opens doors to analyze different issues involved in educational training.

METHOD

Setting and Participants

This research was done in five private high schools (three for boys and two for girls) in Cuenca, province of Azuay. Each school had 500 students, approximately from level A1 to level B1.

Fifteen teachers and 15 students were needed to conduct this study, and instruments, such as teachers', students' and institutional questionnaires were used to evaluate aspects related to: teachers' educational level, students' needs, student's level, methodology used, individual and group activities, the use of English in class, discipline, timing, feedback and instruction, the number of students in class, the space, teachers' resources, lesson plans and monitoring of teaching. All the participants helped and contributed to gathering data. When the interview finished, the results were compared through the quantitative and qualitative analysis of information collected from the proposed questions in the different instruments.

Procedures

Different steps were considered at the time of starting this survey. First, some information was collected from studies published by different researchers. Thus, it was possible to have a better idea about the variables and topics to be considered in this work. Additionally, further information in books, scientific papers, and articles were investigated to have different points of view about the investigation problem. Once the information was collected, it was linked to the survey and organized in forms which helped to organize the ideas and focus on the most important aspects.

Second, the literature review was included. It collects all the relevant information that was developed by other researchers and has a relationship with our research. It can help us to explain and to answer some questions in the area of research.

Third, the survey was conducted in five private high schools where the research was developed using three questionnaires (teachers' and students' questionnaires, and observation formats). These instruments allowed to collect important information and to identify the main problems which were affecting the students' learning process. Furthermore, the information was divided into four parts to avoid confusions.

Finally, once the information was collected, it was organized into a chart that showed different percentages for each variable that was taken into account. After that, quantitative and qualitative analyses were made. In this way the problems affecting the students' learning process were recognized and what the teachers and institutions could do for solving their students' problems were also established.

DISCUSSION

Literature Review

According to studies recently conducted in Ecuador, English has been considered as one of the most important subjects in all schools. The main reason to include English as a core subject is because relevant information from different fields, such as mathematics, chemistry, technological advances are written in this language. The desire to learn English is increasing every day because English can open doors to new opportunities in our life, such as getting a better job, traveling around the world, meeting people from different cultures, being able to do a business, and so on. Nevertheless, there are many factors that influence the teaching process. One of the factors is that teachers do not use different methodologies and they just focus on using one. If they use a single method, the classes can be monotone and the student then do not pay enough attention.

It is very important to mention that nowadays Ecuadorian government is investing an important amount of money into teachers' development with the main goal to improve the standard of teaching in high schools.

Teaching approaches and methods

In the educational process, especially in teaching English as a second language, there are many approaches and methods that are used to teach students a new language. According to Larsen and Freeman (2004, p. 15), "The methodologies and approaches, that teachers use, will depend on the situation, space and students, so there is not a recipe or rule to use these". They introduce many techniques and approaches, thus the most important are: Grammar Translation Method, Direct Method, Audio Lingual Method, Community Language Learning and Total Physical Response Method.

Grammar Translation Method is one of the oldest methods that have been used during the last 10 years. Larsen and Freeman (2004, p. 18) state, "The main aim of this method is to translate the information from Spanish into English." If teachers use this method the activities must be controlled. In this way teachers can observe if the students are working and if they understand the purpose of the exercise that focuses on use of the new vocabulary while translating. Finally, Larsen and Freeman (2004) mention also that the roles of the teacher and the students are very traditional; teachers are the authority in the classroom and the students do what their teachers say.

In contrast with other authors there is not much difference in description of this method. According to Richards (2001, p. 23), "Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge." As we can see this author considers other important aspects as reading and writing. For instance, students practice the changes of verbs in past to be able to write a brief story related to something that they did. Thus, they could learn better the change of verbs and use them in a correct manner.

The Direct Method principles have been applied by language teachers for many years. Larsen and Freeman (2004, p. 18) state, "The basic rule of this method is that direct translation is not allowed." Another characteristic of this method is that it is desirable that students make a direct connection between the target language and the meaning of a particular word and they also learn to think in the target language at the same time.

Larsen and Freeman (2004, p. 18) suggest that the purpose of language learning is communication; therefore, students need to learn how to ask questions as well as how to answer them. Richards (2001) agrees with most of characteristics that Larsen and Freeman (2004) state. This author defines as a main characteristic of this method the use of vocabulary and forming of sentences. For example, students must write many sentences using the new vocabulary that teacher explains during the class. While doing this activity they can remember the meaning and in what context they can use these new words. According to Richards (2001), this method was successful between 1980 and 1990 in private schools where parents could pay for well-qualified teachers that obtained their degrees in the best universities around the world in comparison with public schools, where parents could not pay a lot of money to hire a teacher with the same level of knowledge.

The Audio-Lingual method is another approach used in language classes. It is very different from grammar translation method. It does not emphasize vocabulary acquisition through exposure. According to Larsen-Freeman (2004, p. 20) this method has different characteristics, for example it has a strong theoretical base in linguistics and psychology.

In comparison, Richards (2001) has another focus on the Audio Lingual Method. In his approach, this method has two objectives: short and long term. In

case of the first one, training in listening comprehension is one of the main goals. With regards to the long term objective, the language skills are practiced in order to improve listening, speaking, reading and writing. For instance, teacher uses a recorder and plays different songs or brief conversations and makes sure that students discuss the information. Analyzing this information, students have to write the most important ideas that they obtained from the discussion. Once they have organized all their thoughts, the next step is to write a brief essay where they explain in an organized manner what they understand from the conversation. Finally, their essays have to be read aloud for everyone in the class. Doing all these activities, students can improve and practice all four skills.

Community Language Learning method, according to Larsen and Freeman (2004, p. 20), "is a method that considers the student as a whole person. Whole person means that teachers do not only consider intellect, but also feelings, physical reactions and desire to learn." The main characteristic of this method is that any new learning experience can be adopted. When students have an idea of what will happen in each activity, they often feel safer.

On the other hand, Richards (2001) gives another point of view. He states that CLL (community language learning) combines innovative learning tasks and activities with conventional tasks, as for example: group work, analysis, listening and translation. In addition to this information, CLL places unusual demands on language teachers; who must be highly proficient and well-prepared.

Another important method that is used in the process of teaching a new language is the Total Physical Response. Larsen and Freeman (2004, p. 36) state "The direction expressed by the instructor is the fastest and least stressful way to achieve understanding of any target language." When teachers use this method in their classes, students most of the time do not say anything spontaneously; they just repeat the commands that the teacher is giving them.

Additionally, there are different perspectives to work with this method, thus Richards (2001, p. 145) states that, "When teachers work with the method TPR, they must consider three aspects: brain lateralization, stress and bio-language program." This method shows different approach and one of the achievements is that most of the vocabulary and grammatical structure is learned by using imperatives or commands that the instructors gives the students.

Managing Learning of the classroom

In the process of teaching a new language, there is another important aspect that teachers must adopt in their classes, it is Managing Learning. According to Corps (2002, p. 42), "To manage a class in the best way possible, it is necessary to have in mind the following aspects: creating an effective learning environment, following appropriate English classroom procedures, creating a motivational environment, making every minute count and having good learning habits."

The first characteristic establishes that the teachers must make their best effort to plan their classes. If they are one step ahead of the students; they will manage their classes without any problem. Secondly, classroom procedures are identified during daily activities. To maximize learning and teaching time, teacher has to plan each lesson in advance.

Managing learning is also viewed differently by other authors who consider following aspects: gestures, eliciting and feedback as important facts. According to Gower & Phillips & Walters (2005, p. 12), eliciting is one of the most important characteristics. Basically, the teacher brings out students' knowledge, suggestions and ideas. To motivate students to express their ideas, teachers can ask questions and encourage them to answer, although their answers may not be correct. Thus, students can feel safer to continue expressing their ideas and while improving their pronunciation. Furthermore, teachers can use little time during the lesson to practice with students. It will allow them to increase their fluency. Finally, feedback is another important aspect that teachers must consider. Teacher must ask students for their opinions of the lesson whether they found the topic interesting or not, whether the language practice was useful, easy or difficult. In this way, teacher will be able to reinforce the concepts and make them clearer.

