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

TRABAJO DE FIN DE TITULACIÓN

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Doctora.

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DOCENTE DE LA TITULACIÓN

De mi consideración:

El presente trabajo de fin de titulación: “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” realizado por Sandoval Méndez Mercy Yolanda, ha sido orientado y revisado durante su ejecución por cuanto se aprueba la presentación del mismo.

Loja, Marzo, 2014

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“Yo, Mercy Yolanda Sandoval Méndez declaro ser autora del presente trabajo de fin de titulación: Factors that influence the English language teaching-learning process in Ecuadorian private high schools, de la Titulación de Ciencias de la Educación, siendo la Dra. María Olivia Arias Córdova directora 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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Autora Mercy Sandoval Méndez

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DEDICATION

I want to dedicate this research study to my family; especially to Fernando, my husband, who has always been my support during the whole process of my studies. To my daughters Ainhoa and Laya Camila, who are my treasure and company, and I also want to dedicate this job to my parents, who have always trusted me and have been there to help me throughout my life.

Mercy

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ABSTRACT

The topic of the current study refers to “Factors that influence the English language teaching -learning process in Ecuadorian private high schools”. The main objective was to analyse the factors that affect the English language teaching-learning process at private educational institutions in the city of Quito.

This research work was carried out in the city of Quito. The sample was taken from six private educational institutions which were chosen for their access and facility. Fifteen teachers and fifteen students were selected randomly. It was taken into account some aspects such as factors concerning teachers, students, educational institutions and classrooms.

The results of this research investigation showed that factors affecting the English teaching learning process are concerned to academic and methodological aspects. The English level was good but not excellent, and the space where English lessons take place was not the adequate. Besides, it is important to mention that most of the teachers are well prepared, but they were not using proper tools and updated techniques to teach English efficiently in order to take students to an effective learning.

KEY WORDS: High schools - Lesson design- Class size- Learning styles- Teaching resources- Teaching Approaches and Methods – Managing learning – Factors concerning teachers- Factors concerning students - Factors concerning educational institutions – Factors concerning classrooms – Thesis.

RESUMEN

El tema de este estudio se refiere a los " Factores que influyen en el proceso de enseñanza-aprendizaje de Inglés en escuelas secundarias privadas ecuatorianas". El objetivo principal fue analizar los factores que afectan el proceso de enseñanza- aprendizaje del idioma Inglés en instituciones educativas privadas.

Este trabajo de investigación se llevó a cabo en la ciudad de Quito. La muestra fue tomada de seis instituciones educativas privadas que fueron elegidas por su acceso y comodidad. Quince profesores y quince estudiantes fueron seleccionados al azar. Se tomó en cuenta algunos aspectos como los factores relativos a los docentes, estudiantes, instituciones educativas y salones de clase.

Los resultados de esta investigación mostraron que los factores que afectan el proceso de enseñanza-aprendizaje Inglés se refieren a los aspectos académicos y metodológicos. El nivel de Inglés de los estudiantes era bueno, pero no excelente, y el espacio en el que las clases de inglés tienen lugar no era el adecuado. Además, es importante mencionar que la mayoría de los profesores están bien preparados, pero no utilizan herramientas adecuadas y técnicas actualizadas para enseñar Inglés de manera eficiente y los estudiantes tengan un aprendizaje efectivo.

PALABRAS CLAVE: colegios - plan de clase - tamaño de clase - estilos de aprendizaje- recursos para la enseñanza - factores relacionados a los docentes - factores relacionados a los estudiantes - factores relacionados a las instituciones educativas y aulas - tesis.

INTRODUCTION

Nowadays, lack or little English knowledge becomes a problem to students who finish high school. When they enter the university, they realize the limitations they have in order to develop academic tasks in English language. They cannot access to current information because they do not have the proficiency in the language which is also necessary for applying to scholarships programs to study abroad.

According to these aspects, the present study focuses on “Factors that influence the English language teaching-learning process in Ecuadorian private high schools”. The main objective to develop this research work is to determine and to analyze the potential issues affecting the normal learning course. Besides, some specific objectives are taking into account: Identifying students' English level and their needs into the classroom; determining classroom conditions under which English lessons are held; to find out the characteristics of in-service English teachers, and establishing the institutional standards and facilities concerning to the quality of the education.

