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MENCIÓN INGLÉS**

**Factors that affect the English language teaching-learning process in
Ecuadorian public high schools**

TRABAJO DE FIN DE TITULACIÓN

AUTHOR: Sánchez Zhindón, Ana Paola

DIRECTOR: Salcedo Viteri, Karina Soledad, Mg

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Magister.

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De mi consideración:

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Loja, marzo de 2014

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“Yo, Sánchez Zhindón Ana Paola, declaro ser autor(a) del presente trabajo de fin de titulación: “Factors that affect the English language teaching-learning process in Ecuadorian public high schools”, de la titulación de Ciencias de la Educación mención Inglés, siendo la Mg. Karina Soledad Salcedo Viteri director (a) del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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Autor: Sánchez Zhindón Ana Paola
Cédula: 0103803177

DEDICATION

This thesis is dedicated to my wonderful family, to my parents, my brothers, my husband and my children. They have given me their unconditional love, guidance, and support. I love you all!

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First and above all I would like to thank God for all the blessings he has given me, especially the power to believe in myself and pursue my dreams.

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ABSTRACT

The purpose of the present study was to determine the factors that affect the English language teaching-learning process in Ecuadorian public high schools. This project considers the analysis of four variables: Factors concerning students, factors concerning teachers, factors concerning classrooms and factors concerning educational institutions.

Fifteen teachers from five different public high schools (three from each), were selected to observe their classes in the Ecuadorian territory. In addition one student was randomly chosen from each of the observed classes in order to be examined. The instruments used were fifteen teachers' questionnaires, fifteen students' questionnaires and fifteen observation sheets. Quantitative results are shown through graphs followed by descriptions, analysis and interpretations of the results.

The research results indicated that there are many factors that are affecting the teaching-learning process, and it is important to mention that one of the biggest problems is the level of education teachers have.

Key words: Factors, language, teaching, learning, variables.

RESUMEN EJECUTIVO

El propósito del presente estudio fue determinar los factores que afectan en el proceso de la enseñanza y aprendizaje del idioma Inglés en los colegios públicos del Ecuador. Este proyecto considera el análisis de cuatro variables: Factores que conciernen a estudiantes, maestros, aulas y factores que conciernen a las instituciones educativas.

Quince maestros de cinco diferentes colegios públicos, fueron seleccionados para observar sus clases en el territorio Ecuatoriano. Además un estudiante fue escogido al azar en cada una de estas clases para completar un cuestionario. Los instrumentos utilizados fueron quince cuestionarios de maestros, quince de estudiantes y quince hojas de observación. Resultados cuantitativos se muestran mediante gráficos seguidos por la descripción, análisis e interpretación de los mismos.

Los resultados de la búsqueda indican que hay muchos factores que están afectando el proceso de la enseñanza y aprendizaje, es importante mencionar que uno de los problemas más grandes es el nivel de educación que tienen los maestros.

Palabras claves: Factores, idioma, enseñanza, aprendizaje, variables.

INTRODUCTION

In Ecuador it has been extensively observed that students who get in to universities have had very low or no English knowledge. This is an important factor that is affecting the performance of students these days because there are many international scholarships and immersion programs where English knowledge is a requirement. Students are not able to apply to those scholarships because of this problem. Due to this issue, it is a necessity to investigate the causes of the lack of knowledge of this language in Ecuadorian students.

In previous research, students, teachers and environmental factors were analyzed to obtain the required results.

Two decades ago, in order to improve the English teaching-learning process in Ecuadorian high schools, the Ecuadorian and British government came to an important agreement. The government mentioned the importance of teaching English in elementary schools, but at that time English was not compulsory at this level. In spite of this agreement, there were still many aspects that needed to be analyzed and improved in order to reach the objective aimed.

The investigated theme is “Factors that affect the English language teaching-learning process in Ecuadorian public high schools”. The general objective is to analyze the factors that affect the English language teaching-learning process.

The author of the research also analyzed important specific objectives that need to be investigated. We attach importance in determining the classroom conditions in which English lessons take place, identifying the characteristics of in-service English teachers, and we also need to determine teachers` instructional competence. This theme is very important because English is the most used language around the world and each

day it is necessary in different aspects of our lives. It is because of this, that we need to find the origin of the problem.

There are many previous studies related to this theme. The studies done by Khamkhien (2010), Ogiegbaen & Iyamu (2006) and Chang (2011), should that two of the studies were limited in their processes, other studies did not present limitations and the obtained results were more satisfactory.

In the study “Factors Affecting Language Learning Strategy,” Khamkhien (2010) three factors were determined in conducting this research: how gender, motivation and experience affect the choices of language learning strategies. The results were reported by Thai and Vietnamese undergraduate students and compare the effects of these factors on their language learning strategy use. The author mentions some limitations, such as the limited number of students. The findings of the study remain inconclusive and the author`s opinion is that the study should be reanalyzed using a larger group of participants. The learning strategies identified might be influenced by other variables. In addition, there are limitations in using the SILL (Strategy Inventory for Language Learning) to elicit language learning strategies, which should be supplemented with other research tools and techniques.

The second study mentioned is “Factors affecting quality of English language teaching and learning in secondary schools in Nigeria” Ogiegbaen & Iyamu (2006). This study analyzed if secondary school teachers used instructional resources frequently in teaching English language, if the English Language teachers used appropriate methods in teaching English Language frequently and if secondary school students in Nigeria learned the English language in an environment conducive to learning. The authors did not mention any limitations.

The last study mentioned is “Language Learning Strategy Profile of University Foreign Language Majors in Taiwan”. The author Chang (2011), investigated the broad profile of strategy use overall for each of the six categories and the three subgroups of foreign language majors. He also wanted to know the most and the least used strategies, and at last, if there were significant differences by gender, academic major subject, fondness of the target language (TL), and previous experience in TL speaking countries among the strategy categories and items.

In this study two limitations were found. First, this is a preliminary quantitative descriptive study. Qualitative in-depth information on foreign language learning, at the site, will follow as part of the continuing research program. Second, the findings from this study are case sensitive, but may be useful reference points for educators and researchers elsewhere.

Thereafter reaching the goals, research studies have shown that the results will benefit the students, teachers, the educational institution and the authorities; since we will have detected the factors that affect English learning. With this investigation, it will be possible to improve the present situation that occurs in our country regarding to the English language that students are learning. Furthermore, students who have completed high school with a high level of English, it can be beneficial for their future and also their careers. There will be many possibilities to go beyond and it would give them access to communicate with others around the world.

It is important to mention the limitations that the present investigation finds in the process:

First of all, to obtain more accurate results, the number of participants should be greater; the sample of the investigation should be larger.

Another limitation which was faced by the educational institution teachers was due to the fact that they gave various excuses not to be observed.

In some cases, it was perceived that the authorities were reluctant to allow that these surveys and observations were randomly made; instead they designated which teachers should be observed.

Some teachers did not allow the researchers' entrance to any class. Teachers organized their classes in advance.

As a suggestion, the author considers that Educational Institutions and teachers who work in these schools should have the commitment to allow observers to carry out these types of investigations.

As a final suggestion, the number of observations and surveys should be increased, even if it takes a longer time, the results will be more accurate.

METHOD

Settings and participants

The present study took surveys to fifteen second language English teachers in five different high schools in the city of Cuenca. Besides this, fifteen random students from all observed classes also took a poll. Teachers and students were of both sexes. The teachers that were observed were of all ages. The students were between eleven to forty years old.

Procedure

The bibliographic research was developed in the following way:
The first theme, “Importance of Teaching English as a foreign language in Ecuador,” was investigated using a journal and only from one source.

The following 13 topics: Teaching approaches, teaching methods, teaching techniques, managing learning, lesson design, class size, classroom space, seating arrangement, classroom and or teaching resources, classroom observation, students’ motivation, learning styles and students’ intelligence or aptitude to learn English were investigated in books and from three sources per each topic.

After that, we looked for theoretical support from five previous studies, especially from journals concerning the research topic “Factors that affect the English language teaching-learning process” from which we considered the whole process.

From all the collected information, we developed the literature review, which was developed in the form of fifteen pages essay.

The literature review started by mentioning the importance of the present theme. The analysis was done after the literature review, by using different bibliographical sources, that served to compare and confirm diverse points of view. Finally, the five

previous studies were mentioned. The general approach of this study was quantitative. The collected data was explained, described, and analyzed.

The field investigation was done in five high schools in the city of Cuenca where English is taught as a second language. Three teachers from five different high schools were selected.

The techniques used in this compilation of information were based on direct observation of the classes. Three types of structured questionnaires were used. The first questionnaire was directed at the English teachers. It had 20 questions that were answered. The second one was done to the students. One student was randomly selected from each observed class to take a 14 question questionnaire. The last questionnaire, used by the author; was an observation sheet which had 2 sections. The first one, had 11 questions which were answered based on observation of the class. The second section was a teacher's interview, which was made orally by the teacher. The teacher's interview helped us to know the teacher's language proficiency level.

In addition to the questionnaires, observation was also used as an instrument for data collecting. This was done to validate the veracity of the answers given by teachers and students who filled out the questionnaires.

In order to simplify the different answers obtained from the questionnaires the results were tabulated into graphs. Circle graphs, also called pie charts, display the sizes in proportion to the sum, which make the results more easily to understand.

Some important aspects were considered for the analysis of this research such as students' needs and students' English level; and the aspects consider for teachers were the teachers' level of education, language proficiency, teaching methods and techniques, percentage of English language used in class, lesson design and learning management as well as factors concerning class size, classroom space, seating arrangement, classroom

and teaching resources and also factors concerning the educational institution such as class observation and lesson design monitoring.

DISCUSSION

Literature Review

In today's modern world, the importance of a second language is critical. The necessity to communicate with English speaking countries is a requirement for many people: doctors, students, lawyers, tourists, etc. A second language helps people to become prepared to handle the increasing demands of a future global environment. In this world of increasing globalization and technology, English language is becoming mandatory.

A goal that individuals might have in mind at the time of learning an additional language is to obtain a better job and or do international business. Jobs dedicated to business require that all employees know the official language used to do global business, which is English. Global fields such as aviation and science are particularly important. Jobs in these fields, unless highly localized, will be isolated if those involved do not speak English. Jobs related to tourism, technology and education also require an acceptable degree of English knowledge. With the purpose of maintaining or improving a job, it is necessary to be up to date with the English language. All of these goals influence the learning of another language, including the goal of one's own satisfaction.

In Ecuador as in other countries, teaching English is fundamental because it is a global language that offers a lot of benefits on a daily basis. In order for teachers to obtain the best level in the area of English in Ecuador, the Secretaria Nacional de Educacion Superior, Ciencia, Tecnologia e Inovacion "SENESCYT", considered that this area needed to be strengthened and reinforced.

An analysis about the students' English level in public schools in tenth and twelfth grade, conducted by the Ministry of Education, concluded that students have an average of 13 out of 20 points in English competency. During this analysis, 2500

teachers were evaluated on four levels; 74% were in a basic level A1 and A2 (according to the Common European Framework of Reference for Languages).

With this evaluation, the results evidence that students are not the only problem; the real problem lies with teachers, because most of them do not have good English level they have difficulties in communication. They demonstrate a lack of fluency in the language.

Due to these reasons, an agreement was signed on March 8th with the summer school department of the University of Mississippi in order to train Ecuadorian English teachers. SENEYCYT will give 500 scholarships to help teachers improve in the area of English using the plan “Teach English.” The goal of this program is to improve the teachers’ methodology in the classroom. This project will cost USD 10 million dollars according to Zapata (2012).

Teaching approaches and methods.

English Teacher Educator (2010) states that while using the Grammar Translation Method, it is important to instruct students in grammar so they can understand the rules better and provide vocabulary with direct translations to memorize. The goal is that by the time they leave high school, the students will have command of the tools of the language which are vocabulary, grammar and orthography, and be able to read, understand, and write texts in various contexts. The teaching of grammar examines the texts, and develops awareness that language constitutes systems which can be analyzed. The teachers often follow the traditional method of translation technique where the grammar is taught inductively. This method mainly focuses on reading and writing.

The Direct Method considers that students should not use the learners’ native language and just use the target language, because it operates on the idea that second language learning must be an imitation of first language learning, as this is the natural

way humans learn any language. This method places a lot of attention on correcting pronunciation in the target language. The Direct Method is used every day with vocabulary so that structures are a focus in this method. Speech habits are developed by initiation drill. Concrete meanings are taught through situational approaches. This is the common opinion from English Teacher Educator (2010).

According to Richards & Rodgers (2001), the Communicative Language Teaching method is an approach to the teaching of languages that emphasizes interaction as both the means and the ultimate goal of learning a language; however, they believe that structure is not quite as important. This method was taught by practicing basic structures in meaningful situation-based activities.