Lesson design

Lesson design in teaching process helps to focus on contents that the students must learn and the time that such contents can take until they reach understanding. It can be used to perform different skills, such as reading, writing, listening and speaking. According to Houston & Beech (2002, p 5), "Teachers need to focus and organize instructions, so this has to be as effective as possible. Effective instructional plans are necessary for teaching. They will lead to the improvement of student learning." In the lesson design, teachers must consider three important parts

of teaching as curriculum, instructions and assessment. The curriculum describes the level of contents, the instruction represents the methods that teachers use to present the content to the students and the assessment measures how much students understand the themes established in the curriculum and how it reflects the effectiveness of instructions. For instance, if in the curriculum is established that students need to learn passive forms, the time, methods and activities must be considered to allow them to reach this goal.

Gower & Phillips & Walters (2005, p. 177) change their focus on this aspect. The authors mention that the information, to be included in a lesson plan, can be categorized under the following headings: aims, procedure, approach and activities, aids and equipment, information about the students, anticipated problems.

Firstly, teachers will have a main aim in each lesson and perhaps a number of subsidiary aims. Once teachers have defined their aims of activities that they plan to do in class with their students, the next step is the procedure. This is the part of the lesson plan which lays out the particular stages. Teacher should indicate in the plan what will be done at each stage and why, the approximate time, the materials and perhaps the details of any complex instructions. Materials, aids and equipment are also included in the lesson plan. Teachers should make a note in the lesson plan of when they will use the materials and aids. Also, they include a plan of their blackboard or whiteboard at each stage. Information about the students and the classroom circumstances are the fifth stage in a lesson plan. For instance, the course book which they are using, the size of the class and its composition are aspects that teachers must consider to manage their classes in the best possible way and obtain positive results.

Finally, an anticipated problem should be mentioned in the lesson plan. Teachers should find out what will students find difficult in a particular language by thoroughly researching the part of text they are planning to use. It is advisable to investigate the particular differences in which students' native language is different from English.

Class Size

Class size is one of the most important aspects in the teaching-learning process because it can influence the performance of the students. Fleming & Toutant & Raptis (2002) mention that there is a big debate over the class size that could be

categorized into two broad areas: the first area contemplates the effect of class size and the effects outside the cognitive domain as a second area. It is important to take into account this approach because it is believed that when teachers increase the class size, the academic level decreases or if they decrease the number of the students in a class, students could reach a better level.

In comparison with the point of view that Ehrenberg & Brewer & Gamoran & Willms (2001, p. 12) give, “the school administrators, teachers and parents have long thought that the number of children in a classroom affects the learning process. However, it has proven difficult to pin down the precise effects of class size on student’s achievement.”

Classroom Space and Students’ Seating Arrangement in Classroom

There are many ways to improve the level of education and concentration of the students. One of those is the students’ arrangement in a classroom. Hoffman (2006) mentions that the class environment can affect the behavior of both students and teachers. The classroom environment acts here as a symbol of all the pupils. If a classroom is not properly organized to support the type of schedule and activities that teacher has planned, it can impede a smooth learning process. Besides, Hoffman (2006, p. 5) states that, “The physical arrangement of the classroom can serve as a powerful setting event to provide students with an effective instructions and facilitate positive teaching-learning interaction.”

Gower & Phillips & Walters (2005) agree with Hoffman (2006) on the focus of this topic. They state that “depending the place where the students sit in the classroom, teachers can determine their attitude toward students, how they must interact, and the types of activity that they can do in classes.” With regards to the point of view of those authors, to determine where a student must sit in classes depends on a number of factors: whether the students are adults or children, whether the group is monolingual or multilingual, the personalities of the students, etc.

Another characteristic, that is common, is how to arrange the seats in the classroom to work with a specific activity. For instance, if teachers decide to work in groups of students or if they prefer to make a circle and organize a discussion. Sometimes teachers are restricted by types of chairs, tables or desks in the classroom. Classroom furniture always affects the learning atmosphere to some extent but the choice will almost certainly be outside the teachers’ control.

With respect to the whole class interaction, in some cases during the class discussion or open pair work, teachers do not need to change the position of the seats. They must only be conscious of the fact that all students have the opportunity to participate. They must give chance to all students to express their ideas. Organizing the class in the best way possible, teachers will avoid chaos and will be able to control the discipline.

Classroom and Teaching Resources

Teaching resources must count on another important factor in the education process because the main goal is to gain the attention of the students. If teachers use material that can catch their attention, they will be able to achieve better results. When they do not reach the goal, teachers must find another way to get that students to pay attention in the class. For example, using another type of book, class participation, listening to music, watching movies, etc. This practice can help students learn English much better.

Garcia (1996, p. 1) states, "Teachers must understand what didactic resources are available and their role in teaching-learning process." The resources are instruments that help to achieve teachers' goal in the education process. For example, the blackboard, computer and video are good resources which a teacher can use to make classes more interesting. This author mentions that the simplest resources are real objects. For example, a physical description of a small object can help students to learn vocabulary and gain interest in learning a new language.

Analyzing another point of view of teaching resources, Gower & Phillips & Walters (2005, p. 1) suggest that teachers must consider the class environment. They can decide appropriately what the best materials are or what materials they do not have to use. For instance, board, overhead projector, pictures, and video are most commonly used in the educational process.

Classroom Observation

Teachers and authorities of an institution must work together to monitor the educational process. Classroom observation is an important factor that should take place in all institutions. Taking into account this aspect it will be possible to make corrections. According to Milanowski & Prince & Koppich (2008, p. 8), "many organizations in both private and public educational sector use observations or evaluations of employee's performance based on outcomes. These outcomes are

measured in compliance with the level of satisfaction of the students and if they reach the main goals that were set by teachers at the beginning of the school year.”

Moreover, the authors analyze the positive aspects that are obtained by institutions when they make a classroom observation. One of those aspects is that this is applicable to jobs where performance outcomes are hard to be measured or where outcomes cannot be assigned. Also, it ensures that important aspects of performance that go beyond measured outcomes, such as how the outcomes are achieved, are taken into account.

Lightbown & Spada (2006) are authors that don't agree with Milanowski & Prince & Koppich (2008) perspective about class observation. They express that different observations schemes vary in several aspects, whether they focus on qualitative or quantitative descriptions or whether they are used throughout a lesson or on selected samples of students. The focus on the definition that they give is that the communicative orientation of language teaching is an example of a scheme for second language classroom that is divided into two parts. Part one describes teaching practices in terms of content, focus and organization of activity types and the second part describes specific aspects of the language produced by teachers and students. These aspects can help the teachers and authorities to reach better results in their analysis.

Learning styles

People have their own manner to study and obtain specific information from books, scientific articles, magazines, etc. Some people prefer studying while listening music, others studying in silence or with friends. Learning styles have concepts that cover how the individual person prefers thinking in different situations. According to Nielsen & Theis & Pedersen & Bjerg (2009), we do not have a single or a few learning styles. There is a profile that consists of 14 styles of varying strengths. Together, these 14 styles in learning profile give a complex and individual picture of the degree to which you think in these 14 different ways when learning or solving a problem.