Some prior studies from other countries about the same theme were analyzed to establish a comparison of similar problems that students from different institutions have to face when learning English language.

Intakhab Alam Khan (2011), in the study “Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia”, states that English learning in Saudi Arabia is very important for social, and technological issues such as business, computers, health, and others. It mentions that although a very good planning curriculum, the use of appropriate textbooks, well instructed teachers, and an efficient administration, students do not have an acceptable English language level at schools.

The study states, teachers make use of traditional approaches to teach English in high schools. The curriculum design to this purpose is not the adequate so learners do not acquire a comprehensible input. On the other hand, the study implies that educators in this country do not follow up learners improving, because of the belief that correcting students' tasks is only for beginners.

The study concludes that the most important factor that influences English language learning deal with pedagogic affairs. Teachers must be well trained, educators must be able to develop useful and updated strategies, and apply techniques that low the difficulties at teaching learning issues and lead the students to get the target language.

Aduwa-Ogiegbaen, S. E. &Iyamu (2006), in the research work: "Factors affecting quality of English language teaching and learning secondary schools in Nigeria" mention that some factors such as: Resources, methods, and environment, were taking into account to analyze the problems affecting students English level in this country. The outcomes showed that teachers use traditional material and occasionally use charts and real objects into the classroom. Thus, the study mentions that educators use lecture and intensive reading methods instead of applying group and debate techniques inside the classrooms. Regarding environment, the study reflected that secondary school students in Nigeria do not learn English Language in an appropriate space, classrooms are over crowded and the furniture is not comfortable for proper seating arrangements. The investigation proposes that teachers need to assume new roles and make use of new technology. Besides it is strongly recommended that learning environment in public schools in Nigeria should be better so students can learn in suitable classrooms.

The present work showed that the actual English teaching model, which is being applied at private schools in Quito, has some deficiencies that need to be changed in order to obtain better results. Teachers do not use proper tools and updated methods, which may redound in an effective teaching learning process. Some educators do not have the proficiency they need to succeed in teaching English as a second language. The classrooms conditions are not the adequate, sometimes they are over crowded. Besides, they are not well equipped with English labs, smart boards and others that are absolutely necessary to get students involved in the target language.

Some of the recommendations are as follow: teachers should be trained continuously to acquire fresh knowledge, make use of updated resources, which leads them to teach English efficiently. Moreover, they need to be monitored by area coordinators, and the principals, belonging to the educational institutions where they

work. Classrooms environment must be provided with updated resources, and they should not be over crowded.

The present work tends to benefit people who are involved in English education in our country such as boards, administrators, area coordinators and students as well as teachers. This kind of research studies will lead to teachers and learners to improve their English teaching learning process in Ecuador. The study will serve to educational institutions and government to apply the necessary corrective measures, to make not only learners but educators can achieve their goals. Finally, the study also could be a base for future studies in the educational field.

METHOD

In order to carry out this research study, it was necessary to look for data about the topic, by gathering information from the internet, and books about previous studies related to the theme. The researched material was used in order to support this work. Besides, it was necessary to collect details from English teachers, students and from observation to classes in some private educational institutions in the city where the investigation took place.

Setting and Participants

The present research work was done in the city of Quito; six private educational institutions were selected. These institutions were located in the north of the city.

The sample was taken from fifteen English teachers and fifteen students in six private educational institutions. It was chosen one student and one teacher per class in order to complete the questionnaires in a random way. They belong to eight grade of basic education up to third year of High School. In addition, fifteen classes were observed to reach the objectives.

Procedures

The first step was looking for data related to the topic, dealing with teaching techniques, teaching methods and approaches, class size, teaching resources, among others. This information was used to fulfil questionnaires and to analyse the four variables considered to achieve the goal of the current investigation which concern to teachers, students, classroom and educational institutions.

The gathered data was properly summarized and paraphrased; this information was showed in charts to facilitate the tabulation. After that, the literature review was written to summarize the most important facts of the proposed topic. In addition, the names of the authors, years and places were included in References considering the American Psychological Association (APA) style.

The quantitative and qualitative methods were applied to perform this research work; using surveys and interviews to identify opinions, attitudes, and characteristics of the individuals who participated in this study.

The instruments used to collect data were interviews, questionnaires, and observation sheets; some techniques were applied: the first one was directly in the field using the observation sheets; the second one corresponds to questionnaires to be fulfilled by teachers and students in which some information was requested. Finally, the third one was carried out by interviewing teachers to establish their language proficiency.