A functional approach to language learning stated by English Teacher Educator (2010) is the Communicative Language Teaching method in which the main aim is to develop the communicative competency of the learner. His need of understanding and expressing in the L2 is the main focus of this method.

The Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity, which is the chosen method of Richards & Rodgers (2001).

The Natural Approach, according to Richards & Rodgers (2001), was an attempt to develop a language teaching proposal that incorporated the “naturalistic” principles of the researchers which had identified the studies of second language acquisition.

Another method is the Task-Based Language Teaching (TBLT) which is based on the use of tasks as the core unit of planning and instruction in language teaching, state Richards & Rodgers (2001).

Teaching techniques

A method named Assortment Your Source for Knowledge (2011), considers that it is necessary to know some few simple methods to overcome the language barrier with their students. Teaching English as a second language is challenging and rewarding and for this it is important to follow simple guidelines like the use of non-verbal cues. Facial expressions, hand gestures, and other non-verbal cues are a great way to overcome the language barrier. Also the uses of visual aids like pictures are particularly useful in teaching English as a second language because they keep more interest in the learning process.

The authors of these methods agree with the other sources in that the use of visual, auditory, and kinesthetic learning modalities are teaching techniques that work well with students. ELS techniques include introducing key vocabulary associated with the content of the lesson prior to the lesson being taught, providing simple, one-step instead of multi-step directions on assignments, states Frattura & Capper (2007).

For many learners, the issue is the acquisition of a basic or fundamental competence in the language, Prabhu (1987). Input-rich theoretical methodologies aim at exposure to the language in meaning-focused situations, state the National Council of Educational Research and Training (2006).

Managing learning

Jones (2007) points out that the teacher is a facilitator. His or her role is to help and encourage students to develop their skills; students and teachers are a team thus, they should work together. It is important to establish a time limit to develop each activity so students can organize their time. Feedback after class gives students the opportunity to ask any type of question, to correct their mistakes in class or allows for teacher suggested corrections.

Another key to improve students' academic performance is to deal with their misbehavior.

Teachers do influence the behavior of the students, both positively and negatively. Some teachers are more effective at positive classroom management than others. We expect students to behave properly and want to teach responsibility that transfers beyond the classroom door, says Partin (2009). Respect is the basis of a good teacher-student relationship, mentions Petty (2009). Teachers need respect for their personal qualities, skills, knowledge, etc., the same as students as individuals need respect.

Students behave better when they understand and are engaged in what they are learning. If new material is not understood it will be forgotten very quickly, so teaching for remembering should take place after the material is already well understood. It is important that the teacher be accessible to the students, so they feel supported when learning. Let us not forget that the teacher must guide the students. There may be misunderstanding or confusion, and this is where the teacher plays a very important role. It is important that the teacher be open to suggestions that students may have such as changing an activity.

Lesson design

Petty (2009) & Partin (2009) agree that a lesson plan is a sequential guide that helps teachers be guided in what they will be doing and what their students will be doing.

Lesson plans also help identify the resources, including time needed to accomplish these activities. Petty suggests that a lesson should be planned to achieve the objectives and it should be clear to students. The final practice of skills and abilities should be as realistic as possible. Lessons often follow a 'beginning – middle – end' structure. Partin

believes that you may not always be able to precisely follow the plan. Some subjects will require more detailed planning than others. This conclusion is based on the different methods and theories stated previously.

Class size

All the authors Mayer, Mullers & Moore (2000), Flood, Lapp, Squire & Jensen (2003), and Blatchford (2003) agree that greater achievement occurs in smaller classes than in large ones. They prefer smaller classes because student achievement is quicker and in small classes the disciplinary problems are easier to control. The time used in giving instructions is minimal. Smaller classes offer more opportunities for participation. The smaller the class, the more students learn.

In addition, Mayer, Mullers & Moore (2000) believe that depending on the number of students in a classroom, organization of the course content, instructional pedagogy, and technology that are going to be used, different results will be obtained.

Also, Blatchford (2003) says that large classes are often perceived as one of the major obstacles to ensuring quality education. It also comments that if there could be a tool provided to address the difficulty of teaching large classes, this would be an important step towards realizing quality education for all (EFA) in school settings.

Classroom space

The impact of the room arrangement is also important according to Partin (2009). In his opinion, physical space influences the students' behavior and learning. The organization of the classroom demonstrates whether the students pay attention or if they disturb the class. More than creating an aesthetic appeal, each piece of furniture redefines a part of the classroom space, directing attention or traffic flow.

The physical environment plays a big role in enhancing or impeding student's learning. The way your classroom furniture is arranged influences the learning process.

One must make sure the equipment is complete and in working order. Temperature, lighting and noise level are important factors as well, states Brandsford (2000). Van Note, Chism & Bickford (2002) states, “Among the many methods employed to foster students development, the use of the physical environment is perhaps the least understood and the most neglected”. The decisions about furnishing and desk arrangements are important decisions to make for the best learning environment of the students.

Seating arrangement

Kelley & Michael (2012) state that first of all, it is important to make sure that there are enough desks for all the students. They also suggest different options such as the following:

First, the dance-floor seating chart where all the seats aim toward a central focus point to a large, open space in the middle of the room. Second, the runway-model seating chart has a narrow form where the teacher can maneuver the class effectively with the board in the back. After that, the independent-nation-state seating chart where the desks are pushed together and individual teams are able to face one another easily. Lastly, the Battleship seating chart, when students leave the seats the same way day in and day out, but may cause the class to get into a rut.

Moreover, Scott & Ytreberg (1990) suggest arranging the desks in different ways according to the activity, and name three types of arrangements: The class working in groups of four, facilitating students to talk to each other; pairing works with half of the class turning their backs to the teacher; and finally, the third one is the same as the one before but with a space in the middle.

The students’ desks should not be permanent because the purpose of the learning activity should dictate the most favorable seating pattern says Partin (2009).

Traditional sitting in rows is very functional considering that the greater the distance between the students is, the less they will distract each other. Seating students in clusters or around a table facilitates group interaction besides using the circular and semicircular seating arrangement which is good for a class discussion.

Classroom and/or teaching resources.

All the authors Cunningsworth (1984), Scott & Ytreberg (1990) and Murado (2010) indeed agree in the importance of good teaching resources. Using visual material is an effective way to teach the students as well as through theme like pictures, books, flashcards, wall charts, film strips, slides, videotapes. They consider that audio materials provided on cassettes, tapes, are rarely used nowadays. On the other hand, the teachers' books are an essential part of courses now.

In spite of the fact that the physical world is the main means of conveying meaning to young children, a wide variety of teaching aids is necessary in the foreign language classroom states Scott & Ytreberg (1990).

In conclusion, all the authors agree on the importance of the creation of a bank of resources where a variety of materials exist, so that can be used in different situations.

Classroom observation

Being an observer in the class opens up a range of experiences and processes which can become part of the raw material of a teacher's professional growth. Observation is a multi-faceted tool for learning. Observation is a skill that can be learned and can be improved with practice states Wajnryb (1992).

Lightbown & Spada (2006) suggest that the Observation Scheme should be divided into two parts. Part A describes teaching practices in terms of content, focus and organization of activity types. Part B describes specific aspects of the language produced by teachers and students. This scheme and others like this have been used

primarily in classroom research that is intended to look at how differences in teaching practices are related to differences in second language learning.

Teachers, professors and other instructors are normally the major focus of classroom observations; this is a way to know how teachers structure the lessons and interact with the students as well as the level of attention and understanding exhibited by the students, explains Miller (1999). When teachers are being observed they usually try to do their best performance. A teacher-to-teacher evaluation may be another option that is less stressful.

Student motivation

Motivation is really important in learning a language and is actually what pushes us to do things better, to do well. Each person is motivated by different factors. If the teacher gets the students motivated they will want to learn. Petty (2009) & Harmer (1983) agree that there are long and short term motivators. If long-term goals have something to do with a student's wish to get a better job or become a member of the target language community, students will work much harder. Short-term goals might include some things as the urge to pass an end-of-term or end-of-semester exam or complete a unit successfully. Usually these are more powerful, especially in younger learners.

As with all types of learning, when students are in a safe, warm, and welcoming environment, their chances of learning are increased. Students should feel motivated, not pressured.

Harmer (1983) & Murado (2010) describe two types of motivation: intrinsic and extrinsic. Intrinsic motivation is concerned with what takes place in the classroom. The mere fact of being capable of realizing an activity constitutes a prize for him/her. Extrinsic motivation is not necessarily determined by the personal interest of the

individual, but due to its external factors to obtain a material reward or to avoid a punishment.

Learning styles

A learning style is a way to channel through a student's process, retain and receive the information. All people are different from each other so they have their own preferences when using different learning styles.

All the authors, Partin (2009), Lightbown & Spada (2006) and Sarasin (1999), agree on the fact that people learn through their senses and perceptions such as visual, auditory, tactile, virtually, touch, feeling, hearing and others.

In addition, Partin (2009) talks about research where it concludes that 65% learn through visual intelligence, 30% by auditory and 5% by kinesthetic or tactile intelligence. Researchers suggest that matching teaching styles with a student's learning style may increase a student's motivation and improve performance.

According to whether individuals tend to separate details from the general background or how they see things more holistically, they focus on distinction between different cognitive learning styles described as field independent or field dependent, state Lightbown & Spada (2006).

Learning can be analyzed in terms of intelligence, suggests Sarasin (1999). Gardner defines seven types of intelligences and those are Logical/mathematical, Linguistic, Musical, Spatial, Bodily/kinesthetic, Interpersonal, and Intrapersonal.

Learners adapt patterns of behavior in a new language and culture based on experiences from their own culture of native language.

These patterns of behavior can be both helpful and limiting in learning. Therefore, it is important to understand the distinct needs of each student. Being able to

help each student to better understand the use of a new language will help them improve their ability to learn it.

Students' intelligence or aptitude to learn English

Lightbown & Spada (2006) say that researchers identify some characteristics that make a student be more successful than another. It is clear that even though the same conditions in the classroom exist, some students learn faster than others. We can name some of the characteristics like motivation, intellectual abilities, personality, and learning preferences. Studies have shown that IQ scores were a good means of predicting success in second language learning. Learners with high aptitudes may learn with greater ease and speed, but other learners may also be successful if they persevere.

The general factors of intelligence are allied to a global factor of language ability, point out Baker & Jones (1998). This means that a more “intelligent” person is likely to learn a second language more easily. It is unclear how aptitude is different from general academic ability. Also there is no evidence to show that aptitude affects the sequence in second language acquisition.

A detailed work of research indicated that language aptitude is quite distinct from general aptitude or intelligence because language aptitude is often criticized for being irrelevant to the problems of language learners, who must attempt to learn a language regardless of whether they are gifted for the task or not.

To continue, some previous studies prepared by different authors are presented in which it is observed what the purposes of the studies were, which methodology they used and finally, how these research works were concluded.

Khamkhien (2010) determined three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies

reported by Thai and Vietnamese undergraduate students. The author compared the effects of these factors on their language learning strategy use.

In order to conduct this research, 200 copies of questionnaires were distributed to first and second-year students of each university. The returned questionnaires recognized the participants of the present study. The total number of participants was 136 undergraduate students. The Thai participants were 84 Thai EFL students (26 males, and 58 females). The Vietnamese participants were 52 undergraduate students (46.2%) males and females (53.8%). At the time of the study, all of them were studying English in mixed ability classes.

The background questionnaire was adapted in order to gain information about factors affecting the choices of language learning strategies which the present study aimed to determine.

The author concludes that Thai male and female students are different in the use of Cognitive category only, however, there is no difference between Vietnamese male and female students in the use of learning strategies, and so, gender is not a factor that affects the choices of learning strategies. As a result, the comparison suggested that these two student groups shared both similarities and differences due to a number of factors.

Al-Asmari & Farooq (2012) focused on Saudi undergraduates' motivational orientations for learning English as a foreign language, also if there were any statistically significant differences along gender lines regarding the motivational orientations of Saudi undergraduates for learning English as a foreign language, and if there were any statistically significant differences regarding the motivational orientations of Saudi undergraduates due to their various majors for learning English as a foreign language.

For this study they used a developed 5-point agree/disagree Likert scale questionnaire. The questionnaire was composed of two sections. The first part included demographic questions about the participant's name, gender and subject of studies. The second part contained 30 items to elicit a participant's preferred motivational orientations.

This questionnaire was administered to 20 students as a pilot study. Cronbach alpha reliability scale was used to determine the reliability of the questionnaire and the reliability coefficient remained the same. The questionnaire was generalized to the whole sample after finishing this pilot study.

The SILL, Strategy Inventory for Language Learning, contains 80 items of learning strategy statements. These are classified into six categories: memory, compensation, cognitive, metacognitive, affective, and social categories. The Likert scale showed the scores for each assigned item.