These authors focus on three specific methods that according to their experience are the most common and the most effective. These methods are: teamwork, supervision and teaching situation. Teamwork can be used as a tool to motivate students to share their experiences with their classmates. Thereby, they can

feel more comfortable when they explain their ideas. During the lesson, teachers will be able to observe in which way the different team members prefer thinking when learning and the ways they prefer to approach while solving problems. The second method, supervision, can help to focus on the areas where teachers can act as supervisors. It is important to keep in mind that the supervisor's style and the students' style do not necessarily have to be similar. Finally, the last method refers to teaching assignments which can be difficult to organize and this is because of students' learning and teachers' teaching. It is essential to consider that this method takes into account teachers' styles which are expressions of how teachers perceive and carry out tasks. For example, when teachers have a student that has a problem to understand a grammatical structure, teachers need to find a solution to try to help him. In this case, they must analyze the situation and think what would be the most useful way to help this student to learn the grammatical structure.

In accordance with Duckett & Tatarkowski (2006), learning styles are following: visual, auditory and kinesthetic. Moreover, these authors mention that there are many quizzes and questionnaires that help to analyze the learning styles of each student. If teachers use a diagnostic procedure to find out preferred learning style, they can have a better idea what kind of activities they can use with their students. For instance, if teachers analyze that some students prefer studying in group and in this way they learn easier, they have to think about some activities that help them in the learning process. Teacher must observe the progress of each class and see if their resources and methods are helping students to learn English.

Aptitude to learn English

Language aptitude has been suggested as one of the central points in language learning. According to Sturgeon (2003, p. 10), "Due to the conceptual issues involved, the matter of differentiating between ability, aptitude and intelligence must be considered." Sturgeon (2003) suggests that teachers must motivate the students during their classes, be more patient and use different methods to attract the attention of the students.

In contrast with Tamimi and Shuib (2009) who state that there are many pedagogical reasons for a student to gain positive attitude towards English. They establish three main parameters which determine the factors that influence the attitude or desire to learn a new language, in this case English. They found out that

instrumental motivation was the primary source of engineering students' motivation toward learning English. Personal reasons are also regarded as important motives of the students. However, with regards to the integrative reasons, the results provides evidence of the fact that learning English is part of each culture. It has the least impact on students English language motivation.

Factors that influence English language teaching-learning process

When people want to learn a new language, many factors affect their teaching-learning process. For instance, lack of motivation, teachers' attitude and students' attitude can be some of the negative factors. For these reasons a lot of people, who have dedicated a lot of time of their life being teachers, see the importance of doing different kinds of research. These investigations are helpful in looking for the right approach.

Khamkhien (2010) did a research in a Vietnamese school of EFL learners where two main objectives were identified. Firstly, how gender, motivation and experience in studying English affect the choices of language learning strategies. A second objective was to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students.

The researcher conducted this study selected 80 items from a questionnaire created by Oxford (1990). This questionnaire was called SILL (Strategy Inventory For Language Learning). The items were classified into six categories: Memory category, Compensation category, Cognitive category, Metacognitive category, Affective category and Social category. According to the gender, the findings of the present study were consistent with the previous studies in this area, confirming that gender difference was not one of the variables contributing to the differences of the choices of language learning strategies. With regard to motivation, the analysis showed a significant effect on the use of language learning strategies. The groups that were analyzed explained that they felt more motivated when someone clarified the benefits of learning a new language and the opportunities that they could have.

In conclusion, there were few participants who were not analyzed in a correct way. To achieve better results, the author suggested increasing the number of participants. In new samples should be considered more variables as for example age, field of study, nationality, etc. Therefore, further studies could investigate

whether students from different background make full use of learning strategies in their language learning.

Another research that was done to determine some aspects that affect the education was conducted by Narayanan & Rajasekaran & Iyyappan (2008). This research had two hypotheses. The first one stated that motivation factors affect learning of English among engineering and technology students. The second one established that female students had much higher and more positive motivation towards learning of English. In this study, the researcher included 408 students, females and males. The researcher used questionnaires where the data were collected mainly in written mode. The type of analysis applied was quantitative.

A third study in this same area was conducted by Palacios (1995). This study had three main goals: the first purpose of this research was to investigate the students' degree of awareness of their use of language learning strategies and to identify the range, type and frequency of the strategies used within particular language activities by a group of Spanish secondary school and university students in their learning of English. Second goal was to analyze to what extent secondary school teachers and university lectures of English were aware of the learners' use of strategies. Finally, as a third aim, the study was focused on finding out whether the interview could be considered as a valid and reliable instrument for the investigation of language learning strategies. The positive results of this interview showed that this instrument could be used as an instrument to investigate some aspects in language learning process, such as motivation, aptitude, and learning strategies.

In this investigation 150 participants were chosen. Those participants were university students. Furthermore, in this study were interviewed 15 lectures and 10 school teachers. The instruments used were a student interview form and a teacher interview form. Both guides had similar patterns in their items, so it was easy to compare them. These interviews were divided into two main parts. The first part was an introduction explaining the purpose of this study. The second part was composed of the motivation of people that were interviewed and were interested in language learning.

A conclusion of this study is that the majority of the secondary school and university students interviewed were able to identify and report the use of a wide range of learning strategies. It means that most learners at intermediate and

advanced level of English proficiency in a foreign language environment used different strategies. One of these strategies adopted methodology into a new language. For example, students translated literally every single word from a scientific paper. Afterwards, they created sentences with the new vocabulary. Thereby, they could remember these new words and feel more confident when they wanted to express their ideas.

Similarly, Prodromou (1992) conducted a study about the cross cultural factors in language learning. He made certain assumptions about the importance of content in ELT materials and defined the kind of content which we should be promoting in the learning process. He also determined four hypotheses for this research: the first was the importance of the cultural background, the second was the importance of the cultural foreground, and the third hypothesis was the importance of cross cultural understanding and multicultural diversity. Finally, the author stated a fourth hypothesis about the importance of English language teaching as resource to improve different abilities of the students. In detail, reading, listening, writing and speaking. To conduct this research, 300 students were interviewed. During the survey different questionnaires were distributed to the students.

The results showed that teachers tried to motivate their students to use English outside the class. Thus, the students could realize the big importance of use of English. For instance, they understood that they could communicate with other people from different parts of the world or maybe get a scholarship to study in another country. Moreover, this research was limited by the number of participants. In this study was just taken into account high school students and not the teachers. To enhance the results of the survey, the author suggests interviewing the lectures and comparing these results with the students' results. In this way the research could be more reliable and it would be possible to find new variables that affect the learning process.

Finally, the last research conducted by Vahid (2010) took into account three research questions: the first one was if explicit instruction had a significant influence on the Iranian EFL learners learning process. The second one was if implicit instruction had a significant impact on the learning process of the Iranian EFL learners. The last one was about the differences between explicit and implicit instruction. These differences were set to see if students learned better when the

information was explained by teachers step by step or if they learned better when teachers gave them just some aspects.

There were considered ten different structures to perform the speech act of request. Analyzing the results, the learners, who received explicit instruction, did significantly better on the post test. It suggested that explicit instruction was effective in leading learners to produce linguistically accurate and pragmatically appropriate response. Furthermore, the results demonstrated that learners where implicit instruction was used made significant improvements with regard to the results of response. It means that these students had a good performance when they tried to express their opinions but they had some grammatical errors in their pronunciation.

The result of Vahid's study (2010) is that it contributed to previous research of the facilitative effects giving instruction in second and foreign language lessons. As it was analyze, in other studies were not considered aspects, such as the implicit and explicit instruction. The results showed that some students responded better to implicit education and others to the explicit. This occurred because each person had different ways to search for information. Each teacher had the chance to choose between these options whether explicit or implicit instruction.

All these studies were chosen to be compared with the actual situation in the Ecuadorian high schools, where students could face the same or similar problems. If teachers observed these problems, they could find a solution to avoid or improve the situation. This research confirms, there were many variables and factors that affect the educational process. One of those was the motivation. According to the information collected, students felt frustrated when they had to learn a new language. They expressed that the main cause of adopting this negative attitude was the teachers' style of teaching. This problem could be compared with a study conducted by Narayanan & Rajasekaran & Iyappan (2008) who determined that motivation was an important factor among students. If teachers do not motivate students, they will not be able to achieve positive results.