DISCUSSION

Literature Review

During the last years, the government of Ecuador has been working to find better ways in order to improve the quality of education in our country, especially English language teaching as a second language in Ecuadorian public schools. The Test of English as a Foreign Language (TOEFL) has been applied to English educators to determine their English level. Thus, teachers are going to get involved in training programs to enhance teaching methodology.

The main objective of this project is to determine the principal “Factors that influence the English language teaching-learning process in Ecuadorian private high schools” in order to improve the English education quality in Ecuador. The study tends to achieve B2 teachers English level for the purpose of upgrading their ability in teaching English. The Ministry of Education will offer training programs for teachers who have not reached the standards, which are needed to teach English successfully. It means a B2 level, according to the Common European Framework of Reference (CEFR) (SENESCYT, 2012), which includes six levels of proficiency which range from A1 to C2. A1 and A2 levels correspond to Basic English language level users, who are capable to narrate their personal experiences using basic vocabulary and simple tenses. Besides they can interact in a simple way.

On the other hand, B1 and B2 levels belong to independent English language users, who are able to interact with native people. They can express their opinions and thoughts and also may argue about advantages and disadvantages of different topics. Finally, C1 and C2 levels correspond to proficient users who are able to express themselves fluently and use their English knowledge for academic and professional purposes. These people can structure arguments of complex subjects and can summarize information from different spoken and written sources.

According to Secretaría Nacional de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT, 2012), there is a scholarship program offered to English teachers with the support of this department in conjunction with the Ministry of Education. The program covers the studies at a prestigious university in the United

States of America for a period two semesters. After finishing their studies, teachers must return to Ecuador to share their English knowledge teaching in public schools.

In the next section, relevant information related to this topic has been set such as common approaches and methods used in second language teaching, managing learning, lesson design, class size, classroom space, seating arrangement, teaching resources, classroom observation, learning styles, and language aptitude. Besides, five previous studies about the same theme were researched and written down in the next paragraphs.

Teaching Approaches and Methods

There are different methods that are used when teaching a second language, and the most common are explained below.

Díaz-Rico and Weed (1995), explained that the Communicative Approach is the method where the teacher guide the students to prepare materials, to organize resources, and to perform activities in the classroom that take to all of the participants to work together in communicative tasks. Applying this method teachers become in co participants, since they constantly share the responsibility of learning at the same time with the students. Additionally, they affirm that students at the beginning levels need to achieve basic commands, like: asking to go to the bathroom or borrowing an eraser. As they grow up at school, they need to cooperate with their peers when they work in groups. In this manner they learn to express themselves in oral and written form.

In accordance with Richards & Rogers (2011), Communicative Approach focuses on real situations that involve communication to encourage students to participate. In this way teachers have the role as facilitators during the class time, so they talk less and listen more. By applying this strategy, teachers can observe and monitor students' tasks. This method does not focus on grammar, although it is important, since the principal objective of the method is to teach a practical use of the foreign language in order to acquire skills in communication. As it was mention before, teachers must monitor and observe the tasks.

The study also mentions that using this method students have the opportunity to learn the second language by doing some activities such as: discussion, debate, communication games, and others.

Díaz-Rico and Weed (1995) imply that the natural approach is the method created for beginners where teachers act as facilitators. It focuses on the students' necessity to have enough comprehensible input, so they can teach themselves how to talk. However, they think that at early stages it is not necessary to focus on grammar or speaking. It also says that second language learning in the classroom has the similar process to acquire the first language in childhood.

In addition, Richards & Rogers (2011) state that the most important thing when using this method is to focus on exposure or input instead of practice moreover. Moreover, they do not emphasize neither on grammar nor in language theory because language is viewed as a vehicle to communicate meanings and messages.

The Content-Based Instruction is the next method that will be analyzed. Richards, & Rogers (2001) and House (2011) assert that teaching a second language is based on the information students acquire, rather than in a specific type of curriculum or syllabus. The Content-Based Instruction is based on two principles: the first one said that the best way people learn a second language is when they used the language in order to get information or communicate something rather than the purpose of learning another language. The second one said that many content- based programs serve to prepare ESL students for academic purposes. This method offers a wide range of opportunities for teachers with meaningful interest content for students, and also gives many practical advantages for course designers.