When the research was completed, the author noticed that the data analysis confirmed significant gender and university major based differences for the extrinsic motivation of the participants.

The *medical* students were reported to have the highest level of motivation among the participants of this study. Saudi undergraduates are mainly extrinsically motivated with a strong intrinsic inclination as well. It was also revealed that the students had definite reasons and motivational orientations to learn English that could not be understood without having had frank and candid interaction with the students in this regard.

Ogiegbaen & Iyamu (2006) wanted to know if secondary school teachers use instructional resources frequently in teaching English language, if the English Language teachers use appropriate methods in teaching English Language frequently and if

secondary school students in Nigeria learn English language in environments conducive to learning.

Two instruments were used in this study, a questionnaire and an observation. The questionnaire was composed of four sections (instructional resources/media frequently used by the teachers, methods teachers frequently adopted for teaching English language, and the school environment).

The survey was also anonymous in order to respond to items in the questionnaire in all honesty. 18 doctoral students at the Faculty of Education, University of Benin, from the six geopolitical zones of Nigeria were recruited and trained for two days as research assistants to administer the questionnaire. All 3000 students randomly selected for the study were given the questionnaire. All 3000 copies of the questionnaire were returned properly filled out. In addition, observation was done to authenticate the veracity of answers given by students in the questionnaire.

The public secondary schools in Nigeria are far behind the times in offering multiple pathways to teaching and learning English as a second language. Public secondary schools in Nigeria should be provided with adequate and a variety of instructional media.

Chang (2011), investigated what was the broad profile of strategy use overall for each of the six categories and the three subgroups of foreign language majors. Also he wanted to know the most and least used strategies and at last to know if there are significant differences by gender, academic major subject, fondness of TL, and previous experience in TL speaking countries among the strategy categories and items.

A descriptive quantitative research design was applied to a two-section English-Chinese self answered questionnaire. The use of Internet was added to reflect the now

common use of the Internet as part of language learning strategy. Descriptive statistics were calculated using the Statistical Package for the Social Sciences (SPSS).

The results profiled levels of use of foreign language learning strategies and categories of strategies at the research site. It also profiled similarities and differences in strategy use between and among subgroups of learners. Fondness of TL was found to be the most influential variable in this study. The variable of gender also played a significant role on the main effects and interaction effects on the participants' use of strategy categories and items. It was concluded that language learning strategies are teachable (Oxford, 1990).

Ocando states that the purpose of determining the influence of motivation in the teaching-learning English communicative process for students at the Administrative Sciences faculty of URBE is critical.

The investigation was documentary style, exploratory and descriptive. It centered on measuring the major possible precision and influences that predominantly motivate the academic performance of the selected sample. It was based on the analysis of different bibliographical sources that served to compare and to confirm diverse points of view.

Due to the fact that the investigation corresponds to the bibliographical type and is not experimental, it allowed for analyzing phenomenon as it happened in real context.

Two questionnaires were used. One was directed at the English teachers who work at the University Dr. Rafael Belloso Chacín in the Department of Administration of Companies, and the second one was directed at students randomly selected from this school as a sample for this investigation.

The study concluded that the importance of motivation in the process of education - learning of English as a foreign language is without discussion, Krashen,

(2003). During the investigation of this study, motivation or lack of motivation could also have similarly influenced the performance of the students selected in the samples.

Description, Analysis, and Interpretation of Results

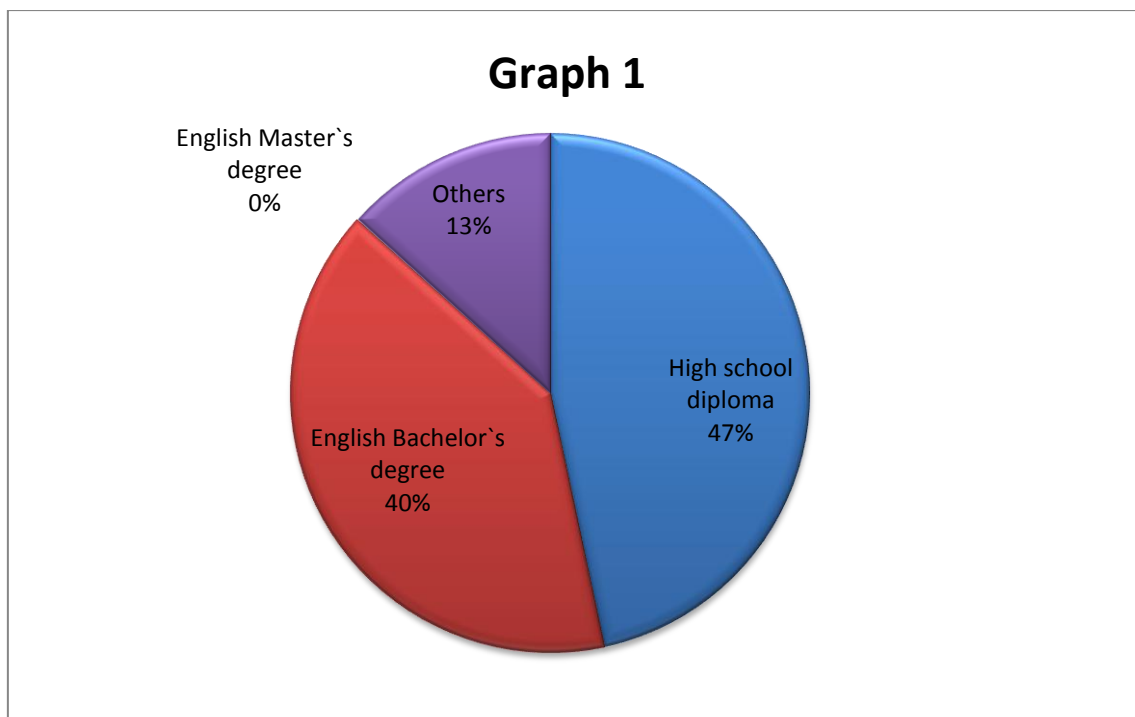
This section presents a quantitative analysis of the results obtained from the teacher's questionnaire. This analysis is based on factors concerning the teachers, students, classroom and the institution that affect the teaching learning process in our country.

First, the results will be presented in graphics, where the different percentages obtained can easily be observed in each variable. Second, the results obtained from the teacher's questionnaire will be explained and important information obtained from the student's questionnaire, as well as a class observation sheet that clarifies the information will be included.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

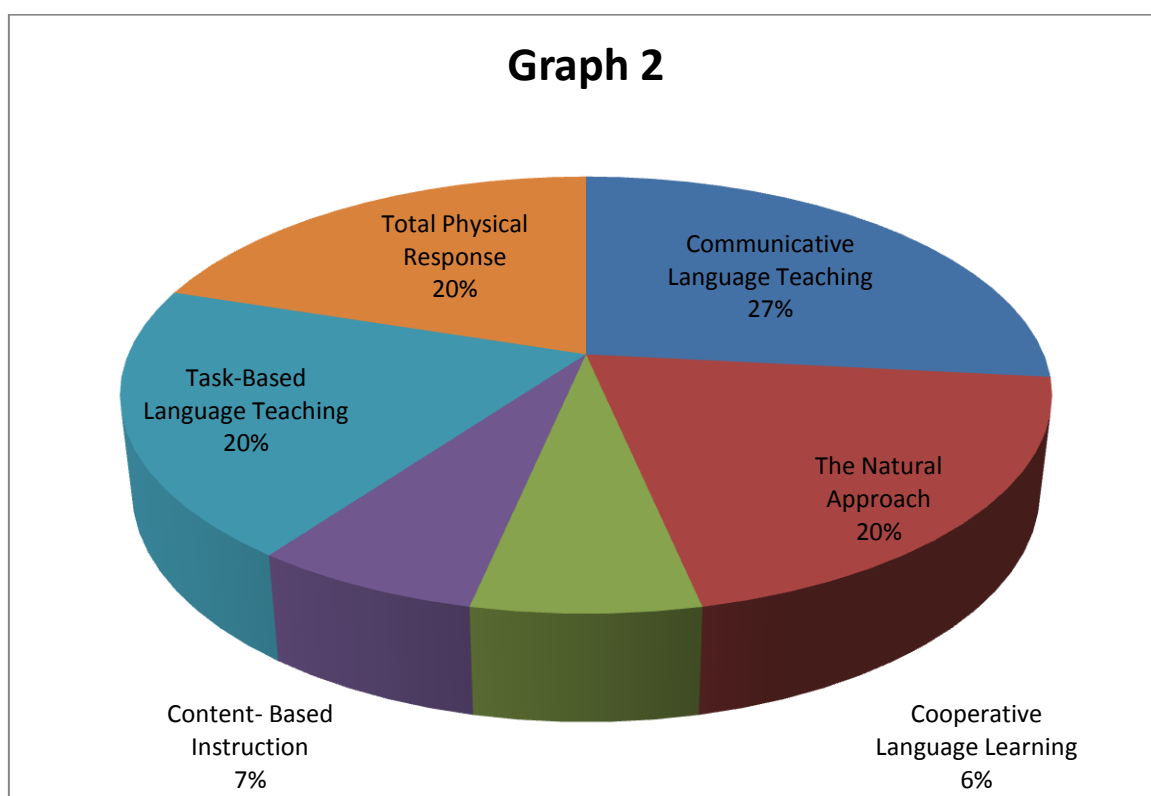
The results can be observed in graph 1, where it is shown that 47% of teachers have high school diplomas, followed by 40% of teachers who have an English bachelor degree; then, in a small percentage 13% in “others” are specific cases which include a teacher who only finished elementary school and another teacher who has a degree in Science Education.

By means of the teacher interviews, it is noticed that these percentages are comparable to the levels of education. 40% of teachers have an English bachelor degree and, according to the interviews, 35% have a Proficient level (C1-C2). The highest percentage of teachers, who only have a high school diploma, can be compared with 58% of teachers who are in intermediate level B1, B2. Finally, 13% of teachers in “other” are reflected at 7% who have a Basic Level (A1-A2).

With this analysis, it is seen that the levels of knowledge are very comparable to the levels of education that teachers have.

The Ministry of Education in Ecuador, thorough an analysis, found out that the teachers’ English levels are very basic. According to its investigation, through multiple tests, it was discovered that 74% of teachers have a level (A1-A2), basic level. Because of this SENESCYT will invest funds in scholarships for teachers in the area of English. The aim of this program is that schools and public high schools will raise their levels of foreign languages according to Zapata (2012).

Which of the following methods are used in the class?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

The highest percentages of teachers use the Communicative Language Teaching method which is 27%. Second, 20% of teachers use The Natural Approach, Task-Based Language Teaching and Total Physical Response. Third, 7% of teachers use the Content-Based Instruction, and lastly, 6% of teachers use the Cooperative Language Learning method.

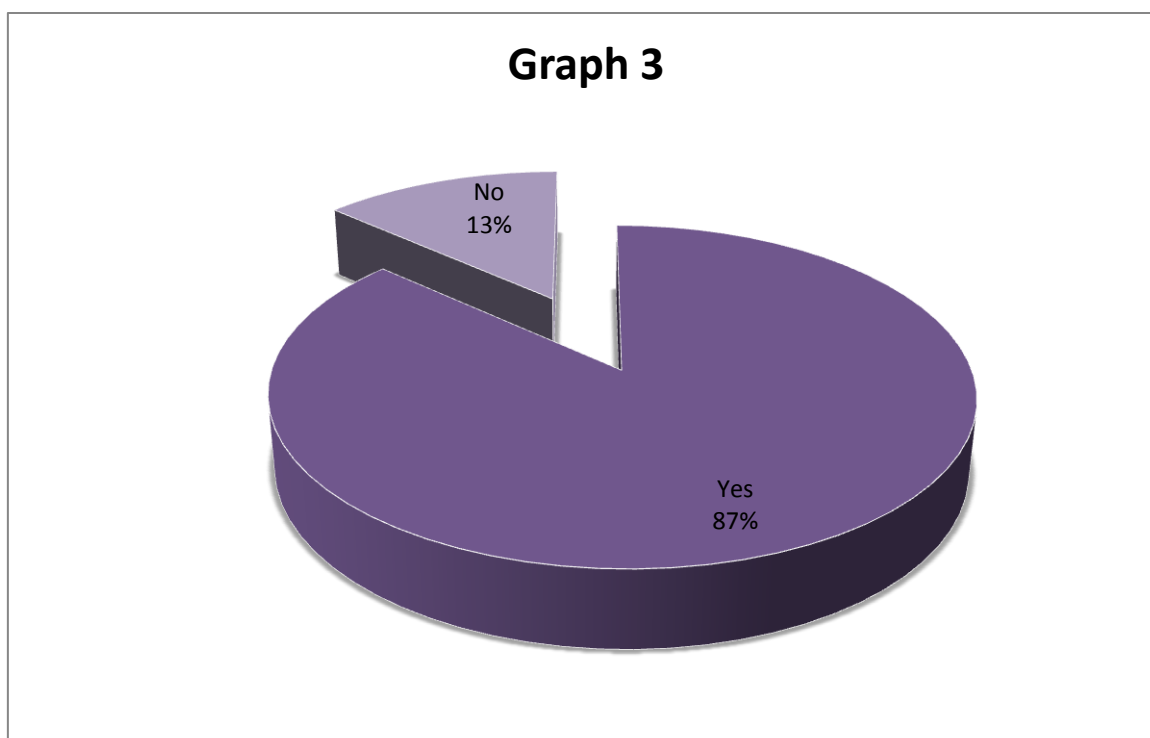
The opinion of the majority of the students is that teachers teach English using good methods because they are understanding and learning English well.