Another factor are the strategies that teachers use. Some teachers use the same methodologies for different ages and levels. They do not have a clear idea what approach can be used in different classes. For example, in an Ecuadorian high school, where this research was done, one of the teachers used the grammar translation method in an advanced class, where students could understand very well

most of the words and they just needed to practice pronunciation. Moreover, the same teacher used grammar translation method in the beginner level, where students really needed to learn new vocabulary using this approach. He used the same method for two different levels and it was not appropriate. If this problem will be compared with the research done by Palacios (1995), the same problem occurs. This research cited that teacher must analyze the situation of each student to use an appropriate methodology. In this case, teacher did not identify the level of the students and he just followed the curriculum.

Analyzing several situations in Ecuador, specifically in Cuenca, the students face similar problems. Factors, such as motivation, methods, approach, have an important influence on teaching-learning process. Due to this fact, it is interesting to compare the results that were obtained by the researchers all over the world with the results of this thesis. The variables that affect the learning process in Ecuador could be identified and it would be possible to find the way to improve the current situation in Ecuadorian High schools.

Description, Analysis and Interpretation of Results

Once the data was collected, the information was described, interpreted, and analyzed in charts. These data represented relevant information in the study and would help to determine the causes that affect the teaching-learning process in Ecuadorian high schools.

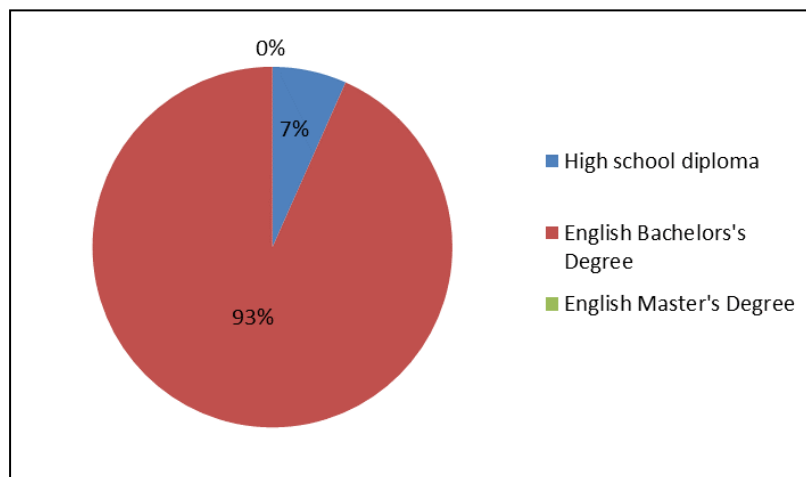
On the other hand, the obtained information from teachers during the research will be added and contrasted. It is important to indicate that according to the answers given by teachers did not match with the data collected in the observations.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

The graph above shows that most of teachers have an English Bachelor Degree and it corresponds to 93 % from the sample.

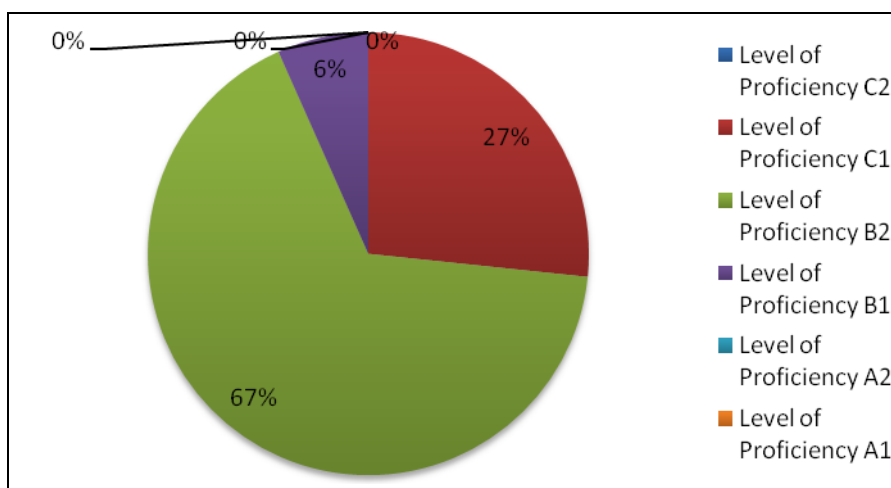
First, the data indicate that most of teachers had an appropriate preparation to work in this difficult profession. It is very important to mention this aspect because they should have learned to use different methodologies, activities and approaches in their classes to be able to teach.

Second, 7% of teachers do not have a degree in English; however, they are allowed to teach. It is relevant to add that according to the Educational Ministry of Ecuador, people who actually wish to work as teachers need a teaching degree. If people do not have a relevant training, it is impossible to reach a good quality of education. The use of new methods, technology and approaches are absolutely necessary for teaching English in the best possible way.

Finally, none of teachers has an English master degree. In accordance with teacher's opinions, they think that they do not need to continue studying or getting an English master degree because they do not consider it necessary. They believe that the level of the students in Cuenca is not as high as the level of students from other countries. Of course, their opinions are not valid. Successful teachers need to continue studying to be able to reach the excellence in teaching.

Which level of language proficiency do teachers have?

Graph 2



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

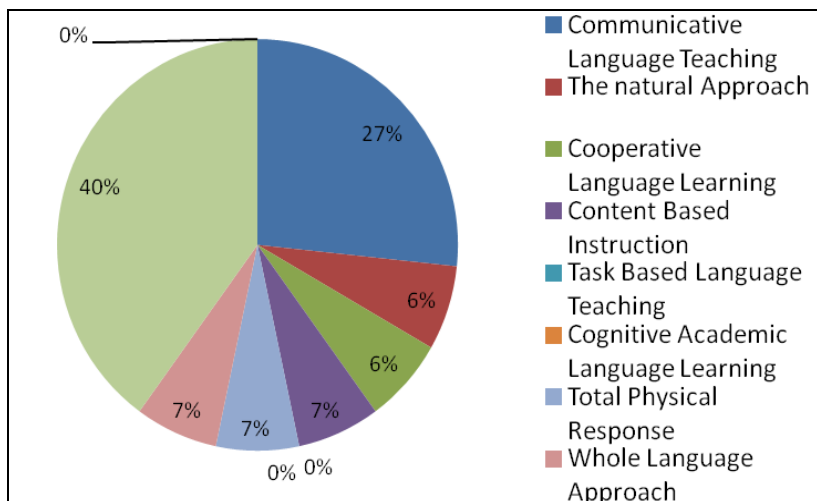
The chart above reveals that 67% of teachers can speak English and express their ideas in a fluent way and most of them have a level B2. However, the fluency of the teachers was not high because some of them needed extra time to organize their thoughts to answer the questions. Besides, the questions must have been repeated twice.

On the other hand, 27% of teachers have a good level of English. It corresponds to level C1. They understood and answered all questions in a fluent way. They used different grammatical patterns to avoid repeating the same structure while they were responding. It showed that they were well-prepared and they could also teach correct pronunciation.

Finally, 6% of teachers had an intermediate level B1. It is not a good indicator because in high schools teachers must be at least on the level B2 to teach students grammatical patterns and most common expressions used in daily life. However, this number of teachers did not have a good pronunciation and in many occasions used the same grammatical pattern to answer questions. Adding extra information, the students that received classes from these English teachers were making many grammatical mistakes.