According to Díaz-Rico and Weed (1995), Total Physical Response is a method based in how children learn their first language, through observing and studying children when they are learning their first language. Asher made the basis of this approach with three elements; the first one, listening competence precedes speaking. The second one, listening comprehension is acquired through physical movements. And finally, speaking emerges in natural way.

Furthermore, the principal goals of this method are: to teach basic skills in speech and to teach oral proficiency in beginners. In addition, the teachers order

commands to the students while modeling the actions. For example, the teacher says “put your hands up” while putting hands up; and repeat as many times as necessary until the students perform the action also, reading and writing are introduced using commands. At this point the grammar is taught in an inductive way.

Richards & Rodgers (2001) imply that when using Task Based Language, activities are focused on real life situations so students get motivation to perform tasks efficiently. Besides, the study also mentions that the tasks must go forward in accordance with how difficult they are, and they should rely on learners’ previous knowledge.

Finally, the last method that will be explained is Grammar Translation. By applying this method, little or no emphasis on the speaking of the second language or listening to second language speech is laid. Grammar translation method focuses on teaching grammar of the second language using the grammar rules and translation into target language as a tool (Diaz-Rico, Weed, 1995). On the other hand, Richards and Rogers (2001) argue that the principal goal of this method is to learn a second language in order to read its literature and to be benefit from the development of the intellectual system from foreign language study. This method analyses the grammar rules, focuses on reading and writing additionally, vocabulary words are though through memorization, bilingual word lists and dictionary study. The mother tongue is the way teacher gives instructions to the students moreover, grammar is taught in a deductive way.

Managing Learning

Woolfolk (2010) states that the objective of classroom management is to have a good and productive environment but, he describes that it is not fair to use management techniques just to keep students in silent and quiet way. In addition, one important point is related to the time that has to be used effectively in order to achieve the goals by expanding the total number of minutes for learning.

Harmer (1991), states that the importance of feedback is not only to correct the language mistakes, but also to tell students the right things. Furthermore, he describes two different kinds of feedback; the first one is content feedback which focuses on how the students make the activity instead of a language exercise; the

second one, form feedback which focuses on how accurate students have performed linguistically.

Amy (2003) states that teachers are coordinators outside and inside the classrooms and at this point their main objective in the classroom instruction is to encourage the students to use the target language with native speakers outside the classroom. Additionally, time is very important in the learning process in order to ensure the students spend only the time needed in each task, in this way the time is not wasted; the teacher should bring an alarm clock to the class to give the students a time limit when they are working on tasks. Furthermore, feedback is very important in the learning process; its main purpose is to achieve the improvement and self-awareness. The teacher has a great responsibility because by providing continuous feedback students will be benefit; for example, they can evaluate their progress and success. There are different forms of feedback such as giving tutorials to the students, extra homework, projects and others.

Gower, Philips & Walters (2005) stated that extra curricular work in foreign languages is very important. Students get more opportunities to develop their skills and abilities. In addition, it is essential to have control with the time spent in the classroom in order to create a good environment where students could learn, in this way the academic time increase.

Lesson Design

Planning is very important in the classroom in order to have a proper development, it helps to the teacher reminds what to do for example, many teachers write down the sentences they are going to teach, the questions they are going to ask to the students, how they are going to do the tasks, etc. Each institution generally has their own formal plans however, some elements like the following are generally include: objective, procedures, timing, materials, activities, description of the students. Besides, there is a situation where planning is particularly important and that is when the teacher is going to be observed as part of assessment or in order to review his performance in the classroom. (Harmer, 2007)

Furthermore, Richards & Renandya (2002) state that planning daily lessons is the last planning process; it comes after annual, term and unit plans. Daily lesson

planning is mainly done by writing which contains specific information and describes the teaching process however, there are some teachers who do the planning inside their heads; in addition, they assert that daily planning can benefit both teachers and students; it helps to the teacher to have an organization about timing, activities, sequence, content and materials. Additionally, it could help with a substitute when the teacher cannot teach; on the other hand, daily planning benefits the students because the teacher has in mind the different abilities, backgrounds, interests and learning styles about them.