Regarding the author's opinion, teachers did not have a clear idea about what these methods are about, because, first of all, none of them marked The Grammar Translation Method, when clearly this method was used in at least 80% of the classes, and the remaining 20% could be divided between Communicative Language Teaching,

Cooperative Language Learning, Task- Based Language Teaching and Content-Based Instruction methods.

Some teachers used different methods in the same class, but the most predominant method used was The Grammar Translation Method. Methods of teaching English have developed rapidly. It is important that teachers understand the various methods and techniques so they can apply the most appropriate method according to the learner's specific objectives, learning styles and context.

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



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

Only 13% did not use whole-group activities according to graph 3, while 87% used these types of activities.

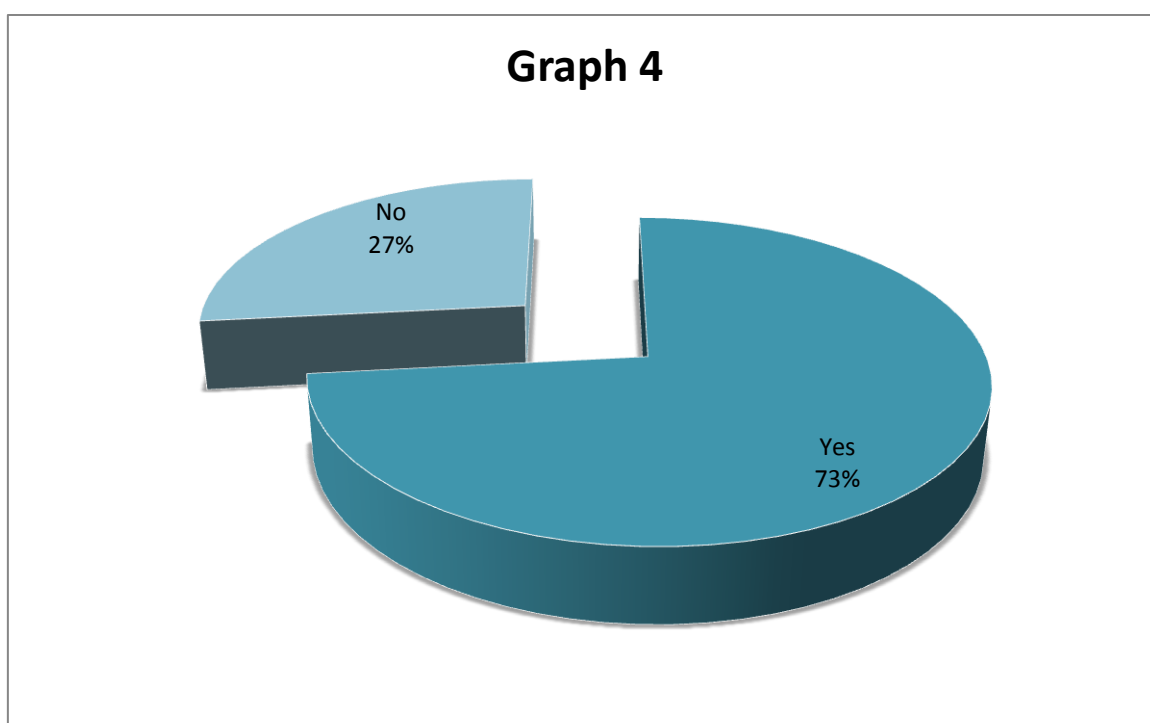
In the class observations, the author did not see the same results. It was observed that teachers used whole group activities only in 33% of their teaching. In spite of these

observations, students agreed that teachers use whole group activities in 87% of the classes.

Certainly, some of the teachers began the class with these types of activities, but it was observed that they only used this type of activity for a short period of time.

Working together as a whole group can be a very positive experience. Students can cooperate and collaborate together; they can communicate among them and create a good working atmosphere.

Do teachers use individual activities to teach their lessons?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

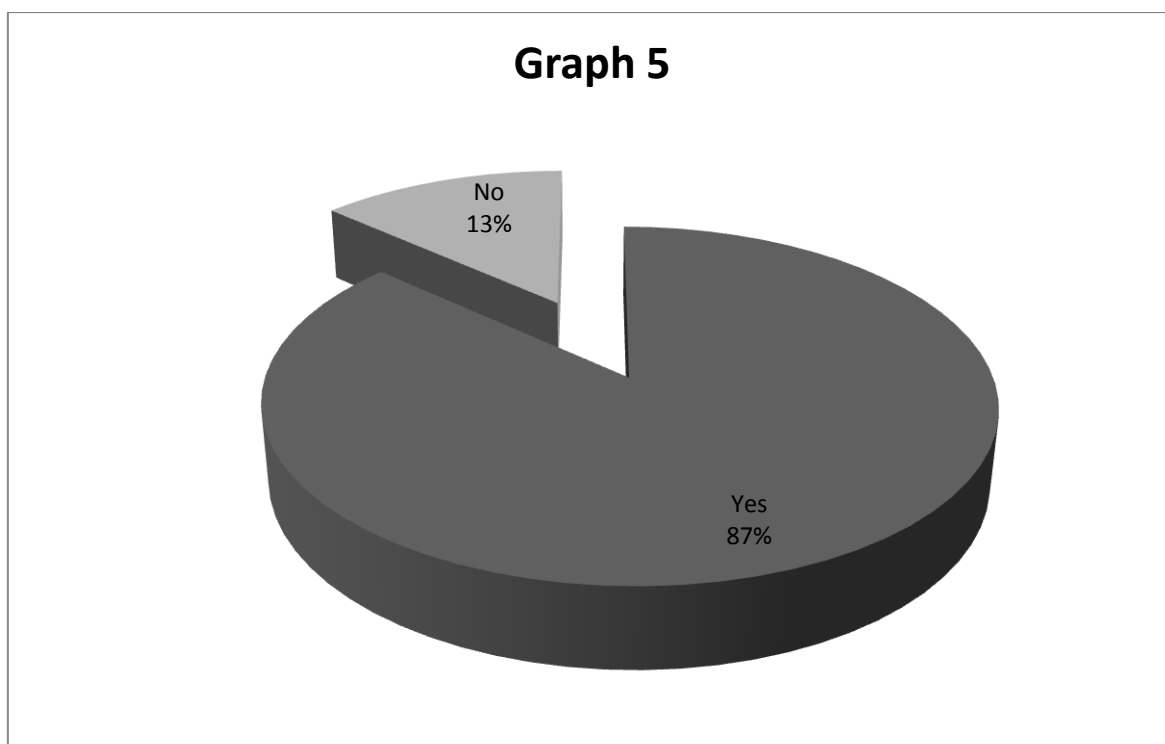
Teachers used individual activities 73% of the time, according to the teacher questionnaire, and 27% of teachers did not use these types of activities at all in the class.

By means of class observation, it was noticed that this method was used in 87% of the classes, and only 13% of teachers did not use this method.

Since the majority of teachers did use this method, it was necessary to mention that teachers included this type with other types of activities.

Individual activities are always necessary and useful. Students need to do their homework, by themselves, and it is a good way to evaluate them and other activities.

Do teachers use group work activities to teach their lessons?



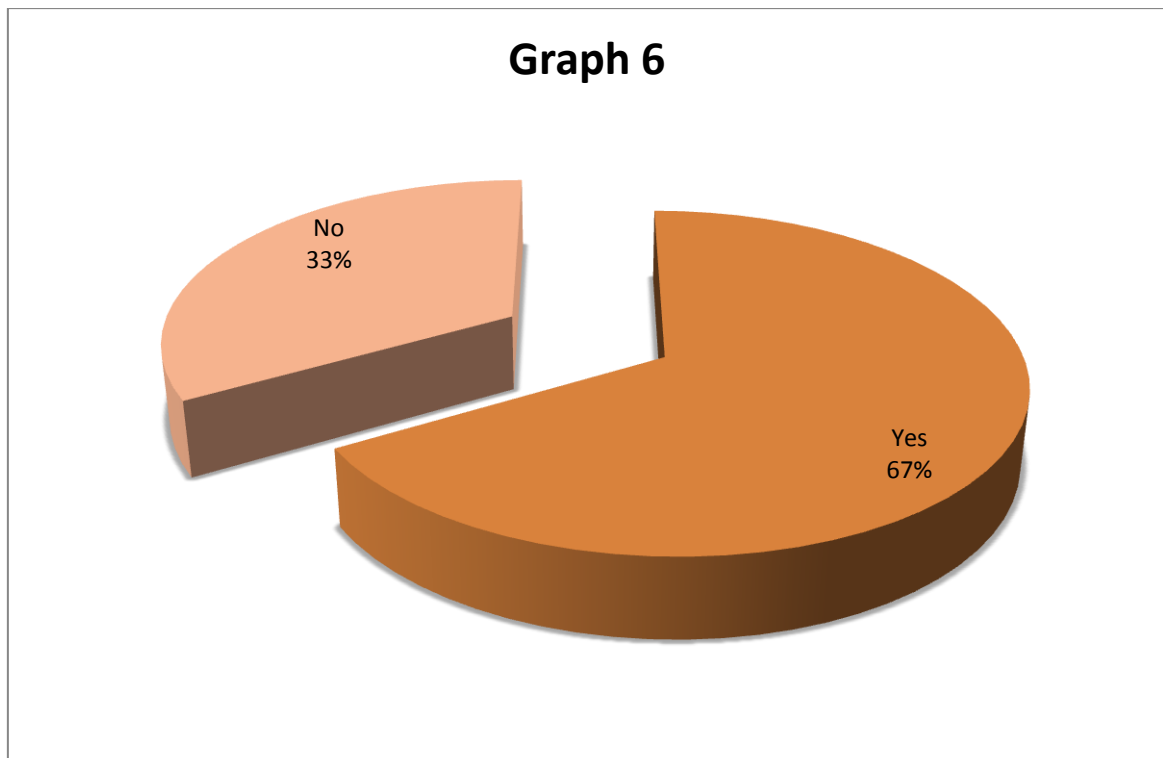
Author: Ana Paola Sánchez

Source: Teachers' questionnaire

Teachers answered “yes” 87% of the surveys and “no” in 13% as it is shown in graph 5, but observation of the classes reflected almost the opposite, because in observations, 33% of teachers used group activities and 67% used different methods. Group activities are very useful, because students practice English in pairs and in groups, these activities will be of great help in the process of understanding the meanings of the messages. Interaction is the goal of this kind of activity. Students will learn from their mistakes, experience, that improve their learning process.

Group work under proper conditions encourages peer learning and peer support. Many studies validate the efficacy of peer learning. It can also improve the overall quality of student learning. These types of activities motivate and help students to enjoy the learning process.