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

Graph 3



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

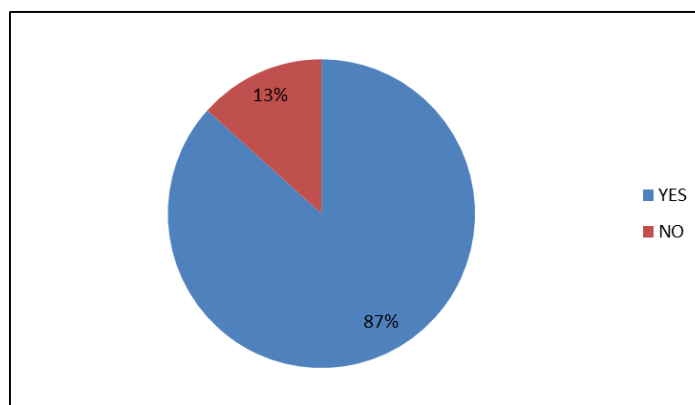
In the graph above, percentages of the different methods used by teachers are observed. For example, 40% of the teachers used Cooperative Language Learning. In this approach all students tried to help each other to find the solution. Many teachers used this method due to the previous positive experience in class. For example, students felt motivated and participated in the different activities planned by teachers for each class. Another method used by teachers at high schools was the Communicative Language Teaching. 27% of teachers used it. This approach has important features. For example, teachers can use gestures or handouts to introduce a new topic.

Furthermore, 7% of teachers used methods as Content Based Instruction, Task Based Language Teaching and the Natural Approach. These methods are known as complementary methods and teachers used them to reinforce some activities, especially with students who had some problems with understanding rules or grammatical patterns.

However, it was important to observe that some teachers chose from books different methods depending on students' needs. Comparing the information gathered in the questionnaire with the observation done in class, it was noticed that some teachers chose one method to be used in class but they used another. For example, some teachers chose Communicative Language Teaching but they used Task Based Language. The problem occurred because teachers did not review the main concept of the methods and approaches to be used efficiently. As a result, the students did not learn what they should.

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

Graph 4



Author: Sánchez Reinoso Jaime Santiago

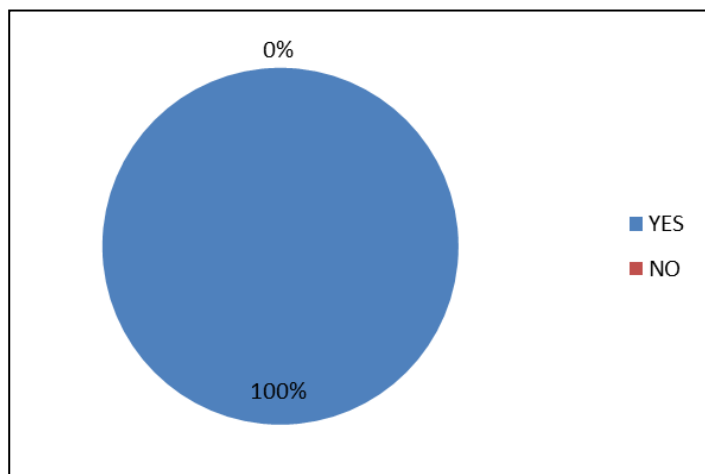
Source: Teachers' questionnaire

Observing the graph, we can notice that 87% of teachers used English while teaching. They tried to use it in different ways. For instance, they used flash cards to introduce new vocabulary or wrote some sentences on the blackboard to explain grammatical patterns, used gestures to motivate the students to guess the meaning of a word, and so on. Furthermore, 13% of teachers did not use English most of the time. Sometimes they felt a little frustrated when students did not understand different explanations and tried to translate them. It is a good kind of strategy to translate some words time to time but it cannot be misused. Translation can have negative results if teachers use it in classes continuously. Students will become accustomed to translating and they will not make any effort to find the meaning of a particular word.

Even though, the chart shows that 87% of teachers try to use English most of the time, during observation, it was noticed that teachers did not use English in class and they preferred to speak in Spanish. Teachers should avoid doing this because students need to think more to infer the meaning of a particular word. It would be very beneficial if teachers used English all time. It does not matter if students do not understand at first a specific word because teachers must find the best way to explain it.

Do teachers plan their lessons?

Graph 5



Author: Sánchez Reinoso Jaime Santiago

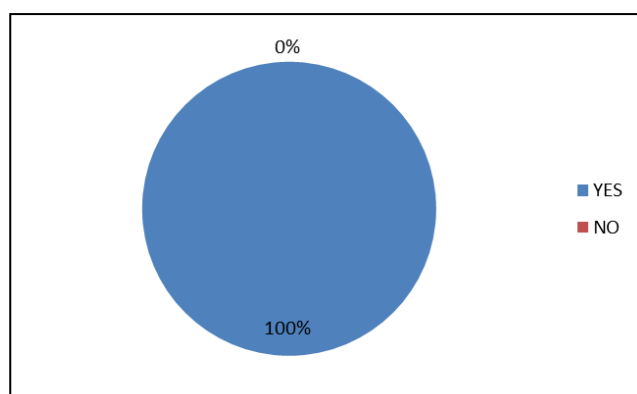
Source: Teachers' questionnaire

Analyzing the information in the seventh graph, all teachers planned their lessons before they started the class. For example, in some institutions which were visited, principals obligated teachers to organize their activities weekly and to make a lesson plan. Teachers also needed to explain in details the time for each activity. Thus, they could manage their time better and deliver the class in the best possible way. Besides, almost all teachers had a record of each activity and after class teachers from each level had a meeting to compare the results. For example, teachers had to teach how to use the passive and active voice. To do this, they planned to use handouts and a group activity. They took some notes during the lesson and compared them with the other teachers. In this way, they could conclude if the class was well-planned and which activities should be changed next time.

On the other hand, 0% showed in the graph is a good indicator. It shows that all teachers planned their lessons, and nobody improvised in their classes. Thus, they permanently improve the quality of teaching and education process.

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

Graph 6



Author: Sánchez Reinoso Jaime Santiago

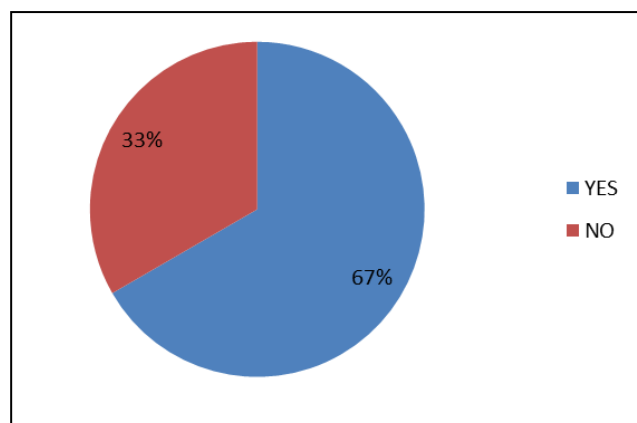
Source: Teachers' questionnaire

The graph above describes that all teachers considered timing, feedback, and instruction altogether. It can be observed in the plan. They had a plan format with different aspects that could help students to improve their skills, such as reading, writing, speaking and listening. For instance, each English department had a specific plan format. In the plan all the activities were described that students were supposed to do, the approximate time and the possible problems that students could face. Additionally, they developed the activities and at the end they were able to give recommendations to students.

In comparison with the last question, this indicator shows the same positive results. Teachers have a good organization in planning the classes. For instance, organizing meetings, comparing activities, lesson planning, etc. All these activities will help to improve the students' skills every day.