Class Size

According to UNESCO (2006) recent researches show that students in small classes can learn as effective as students in large classes because of the quality in teaching more than in the size of the class. Additionally, it says that it is a challenge for educators to have large classes; however, it could be positive in the way educators can improve their teaching using different techniques in order to make the class funnier. In contrast, Blatchford (2003) states that teaching in small classes has better results in learning than in large ones. Also, for some teachers there is an advantage because they could know the students individually, for example they can know when someone learn or not. Blatchford (2003, p.3) states, "The small class allowed almost daily sessions in which there was a stress on individualized support at this crucial time in children's reading development".

Classroom Space and Seating Arrangement

The way how teachers organize their students in the classroom and also their position is very important. The place where the students sit decide: how they interact, their attitude with others in the classroom, the attitude of the teacher to them and the types of activities they can do. The teachers can use a horseshoe arrangement in classes with less than sixteen students, for activities where the students need to look at each other in the class and for activities where the teacher needs to direct from the front. If there are more than sixteen students the teacher might be able to make double horseshoe. When the students are working in pairs, the teacher could let them move their chairs towards each other. When the students work in groups, how the seats are going to be arranged depend of the activity, the size of the groups, the number of students, the amount of time they are going to spend, the size of the class; in any case

they need to be faced. In addition, when students have to interact with the whole class individually it is advisable to leave enough space in the middle of the classroom in order to students move around, by changing the desks to the corners of the class finally, individual work used for activities where reading or writing are involved for example, when the students have a test the best seating arrangement is to turn students away from one another in order to let them concentrate. (Gower, Philips, & Walters, 2005)

On the other hand, Underwood (1987) states the importance of moving the students when they are working in pairs or groups, it could be advantages letting them practice speaking skill. Moreover, it is easier to move students around than to move desks.

Harmer (2007) explains that one advantage when working on orderly rows is that the teacher can see all the students as same as students can see the teacher also, in this way the teacher can work with the whole class; lot of activities can be make easily for example, when the teacher explains grammatical points, when the students watch a video. When teachers are working with small groups the most common seating arrangements are circle and horseshoe, in these kinds of arrangements the board and the teacher are less dominating, and the classroom is more intimate, it is easier to share information while interact and students can improve their speech. In some classrooms the students sit in groups using separate tables where the teacher walks around the classroom and monitors the students' work, one advantage of this type of sitting is that it is easy to arrange.

Classroom and/or Teaching Resources

Harmer (2007) sustains that nowadays the classrooms around the world have a big amount of equipment and technology available. There are the following examples: the board where you can write, draw, project things, stick things on, etc. Pictures and word cards, flip charts which are good for brainstorming ideas, the overhead projector, that allow teachers to show different types of activities; moreover, computer-based technologies, audio and video, modern language laboratories and dictionaries . Moreover, according to Finocciaro (1964) there are many resources that could replace the textbook and the picture file which can be used in different activities for example practicing vocabulary; the pictures can be used to introduce and practice vocabulary;

charts where you can draw simple ones to show grammar points, flashcards or word cards, the pocket chart where students device for word order, the flannel board is excellent in order to practice structure-expressions and vocabulary, a big amount of games, real objects which you can keep them in a particular box, CD players, video and DVD players.

Classroom Observation

Gebhard & Oprandy (1999, p. 36) states, "One purpose of observation is to evaluate teaching-a purpose with which most of you are no doubt familiar". There are five purposes in observation, the first one is to help the teacher to improve his classes for example, when a supervisor observes the teaching behavior in the class and identifies the teachers' strengths and weaknesses, in this way the teacher could improve the teaching process. The second one is for inexperienced or novice teachers in order to see how to teach by observing experienced teachers' techniques.

Thus, the study mentions, teachers can learn a lot from that observation; the third one is to learn to observe, and to be more awareness of teaching; the fourth one is to collect data when someone is doing a research; and the fifth purpose is to observe the class development in order to be more self-aware. Its principal goal is to observe other teachers to construct and reconstruct their own knowledge about teaching, in order to improve as teachers, and to learn more about classroom practices, teaching attitudes, etc. (Gebhard, 1999).

In contrast, Bellon, Eaker, Huffman, & Jones (1976) suggested, that the principal objective about classroom observation is to record behaviors for teachers or students but, lots of problems have been identified affecting the process for instance: The worst thing is when the observer catches only the negative actions of the teacher. In addition, it might be better to focus on only one type of behavior.