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



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

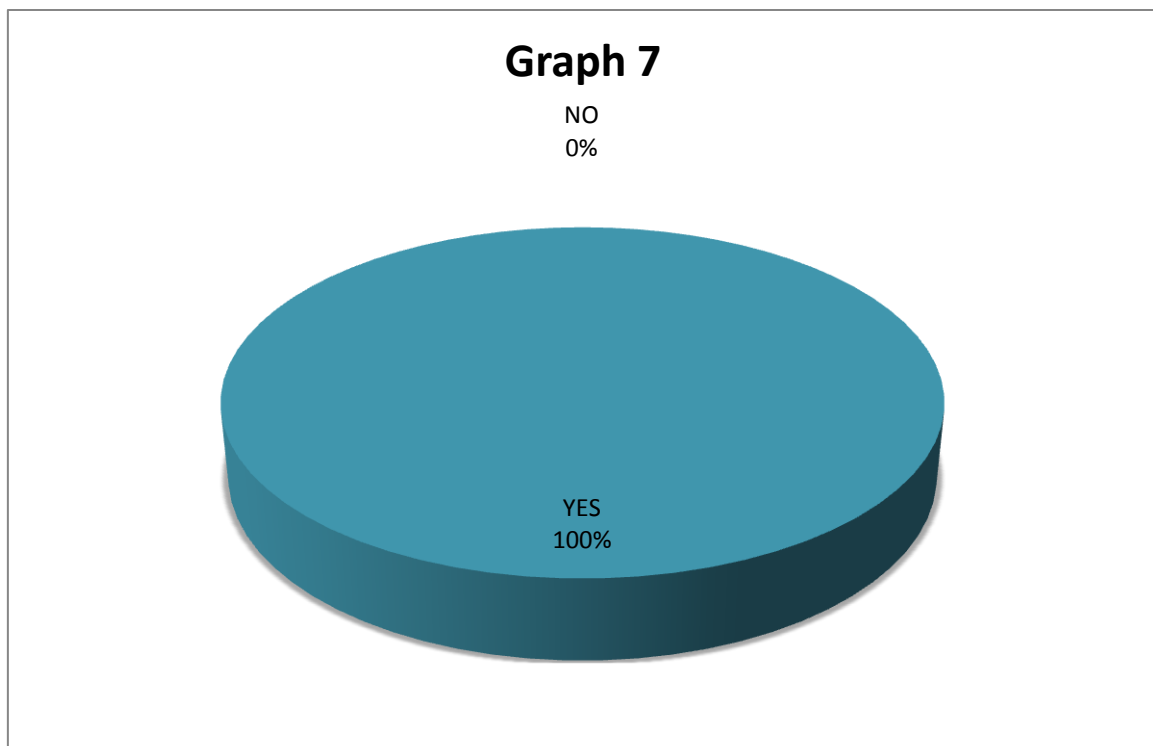
In graph 6, it is observed that 67% of teachers said that they use English most of the time in classes, and 3% answered that they do not use it.

The results regarding the opinions of the students about this topic are exactly the same percentages that were mentioned previously, but the observation class proved absolutely the opposite since 100 % of the teachers did not use English. Only 7% used this language in a 75% of the time, 20% of the teachers used English in a 50% of the time and lastly, 73% of the teachers spoke English in a 25% or less in the class. If the

students do not hear the teacher speaks English continuously, they will not be familiarized with this language and they will have difficulties with pronunciation.

When the teachers teach using the student's native language it makes things easier and more understandable, but their job is to make students understand without translation. This is why there are visuals and other kinds of teaching materials and methods that can be used. Teachers should try to use native language, only as a last resource.

Do teachers plan their lessons?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

All the teachers answered that they plan their lessons, but just 20% of the teachers kept a copy with them. All the teachers should have lesson plans since it is a requirement of the institution, but very few teachers used this tool as a guide or support for their daily routine. In the observation class, it was noticed that teachers pay a lot of attention to the time of the activity, 30% of the teachers mentioned the lesson topic, 0%

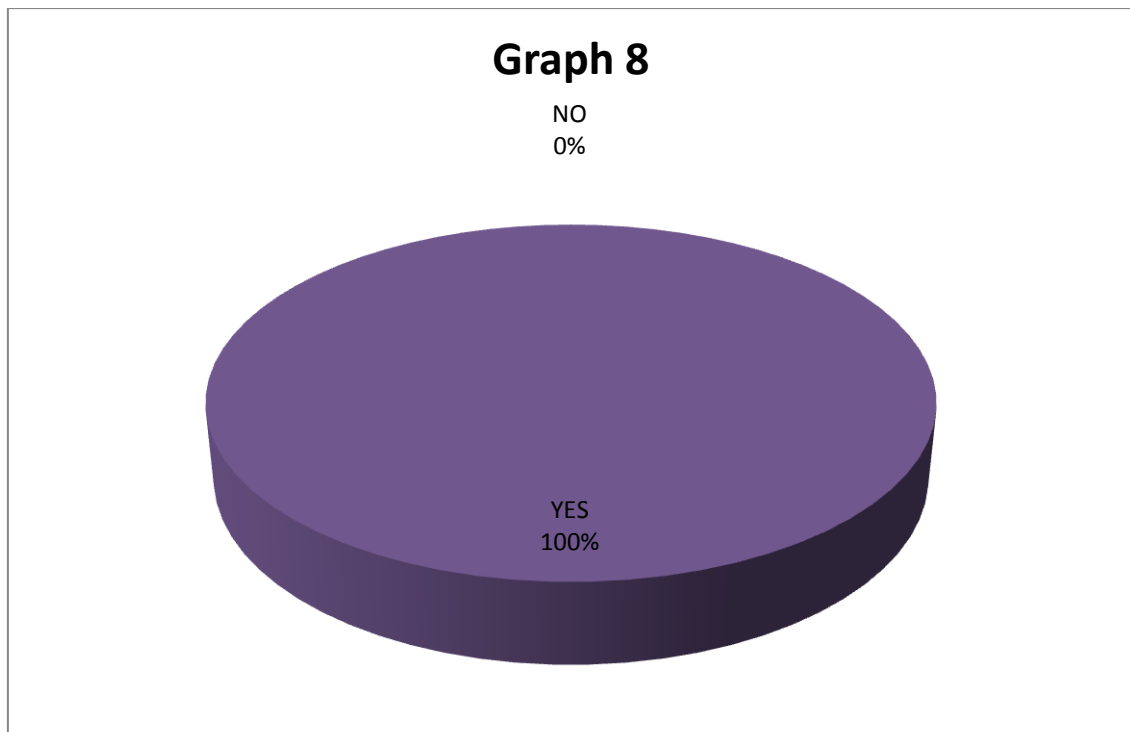
of the teachers mentioned the objectives of the lesson, 25% of them had warm-up activities, 40% of the teachers introduced the new topic, just 10% of teachers used extra materials and resources, 90% of teachers guided the practices, and 60% of them reviewed, assessed or gave feedback about the lesson.

A lesson plan is a teacher's detailed description of the class; and it's done for each class. It is a sequential guide to be directed by teachers for the students.

Lesson plans also help to identify resources; it includes time and activities to accomplish the goal or objective.

In occasions teachers can not follow the plan for different reasons, but the most important part is that the lesson should always be planned to achieve the objectives. The purpose of the lesson should always be clear to students, Petty (2009)

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



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

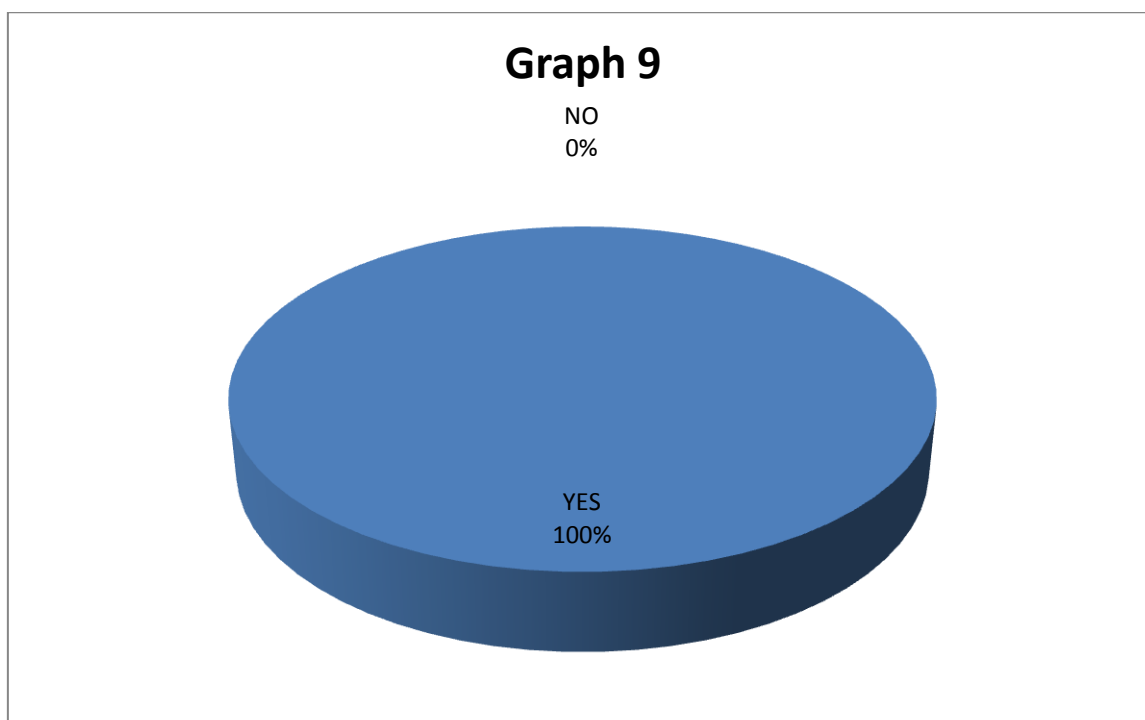
One hundred percent of teachers answered that they consider aspects such as discipline, timing, feedback, and instruction to teach their lessons. According to the student questionnaire, 93% of students answered that teachers consider aspects such as discipline, timing and instruction to teach their lessons and, 86% of students said “yes” to the question related to the teacher giving feedback after each activity. During observation it was observed that 60% of teachers maintained, discipline in class, 73% of them considered aspects such as discipline and instruction in their lessons and 66% of teachers gave feedback to students after each lesson.

In a classroom, the teacher`s role is to help and encourage students to develop their skills. The limitation of time to develop an activity it is very important in the class, so students can organize the allotted time for each part of the activity according to its level of difficulty.

Teachers influence the behavior of the students both positively and negatively. Some teachers are more effective at positive classroom management than others. A necessary aspect is to establish standards of acceptable behavior in a classroom. It is important to have norms and rules of conduct, according to Partin (2009).

Factors Concerning Students

Do teachers consider Students` needs to teach English successfully?



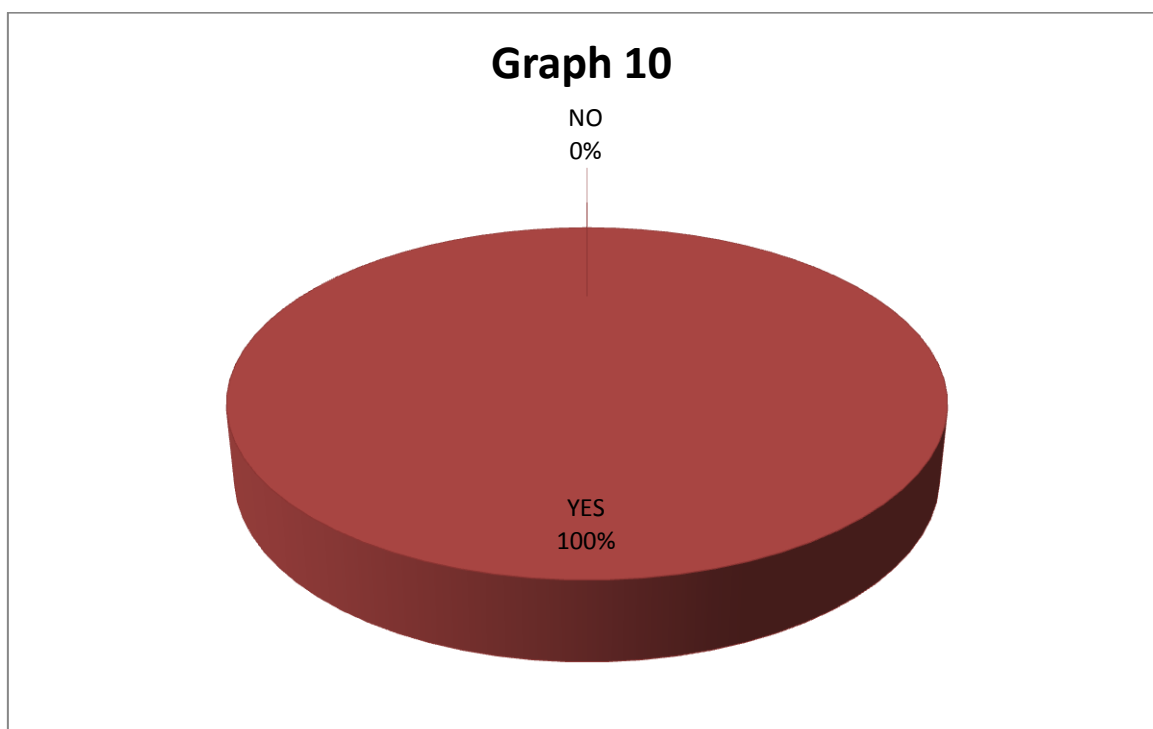
Author: Ana Paola Sánchez

Source: Teachers´ questionnaire

Teachers answered “yes” a 100% of them to this question. Students’ opinions are the same as the teacher’s questionnaire, but during the observation, the results were different. 66% of teachers considered those needs to teach English, and 34% of them did not. Students at public schools, especially at night schools, have many different needs.