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

Graph 7



Author: Sánchez Reinoso Jaime Santiago

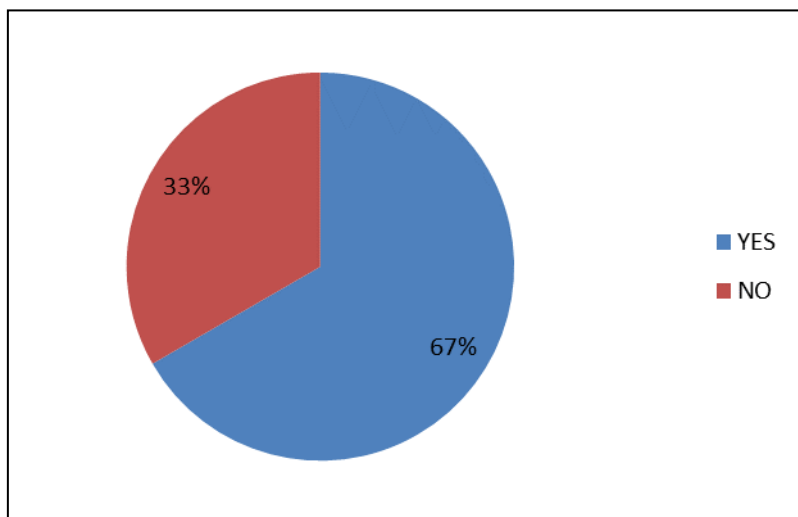
Source: Teachers' questionnaire

The chart shows that 67% of teachers use whole group activities in each class. Teachers wrote the information on the board and motivated all students to participate in the activity. For example, it was observed that one teacher explained during 45 minutes new grammatical patterns and the rest of time spent with board activities. He explained passive and active voice and wrote down two activities on the board. During the first activity students had to complete blanks with appropriate forms of verbs choosing between active or passive. During the second activity students had to write a story using passive voice. Then they got the opportunity to perform in front of the board and enjoy the activity. In this manner they were actively participating in class and could understand the new topic better.

On the other hand, 33% of teachers did not use these kinds of activities. They explained that it was a little complicated for them to use this activity because most of time they had a big number of students in their classes. It was one of the main reasons why they did not use this activity.

Do teachers use individual activities to teach their lessons?

Graph 8



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

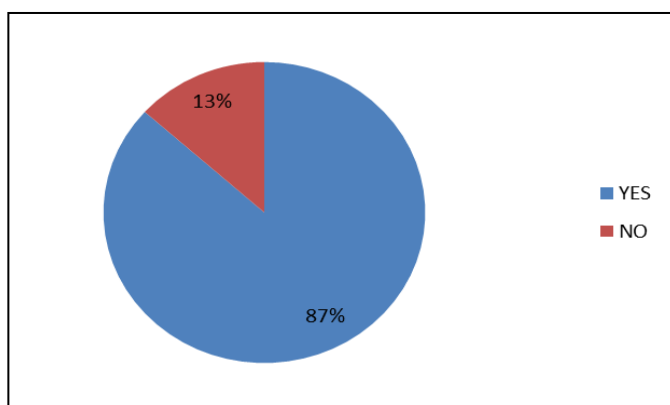
In contrast to the last question, 67% of teachers use individual activities during their classes. They preferred using them to others because students felt more comfortable and could ask as many questions as possible if they had doubts. One of the examples given by a teacher from one of the institutions was that students needed to work individually to improve their skills and the teacher used this kind of strategy especially when students worked on writing. In this manner the teacher could diagnose if students were using the grammatical patterns correctly.

On the contrary to this result, there were 33% of teachers that did not use this activity because they stated that students always tended to cheat. The main goal of individual

activities is that students use all their skills while they are working on some activity, such as homework or essay. Most of the time students waited for someone who already did the homework to ask him to copy it. Instead of this activity, teachers used another kind of activity that avoided copying, such as whole group activity, discussion, debate, and so on.

Do teachers use group activities to teach their lessons?

Graph 9



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

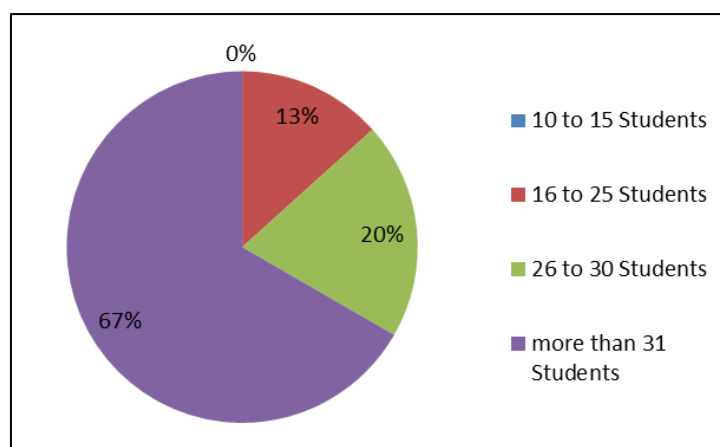
Most of teachers use group activities which are showed in graph 9. 87% of teachers use this technique which gives good results. For example, in an English report teachers had some students with academic problems. When teachers used group activity, they could observe that students improved their performance and understood the new concepts better. Teachers at the beginner level used an interesting book of activities that could help students to improve English learning. This book was written by all teachers from the same level and each proposed some activities that tried to reinforce the knowledge. For instance, this book contained different exercises, such as complete sentences, vocabulary, grammar rules, and so on.

On the other hand, 13% of teachers did not use this technique. Teachers stated that complex problems occurred when there was a class with a large number of students, and at the moment of doing some activity learners preferred talking in Spanish because they were not focusing on the activity given. This was verified in the questionnaire answered by students. They mentioned that they did not like group activities because classmates frequently disturbed them and it was impossible to concentrate at the time of doing the tasks. Thus, teachers could not reach the expected results.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Graph 10



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

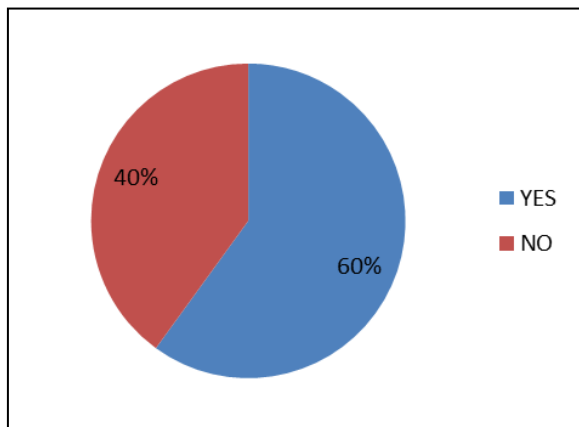
In this graph it is possible to observe that most of the teachers consider students' need, for example: their age, attitude, motivation, and so on. This is an important point because in this way each teacher can gain a better perspective and find out how to manage classes better. 67% of teachers see the importance of aspects, such as age, and motivation. The number corresponds to 10 teachers from a sample of 15. According to the information collected from students, it is possible to say that they felt motivated when teachers used few minutes of the class to talk about different topics. In other words, all students enjoyed a different class activity because this could avoid that lessons would be boring. Moreover, students appreciated when teachers asked them why their performance in exams or assignments was low and what things they could do to improve it.

In contrast with the above results, there were 37% of teachers who did not take into account students' needs and they only followed the syllabus given by the institution. It is necessary to indicate that according to modern education, teachers must motivate their students when they feel frustrated and should not only focus on the established curriculum.

Some students mentioned in the interview that they did not feel motivated to learn English because their teachers merely explained the rules and grammar without specifying a good reason. They stated that teachers should use clear examples from real conversations that would encourage them to use English in everyday life.

Do teachers consider students' level to teach English successfully?

Graph11



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

According to the mentioned information 60% of teachers considered the level of the students before they started teaching. It is a relevant point because each teacher must analyze students' level. In this way he or she will be able to identify their strengths and weaknesses. When teachers have a better idea about their students' level, they can improve their classes using material according to the students' level to help them to improve their skills and produce new knowledge.