According to Partin (2009), dealing with student misbehavior, it is one of the most daunting challenges facing today’s teachers, especially at public schools. Very often there are people who specialized in those types of needs. Sometimes these students need to be analyzed and it is necessary that teachers consider these student’s special needs to teach English successfully.

Do teachers consider English levels to teach English successfully?



Author: Ana Paola Sánchez

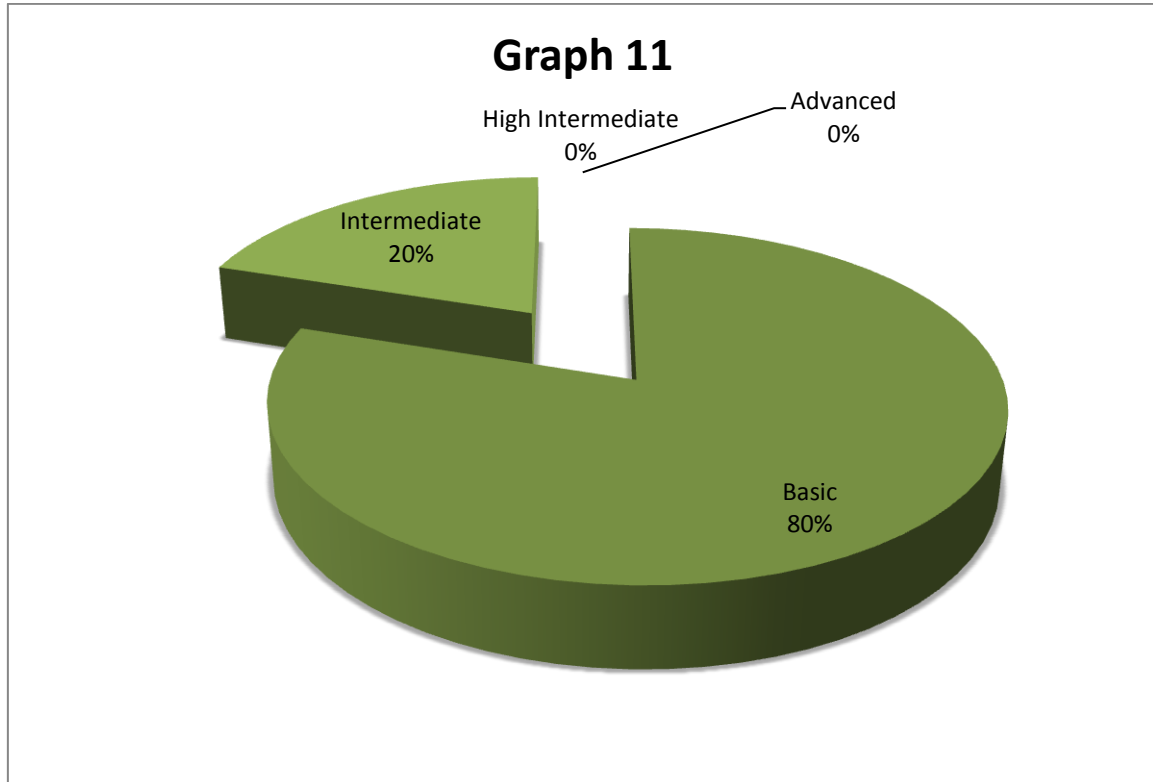
Source: Teachers' questionnaire

As observed in graph 10, 100% of the teachers considered the students' English level to teach English successfully. The results did not change significantly according to the observation sheet and the student questionnaire since the activities developed in class are according to the level of the student. 80% of the students believe that the activities developed by the teacher are "easy," 7% of the students considered the activities "very easy" and 13% of them said they are "difficult".

The level of difficulty of different activities usually depends on the quality and the aptitude of the students. Nevertheless, if teachers see that the student's English level is normally low, they should intervene with the authorities, look for different ways to enhance student's progress, maybe reduce the class size, analyze the texts that are used, and or obtain support material, etc. The author believes that by using these options

and team work between the teacher, students and authorities, the problems can be solved.

Which is the level of the students?



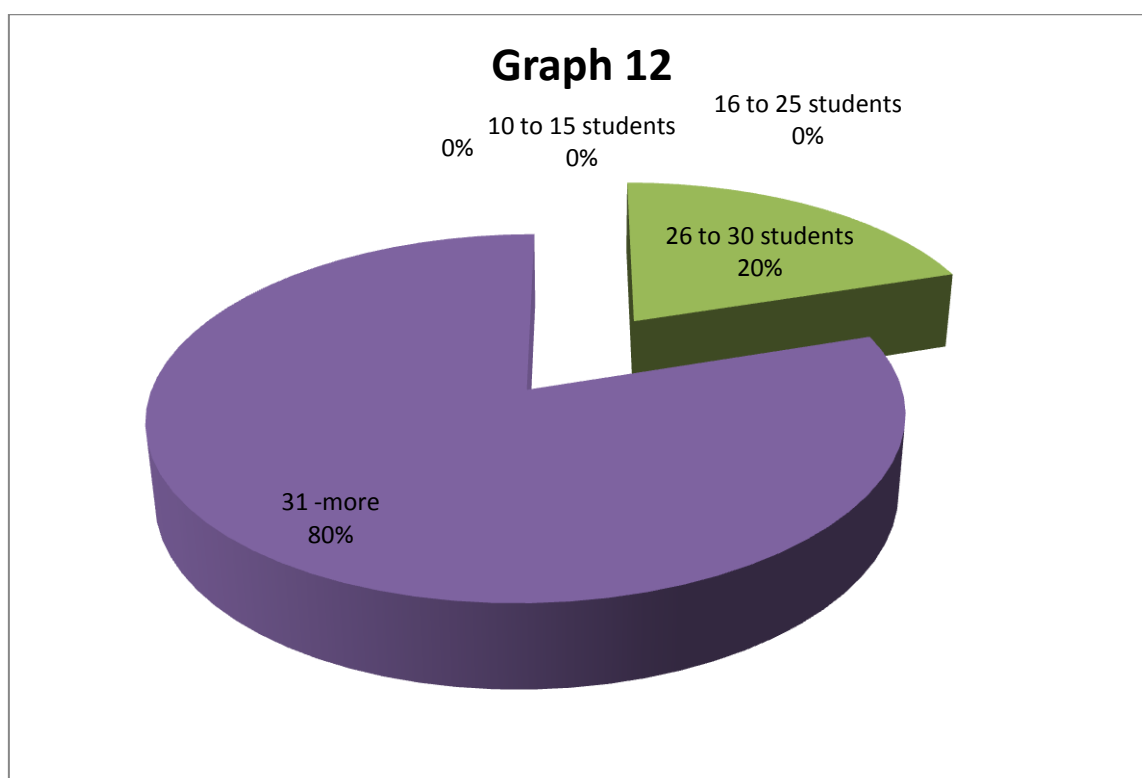
Author: Ana Paola Sánchez

Source: Teachers' questionnaire

Eighty percent of the students in the teacher's questionnaire have a "Basic" level of English and 20% of students have an "Intermediate" level. The observation sheet does not change in a significant way. 87% of students reflect a "Basic" level and 13% of them have "Intermediate" level.

Factors Concerning Classroom

How many students are in the classes?

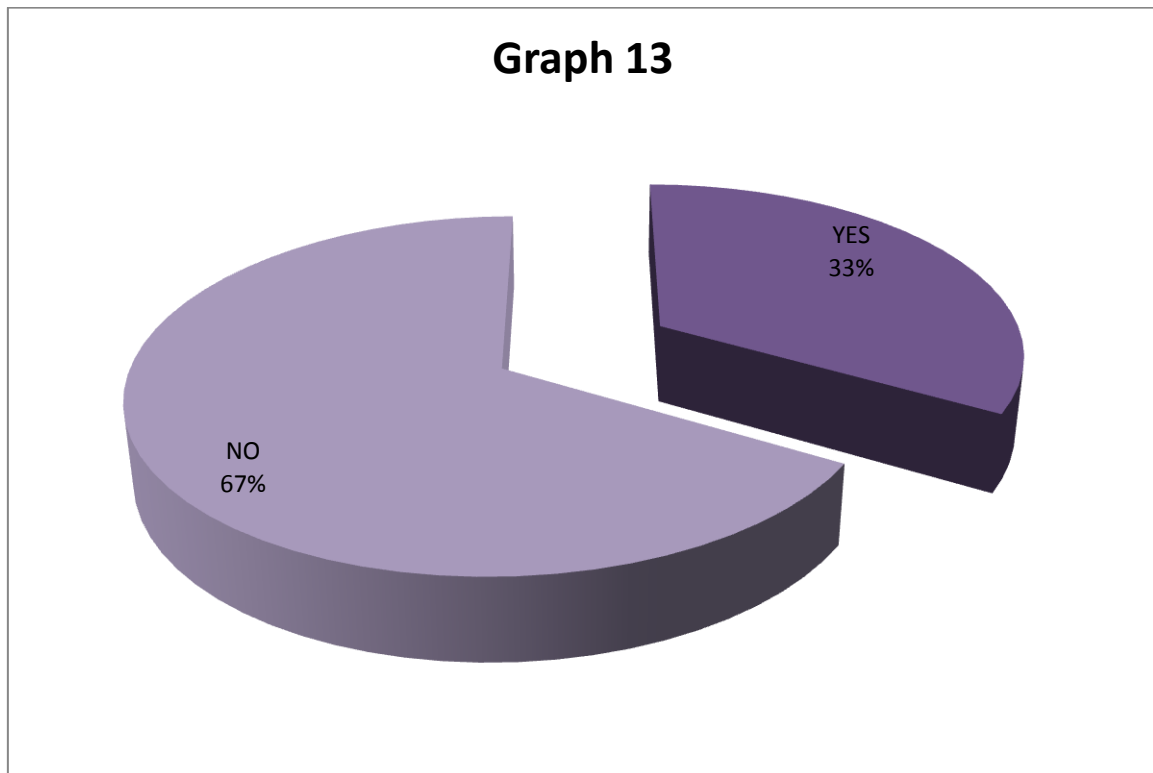


Author: Ana Paola Sánchez

Source: Teachers' questionnaire

Eighty percent of the classes have “31 plus” students while 20% of classes have “26 to 30” students per class. During class observation 66,6% of the results are taken from classes with thirty one or more students. 29,99% are taken from classes with a student population of twenty six to thirty. 6,66% of the results are taken from classes with sixteen to twenty five students. The last results were taken from the first period in a night high school, where classes began only with five students and it ended up with twenty. The difference is because of that many students did not attend classes at the first hours. Teachers said that these cases are very common because most of students work during the day (or they say that they work) and they cannot arrive on time for the first hours of class, the assistance of the students is verified during the second hour of class.

Do teachers feel comfortable working with this number of students?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

Sixty seven percent of teachers answered that they do not feel comfortable working with 31-more student; while 33% of the teachers feel comfortable working with this number of students. In this observation we can confirm that a large number of students have difficulties in the learning process.

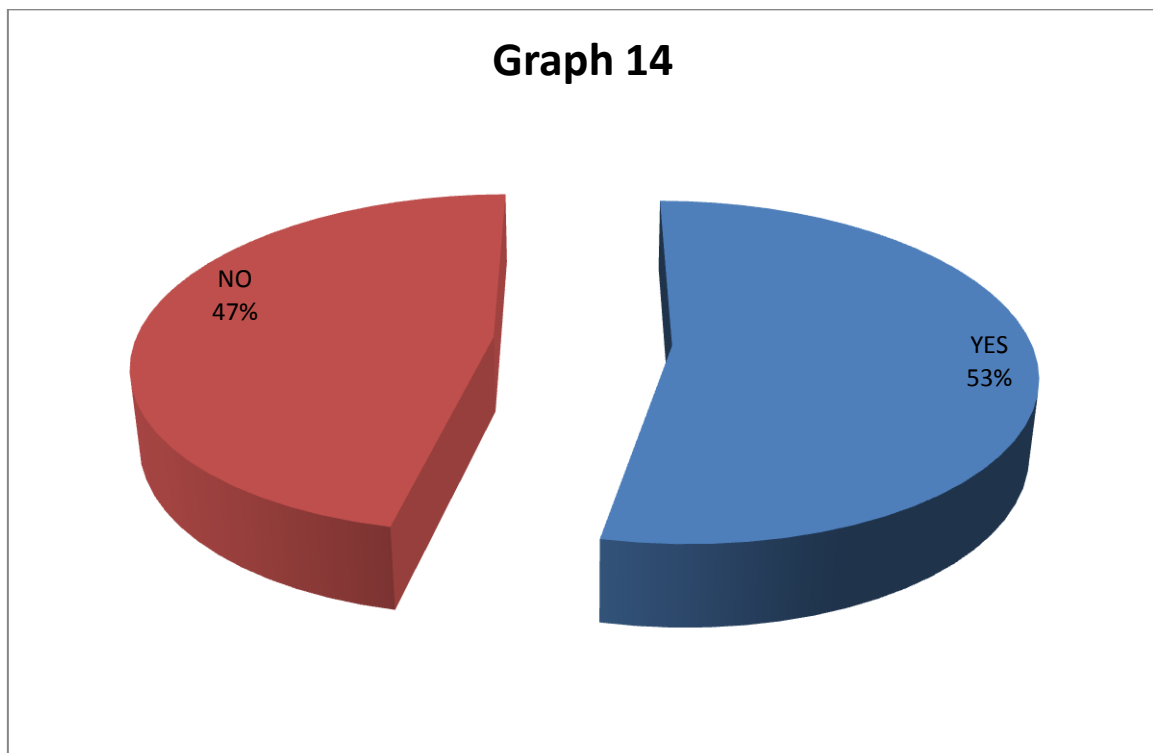
Students do not receive the necessary attention because of this; the performance is not as good as it should be. What the researcher observed is that students did not have enough opportunities to practice the language and to interact among them or with the teacher, which is a great way to learn.

It is known that when the number of students in the class is smaller, students can learn more. According to the observation, I agree with the teachers results, especially because the level of English in these schools is very low.

Teachers always want a smaller number of students in the class, because as we know, greater achievement occurs in smaller classes than in larger ones.

Achilles (1996); Finn (1998); Shapson (1980) mention that there is an evidence that teachers in smaller classrooms deal with fewer disciplinary problems, spend more time on instruction and enrichment activities, and offer more opportunities for student participation.

Do teachers have enough space to work with that number of students?



Author: Ana Paola Sánchez

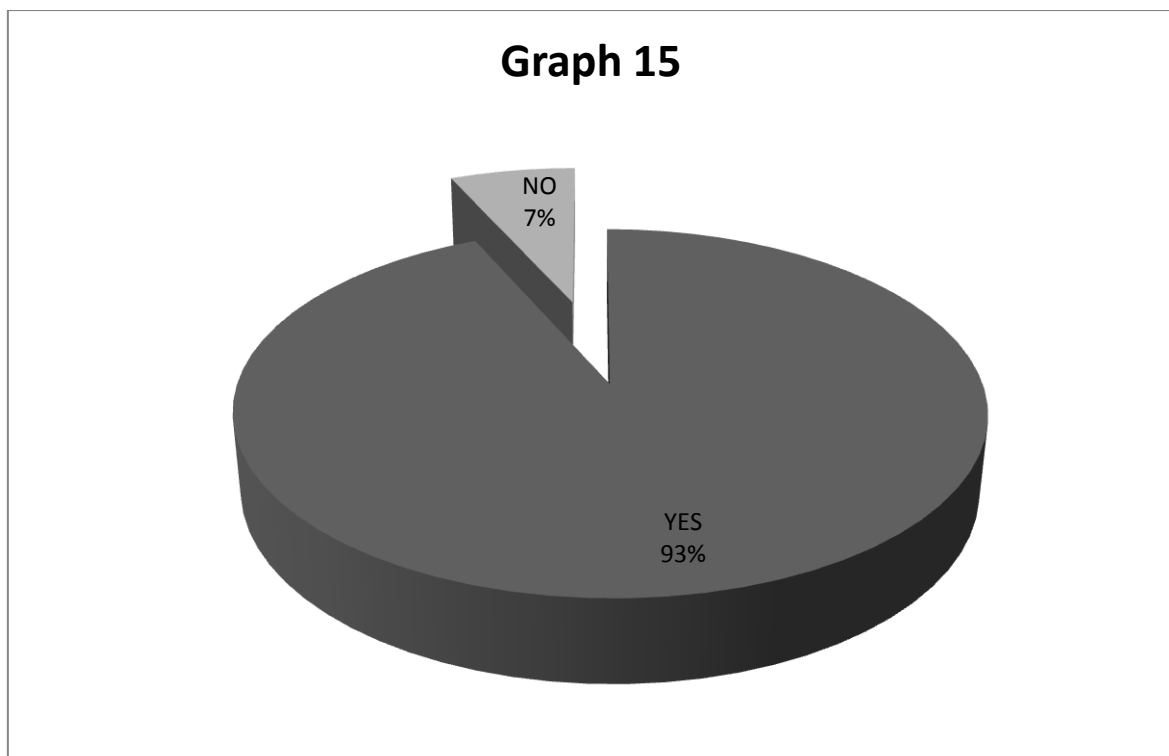
Source: Teachers' questionnaire

According to graph 14, 53% of the teachers answered "YES". This means that they feel comfortable with the sizes of the classes, and 47% of the teachers answered "NO". During the observation, the same results were found. Some classes were big enough for this large number of students while other classes were too small for the quantity of students.

An important aspect to mention, in the researcher's opinion, is that not only the size of the class is important, but also the environment of the class is also important. How clean and organized is the classroom? It was impressive how dirty the walls were; the desks and chairs also were dirty, broken and full of scratches. All these things were in very bad condition. If the environment, where people are, is not adequate, students probably are not going to be very motivated, and this also will influence the students' performances.

According to the accreditation criteria from the National Association for the Educators of Young Children (NAEYC), space should be allocated according to the number of children enrolled. A minimum of "35 square feet of usable space indoors per child" is required as acceptable physical space. Robles de Menendez (2010)

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



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

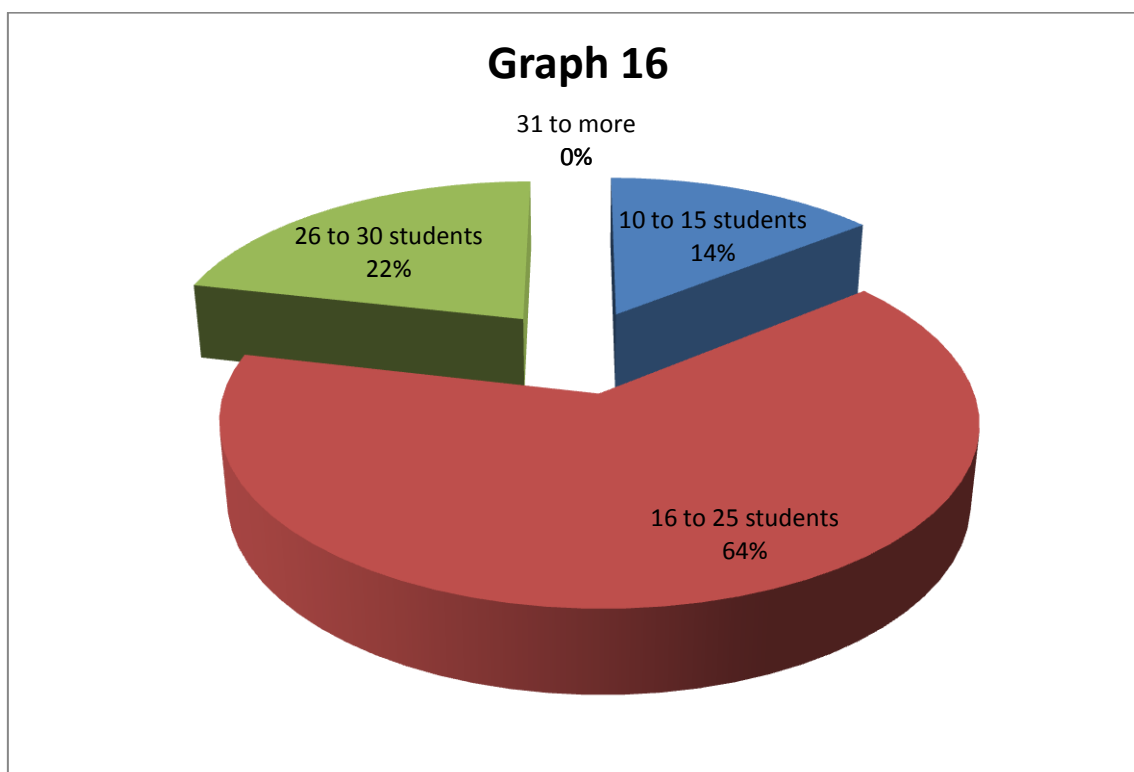
Ninety percent of teachers said that they arranged students' seats according to the planned activities and 7% of them said "NO". The students' opinions were exactly the same, and during observation, the results did not change too much, but it was mentioned before, teachers used lots of individual activities, so they had to keep the seats in the same place most of the time. They did whole group activities, where they did not rearrange students' seats and teachers did only a few pair activities.

According to some teachers, it is difficult to do many activities where they have to rearrange the seats because they think that students do not see this change as useful. Instead, the students use it as a reason to create disorder and disturbance in classes.

After these comments, it seems that teachers and students were not very honest with this answers because of the comment mentioned before. They tried to let the author know that they do not do these types of activities with frequency, but responded to the question they answered with "yes".

The physical arrangement of the classroom can influence the students' behavior and learning, the arrangement of the room is very important. Partin(2009).

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



Author: Ana Paola Sánchez

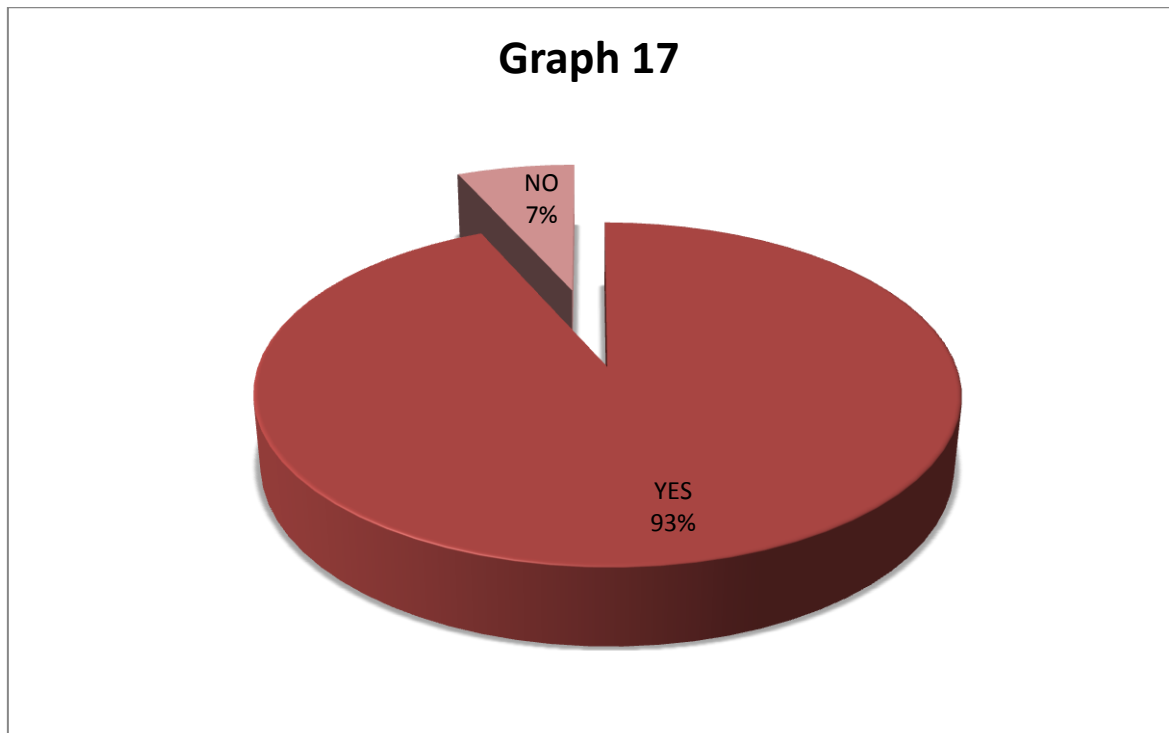
Source: Teachers' questionnaire

Sixty four percent of teachers considered that 16 to 25 students is the best number, 14% of the teachers believe that ten to fifteen students are appropriate, 22% of the teachers believe that twenty six to thirty students are appropriate. Unfortunately, as it has been shown, the results are absolutely opposite to what teachers considered as the appropriate number of the students per class to teach English.

We can tell that the authorities probably do not give too much importance to this subject, or probably, the communication among teachers and authorities is not adequate. It was observed that this is a factor that affects the English teaching-learning process. They need to search for solutions to improve this process.

According to Blatchford (2003), classes with too many students are often perceived as one of the major obstacles to ensuring quality education.

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



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

In graph 17, it is observed that 93% of teachers answered “YES” and only 7% of the teachers answered “NO”. The students' answers were different, 60% of them said “YES” and 40% of the students answered “NO”. In the observation class it was possible to estimate that 14% of classes use tape/cd recorders and 7% of classes have a TV in the class. There were no more resources in the classroom to facilitate the English teaching process. From these statistics it was found that only 7% of teachers used a tape/cd recorder.