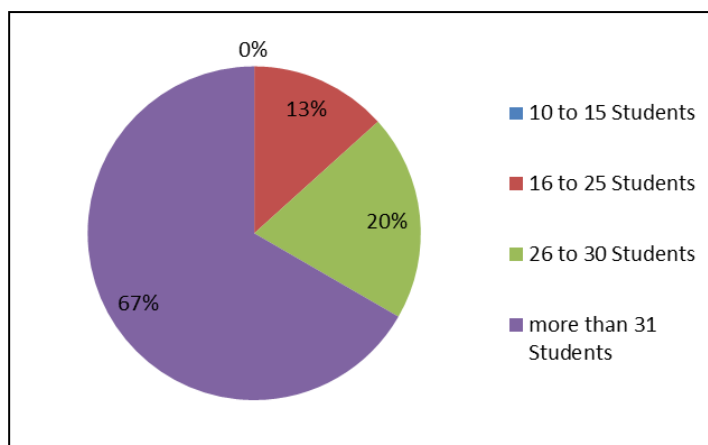
The information, that was collected in the institutions, confirmed that 10 teachers from a sample of 15 took a test before they started a course. With the results obtained they could make a prediction about the topics they had to focus on and what methodologies, activities or approaches could be used in class. Furthermore, most of the teachers mentioned that they offered tutorials to students who had problems with some parts of grammar. Thus, teachers helped students to reinforce their knowledge.

On the other hand, 40% of the teachers did not look at students' level. Analyzing this aspect, five teachers from a sample of 15 did not consider the level of the students before starting the teaching process. They just assumed that their students should know the basic rules or grammar. Observing classes and asking students some questions, it is possible to realize that a lot of grammatical errors were committed, but in comparison with other institutions where students' English level was taken into account by teachers, the percentage of mistakes made by students was lower.

Factors Concerning Classrooms

How many students are there in the observed classrooms?

Graph 12



Author: Sánchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

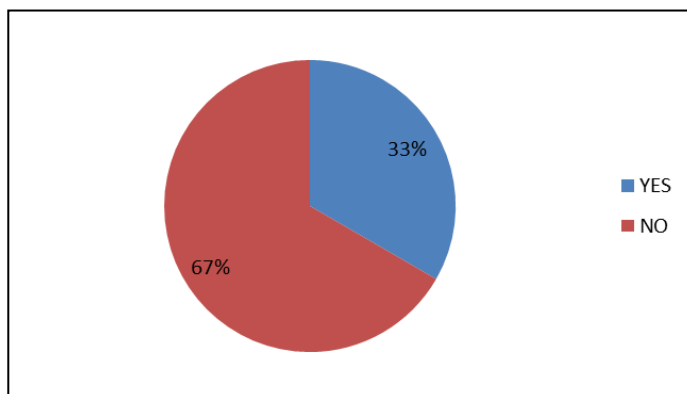
Large numbers of students in a classroom is always a big problem for teachers. They have to plan their classes to avoid chaos and to achieve that all students study in a positive environment. The chart above shows that 67% of institutions have classrooms with more than 32 students. Analyzing this percentage deeper, it represents a high number of students per class. Teachers that managed these groups mentioned some aspects to consider. They stated that it was very difficult to work with a large class because it was impossible to help everyone. Teachers spent some time with one or two students while the rest of classmates had to wait until teachers was available.

Moreover, teachers mentioned that it was better to work with fewer students, such as from 16 to 25 students per class. This number represents 13% in the chart. Therefore, teachers stated that they had a better chance to help everyone. Consequently, they had more time to work with them solving their problems and tended to prepare individual activities to improve their level.

Furthermore, it is relevant to analyze that 20% of the institutions have from 26 to 31 students. In one class this number of students represented a problem for teachers because if they did not manage time well and did not prepare the lessons in an organized manner, they would have serious problems with managing the class. Teachers could lose their time putting emphasis on things that they had not prepared. Additionally, it is relevant to mention that teachers, in institutions with this number of learners, usually prepare worksheets with vocabulary, sentences and grammatical patterns focused on satisfying each student's needs.

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

Graph 13



Author: Sanchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

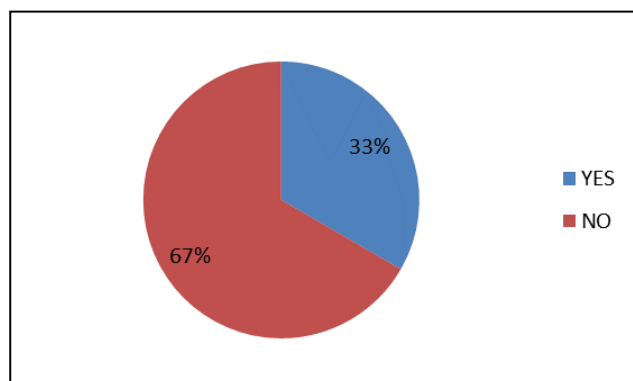
The graph 13 shows the outcomes that 67% of institutions have to deal with a serious problem related to classrooms space. In reference to this topic it can be observed that most of institutions have from 26 to 31 students per class. When institutions have a lot of students in class, it is very difficult for teachers to control discipline.

Thus, in one of the institutions was observed that teachers could not control students' discipline. Students moved from one place to another in the classroom causing disturbance and chaos.

On the other hand, only 33% of the institutions had enough space to manage large number of students. The difference between an institution with a small number of students and another with a large number of students per class was clearly identified. In institutions with plenty of space in a classroom the environment was different. There was not much noise and students kept enough space to move from one place to another without disturbing their classmates.

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

Graph 14



Author: Sanchez Reinoso Jaime Santiago

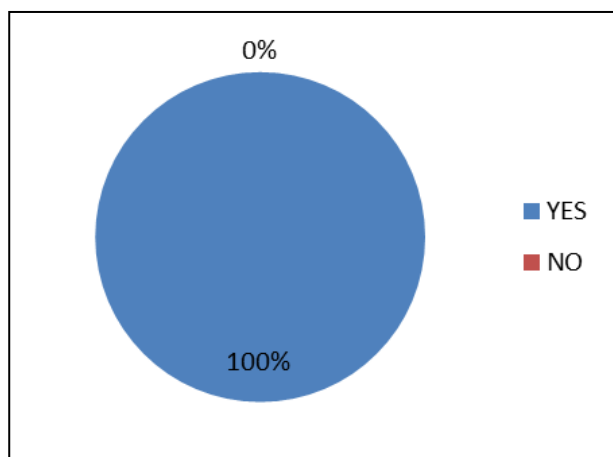
Source: Teachers' questionnaire

The information collected in the interviews shows that 67% of teachers did not arrange the seats and they worked with the original seating plan. In a personal interview teachers were asked why they did not reorganize the class seating plan to create a better environment for teaching. They mentioned that it was impossible to rearrange the seating plan because they did not have enough space in their classrooms. Furthermore, they mentioned that when they tried to move chairs and tables, the environment turned into chaos, it was very difficult to control the discipline and they could not finish all planned activities for that day.

On the other hand, 33% of teachers arranged the seats in horseshoe layout. According to their previous experience the change of the seating helped students to feel comfortable and to concentrate better during lessons. Moreover, one of the main reasons to rearrange the seats was to avoid repetitive classes and to motivate students to participate actively during lessons.

Do teachers use teaching resources?

Graph 15



Author: Sanchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

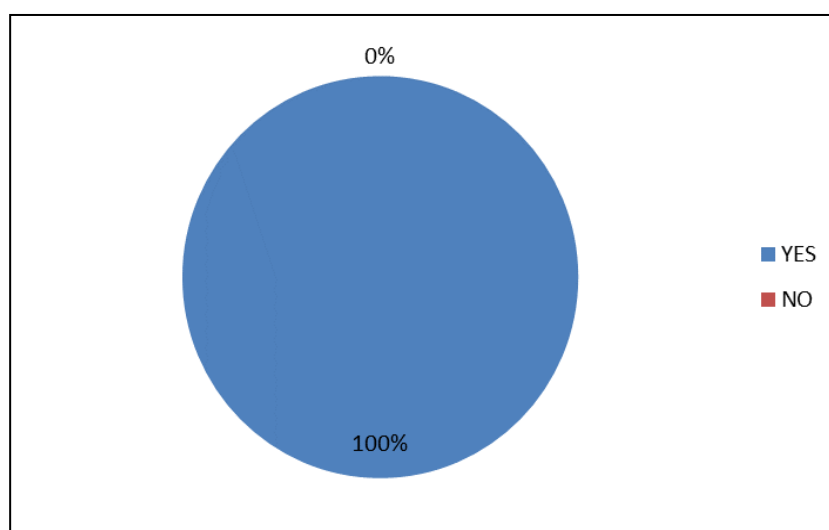
Graph 15 gives evidence of 100% of teachers who use all kind of resources which can help students to learn better. For example, most of the teachers employ flash cards to teach new vocabulary and some of them work with a recorder to improve listening. Moreover, it was noticed that in most part of institutions teachers had to rely on old resources, such as video recorder or TV. Most of the time they did not have a CD available, and they could use a cassette. Many problems appeared when they tried to play a track because it was not easy to find it. It was a proof that institutions must update their teaching resources by getting some stereos, TVs, computers, projectors, and so on. These appliances should be used efficiently by teachers.

Furthermore, one interesting fact was that in one institution there was a digital blackboard. It was absolutely amazing because teachers could write vocabulary and draw pictures on it and with a digital pencil could quickly move from one place to another. Besides, teachers had the chance to upload prepared document onto the blackboard or onto the internet. Thereby, students could download and review the contents. Examining this aspect, this institution put special emphasis on learning English. It had the best equipment available. Teachers used updated technology and laboratories with many computers accessible to students.

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

Graph 16



Author: Sanchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

It could be concluded that all institutions should review lesson plans of all teachers. This can be observed in the graph above, 100% of institutions reviewed the plans. It is very important to mention that most of them organize meetings at the end of each week. During the meetings principals could analyze if the syllabus and lesson plans of each teacher were organized in a good manner and if the teachers followed them. In the following way, the institutions could guarantee a good level of education.

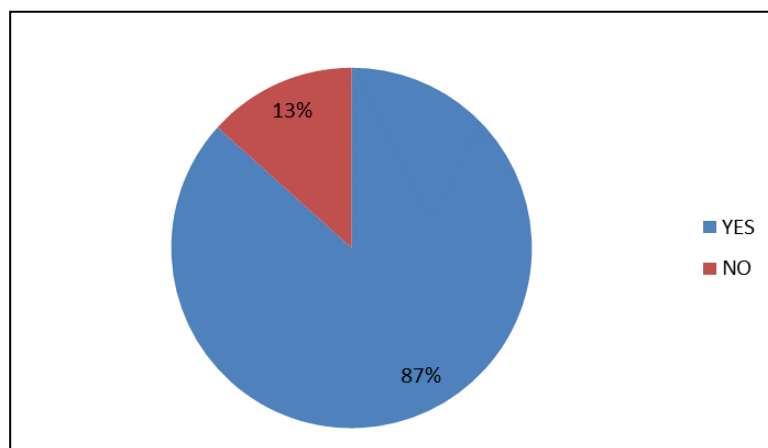
Moreover, it is important to show that each institution has a template where teachers note down their activities and objectives for the academic year. The institutions are obligated to review them because the Ministry of Education of Ecuador reviews all those contents and verifies if the syllabus has appropriate contents.

Finally, it is confirmed that all teachers from all high schools kept the documentation well-organized. This documentation can be reviewed anytime unexpectedly by the Ministry of

Education. In addition, each teacher stored all tests in a special briefcase as evidences of their teaching process.

Do the institutions monitor teachers' teaching?

Graph 17



Author: Sanchez Reinoso Jaime Santiago

Source: Teachers' questionnaire

In the graph above, 87% of the observed schools, the teachers are monitored. Principals of these institutions organized a brief observation of teachers to observe in what manner they were managing their classes. For instance, the observation focused on the use of educational resources, on the use of methodology and discipline, and so on. It is significant to show that one of these institutions monitored teachers in three stages. In the first stage each teacher was monitored by another teacher from the same area but from upper level. This teacher took the most important notes to make a report of the performance of the observed teacher. In the second stage the teacher was monitored by the principal who also observed the class and took notes of the most relevant aspects.

Finally, the same teacher was supervised by a teacher from a different area and level. With the notes that were taken during the observation, the director of each area made a chart which showed the weaknesses and strengths of all teachers, giving some recommendations to improve the areas where teachers were struggling. It is an excellent process of monitoring teachers' performance.

In addition, it is possible to get three different references of the same teacher to be able to summarize the most important points. Thereby, teachers can improve and receive positive as well as negative feedback. This situation is mentioned because in the survey the institution was concerned with the level of education, and the need to find out what must be changed to reach a high quality level.

Conclusions

- This research demonstrates that it was possible to identify the current level that English students had. According to the information, the level of the students was low.
- This research suggests that different technological resources can be applied in agreement with the students' needs to get positive results.
- It can be concluded that there was a high percentage of teachers that had an English Bachelor's degree. While analyzing this percentage, it was proved that a lot of teachers in high schools were prepared to teach English well.
- Another point, that must be mentioned, is that the classroom seating plan had a big influence on class atmosphere and environment. There were many problems caused by a high number of students in the same classroom. Teachers could not arrange the seats to improve the class environment because they wanted to avoid the chaos in the classroom. If the institutions did not have available space, the work was rather complicated.
- Finally, the institutional factors were analyzed. It was observed that each institution has its own policies to monitor the teachers' performance in class.

Recommendations

One recommendation would be that institutions should improve their educational resources. Some of them had radios or TVs that were not modern. For example, when teachers wanted to practice listening, they used cassettes instead of CDs. They needed more time to find the correct track to be able to do the activity. However, one of the institutions had interesting resources, such as laboratories and digital blackboards. It could be observed that students felt more motivated to learn English and paid attention during the whole class. They were not distracted and they analyzed carefully all the information that was presented on digital blackboard.

In addition to the size of class, it would be very significant to take into account the number of students in each classroom. According to teachers with fewer students, they could manage their classes better. As the results in the graph confirm, teachers felt a little uncomfortable with a high number of students because they could not help all students. If Ecuadorian government wants to improve the level of education, all institutions must take into account the current situation and change it.

Finally, another kind of teachers' monitoring should be implemented by institutions. Teachers commented that a better process that allows identifying their strengths and weaknesses was needed and each institution should be conscious of that. For instance, the educational institutions could use the methodology that Tecnico Salesiano high school has. For example; monitoring of teachers from three different perspectives could help each teacher and institution to detect some mistakes, such as mistakes in lesson plans, use of old resources, bad timing of tasks, and so on. In compliance with these problems they could improve the situation and reach a better quality of teaching.

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ANNEXES



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

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

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

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

YES ()	NO ()	
Why? _____		

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

YES ()	NO ()	
Why? _____		

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

YES ()	NO ()	
Why? _____		

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

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

10. Do you plan your lessons?

YES ()	NO ()
Why? _____	

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

YES ()	NO ()
Why? _____	

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

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

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

YES ()	NO ()
Why? _____	

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

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

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

YES ()	NO ()
Why? _____	

16. How many students do you think is the appropriate number to teach English? (check only 1)

10 - 15	()	16 - 25	()	26 - 30	()	31 - more	()
Why? _____							

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

YES	()	NO	()
Which ones? _____			

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

YES	()	NO	()
Why? _____			

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

21. ¿Te gusta aprender Inglés?

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

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

SI ()	NO ()
¿Por qué? _____	

23. Consideras que las actividades realizadas en clase son:

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

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

SI ()	NO ()
¿Por qué? _____	

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

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

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

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

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

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

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

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

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

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

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

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

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
¿Por qué? _____	

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

SI ()	NO ()
¿Por qué? _____	

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

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

GRACIAS!!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

OBSERVATION SHEET

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

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

*Students' Needs (<i>age, personality, attitude, aptitude, motivation, and learning styles</i>)	
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	()