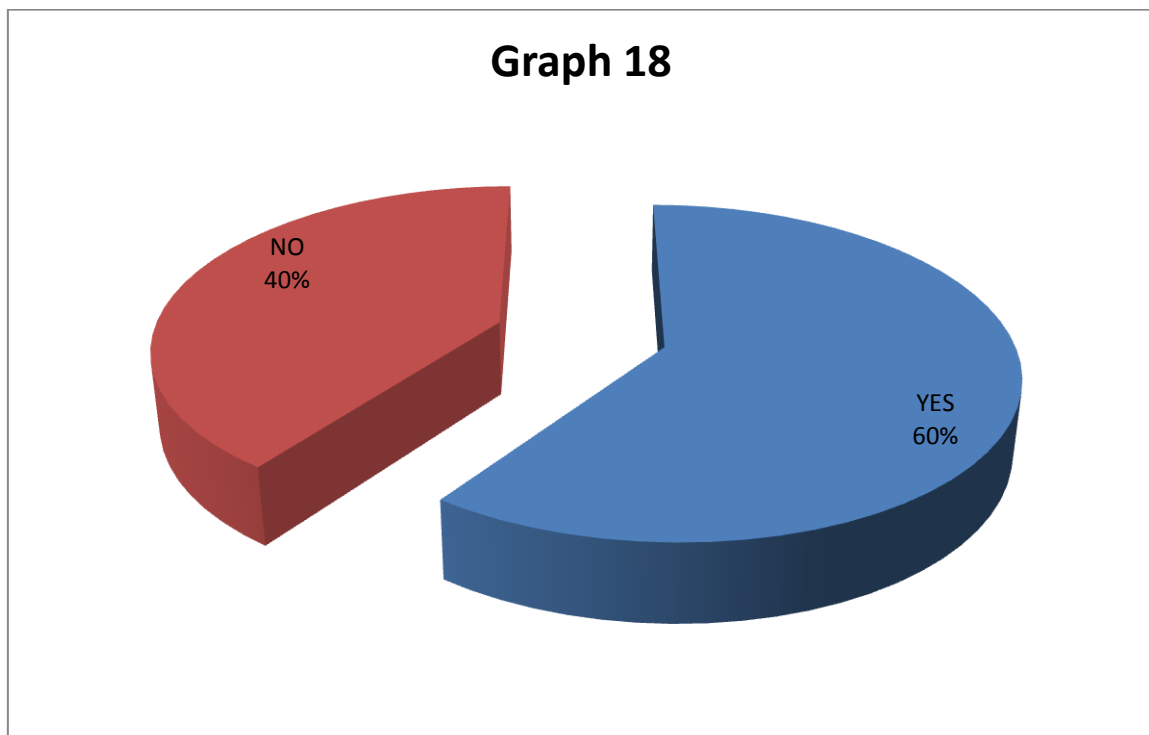
Teachers explained that they do have access to other resources such as computers, supplementary materials and in a couple of cases projectors, but these resources are

located in different classrooms, and teachers have to coordinate with the supervisors to use these resources.

A wide variety of teaching aids is necessary in the foreign language classroom. Lessons will be much easier and more exciting if teachers used manipulative objects adequately in their teaching in order for students to have a better understanding.

Coherence must exist among materials that are in use and the type of students who use them but resources, definitely, are important and useful with all students, Murado (2010).

Do teachers consider appropriate the resources they have in class?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

Teachers' opinions are "YES" 60% of them considered appropriate the resources they have in their own classes; while 40% of them said "NO", in spite of the previous explanation, in which it was mentioned that the classrooms had access to few resources.

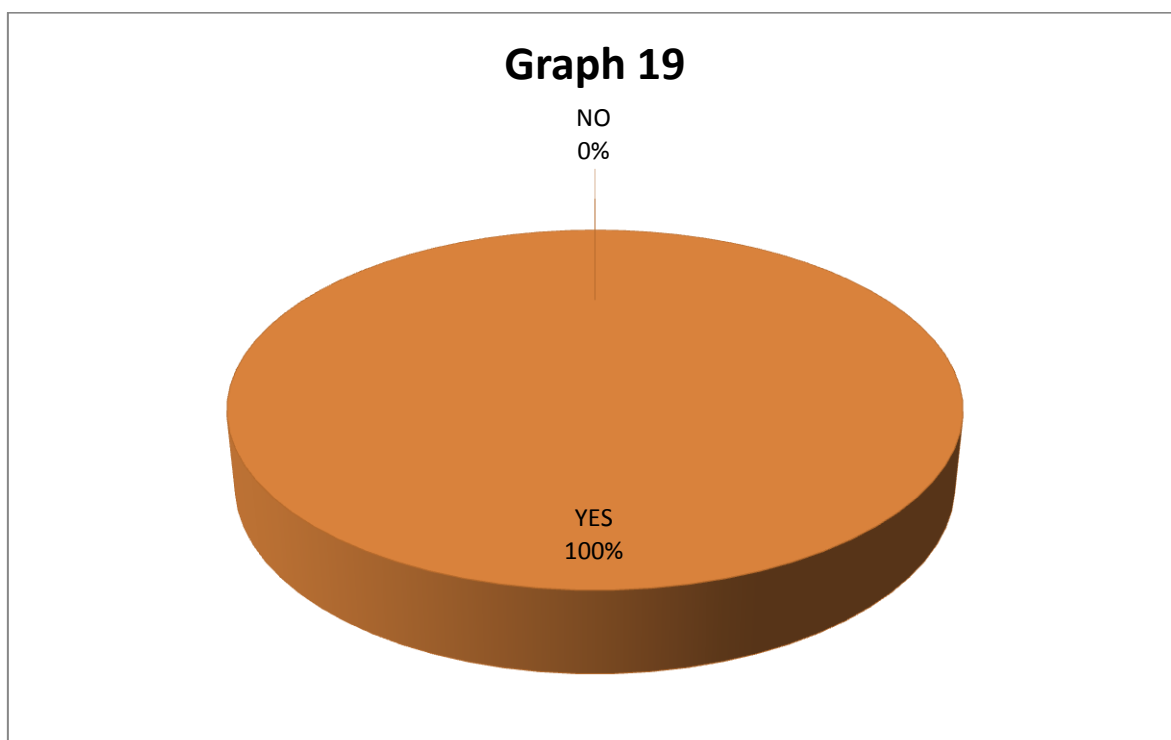
Apparently the teachers relate this question to the resources that they arrange to use in the institution.

According to Cunningsworth(1984), depending on how comprehensive a course is, it may provide some or all of the following: visual, recorded (taped) material; a teacher's book; an index or grammatical items, functions; vocabulary lists; tests; etc.

In English classes it is important to have all of these resources handy for the teachers where they can easily have access so they will use them in every day class.

Factors Concerning Institution

Does the institution review teacher lesson plans?



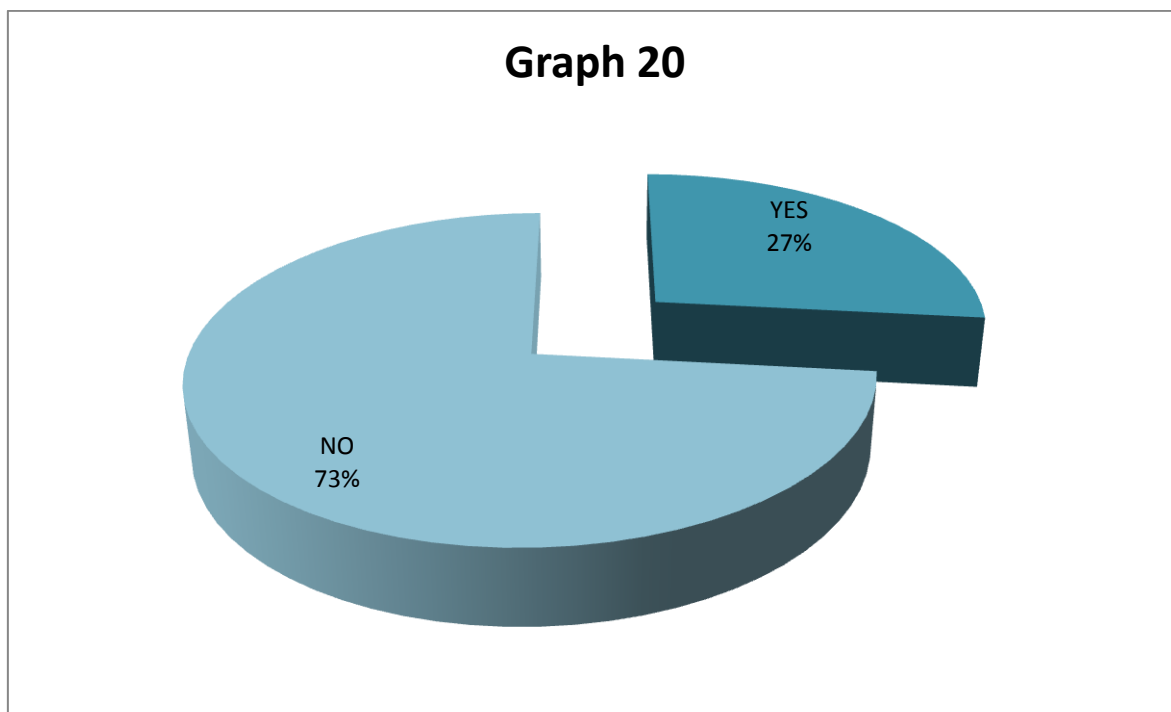
Author: Ana Paola Sánchez

Source: Teachers' questionnaire

One hundred percent of teachers said that the institutions check their lesson plans. The teachers comment that they always have to present the lesson plan as a requirement. The last year, they had continuous follow-up, many changes and several requirements

on behalf of the institution, but, nevertheless the teachers still did not demonstrate that they followed their lesson plans in the classroom.

Does the institution monitor teacher teaching?



Author: Ana Paola Sánchez

Source: Teachers' questionnaire

We can observe in graph 20 that 73% of teachers are not monitored by the administrations, and 27% of them said that they are monitored in their teaching of the English classes. In the observation classes we had not seen any type of monitoring on behalf of the institutions. Teachers mentioned that according to the new regulations of the department of education, teachers will be monitored constantly.

Observations may be performed on a regular basis with information recorded by the observing person(s) and evaluations will be produced.

Observations are important because they help to ensure that educator's teaching style is correct.

Teachers are evaluated in different areas as how they speak to and instruct the class, the types of questions they ask the students, the materials employed and disciplinary methods.

Most classroom observations are performed by educational administrators. However, teachers will observe each other; the experienced teachers can help to improve the performance of their younger colleagues. This type of teacher-to-teacher evaluation can be less stressful for the teacher being observed and it can also be effective. Miller (2009)

Conclusions

- The data analysis confirms that the highest percentage of teachers do not have an English bachelor degree or an English master`s degree, so this seems to be a factor that really affects the teaching-learning process.
- Teachers used Spanish most of the time in the classes. Because of this, students do not feel very comfortable with the English language and despite knowing the grammatical structures, students feel uncomfortable to talk and it was evident that it is difficult for them to understand the target language.
- The number of students per class is considered another factor that affects the teaching-learning process. Teachers do not feel comfortable with a large number of students and as we know when the number of students is smaller, the level of learning is higher.
- Teachers do not use correctly the teaching methods and they do not have a clear concept about each method. They lose the opportunity to utilize different types of activities that integrate different methods.
- Teachers plan their lessons, because now it is required by the Language Department in each institution. But, it is showed in this study; teachers did not follow these plans in their classes.
- Many teachers apply the traditional method of teaching in their classrooms, which may include using regular textbooks and most of the activities individually; usually these criteria end up having a monotonous and uninteresting class and this may lead students to become less motivated.

Recommendations

- It is highly recommended that the education highest authority and the Educational Institution keep evaluating and analyzing the teachers' level of education.
- It is not enough for the teacher to know the English Language, but it is very important that teachers have aptitudes and sufficient language knowledge to teach this language.
- It is recommended that the number of students per class be decreased. Considering the findings of this study, we can tell that the students' levels were very basic. They are students who need more attention. They need a more personalized education.
- Public secondary schools in Ecuador should be provided with an adequate and a variety of constant training. In these days teachers need to be in touch with technologies such as audio and video recorders, language laboratories and computers which can be more effective teaching tools for English Language lessons, as they offer authentic learning experience when interwoven with existing curriculum.
- It is strongly recommended that teachers use English most of the time in classes as a way to promote the development of listening and speaking skills.

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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 ()

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

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

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 _____	()
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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 ()
---------	--------

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

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

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 ()
---------	--------

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 ()
---------	--------

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 ()
-------------	-------------	-------------	---------------

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?

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

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

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

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?

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

¿Por qué?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

YES ()	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	()