Learning Styles

According to Grant (1987) learning styles are related with the differences in learners at the moment of processing and retaining information for example, some learners prefer to have a written text in front of them; while others prefer to listen and speak the language instead of writing. Some learners prefer explanations of grammar

rules and most of them in L1. On the other hand, there are many learners who prefer to use their common sense with no grammatical rules, by listening to the language, trying to use it and reading it.

In addition, Lightbown & Spada (2006) define learning styles according to how individuals acquire knowledge, for example: There are people who learn best using the sight. These people are called visual learners. Other people learn best using the hearing. They are called aural. Also, there are learners who are called kinesthetic whole are best using the physical action or movements. All of them are related with multiple intelligences. Moreover, they focus on distinctions of two different cognitive learning styles depending on whether the individuals see things more generally or tend to separate details from the general background. They are described as field dependent or field independent.

Language Aptitude

Cook (1991) states that people have differences and they learn a second language in different ways, some people have more aptitude to learn another language than others due to their ages, motivations and the most important point depending of the society they live in.

On the other hand, Lightbown & Spada (2006) describe that many studies have shown that success in language learning is correlated with extroversion. In contrast, other studies have found that there is no relation. Another aspect of personality is inhibition which discourages risk-taking, which is necessary to succeed in learning of a second language; Alexandra Guiora, found support that inhibition is a negative point at least in pronunciation. Features like feelings of worry, nervousness, and stress are investigated.

In order to analyze the “Factors that influence the English language teaching-learning process in Ecuadorian private high schools”, it is important to take into account some previous studies related to the same theme as follows:

Intakhab Alam Khan (2011), in the study “Learning difficulties in English, diagnosis and pedagogy in Saudi Arabia”, states that English learning in Saudi Arabia is very important for social and technological issues such as business, computers, health and others. It mentions that although a very good planning curriculum, the use of

appropriate textbooks, well instructed teachers and an efficient administration, it is not enough to get an acceptable English language level at schools.

As the study states, it was found out that the poor English language level in Saudi Arabia is mainly due to the traditional approach to teach English as a foreign language in high schools. Another problem is the fact that the curriculum design to this purpose was not the adequate and it is insufficient to take the learners to a comprehensible input, communication skills among others. Besides, English teachers in this country are native Arabic language. Most of the times, they communicate with the students in their mother tongue. On the other hand, it was stated that educators in this country do not follow up learners improving, due to the belief that correcting students' tasks is only for beginners.

The study concludes that the most important factor that affect English language learning in Saudi Arabia deal with pedagogic affairs. Teachers must be well trained, and make diagnostic studies in order to realize the difficulties the learners face when study English. Teachers have to be able to develop useful strategies that low the difficulties and lead the students to get the target language.

Khamkhien (2010) made a study related to the topic with two main objectives, the first one focuses on three factors: gender, motivation and experience in learning English. The second one is to compare these factors with learning strategies in Vietnam and Thai.

The methods were based on using 200 questionnaires in students from 17-21 years, who were studying in the first or second year, achieving the participation of 136 students; also, they didn't have to stay more than four months abroad. For this study a technique called Strategy Inventory for Language Learning (SILL) developed by Oxford, which contains six categories. This tool was checked by two scholars who were experts in linguistics. Furthermore, the data analysis was carried out through inferential and descriptive statistics using a computer program for example, in the motivation category two groups were found; the first one related to the highly motivated students and the second one related to a low motivated students.

As a conclusion, the research showed that the gender in Thai students didn't have any difference in the choices of language learning strategies, as the same as,

motivation. At last, experience studying abroad has great influence in both types of students.

Aduwa & Iyamu (2006) conducted a research whose purpose was to determine if English language teachers use appropriate methods, instructional resources in secondary school in Nigeria; in addition, if secondary students in that country learn English in an appropriate environment.

The study showed that public secondary schools in Nigeria should have an adequate and varied instructional media. Teachers should adopt new roles, new strategies, and new technological tools rather than printed material for the students in order to learn in a better way. Finally, they recommended that the state and federal governments should put priority attention in learning environment at public schools in Nigeria.

Saricoban & Sakizly (2006) carried out an investigation in order to analyze three types of factors that concern classroom management and they are: factors concerning students, factors concerning the school environment and factors concerning teachers, in order to give solutions for different events. Since this investigation is based on prior studies, the information is collected in the journal to show the factors that influence how teachers manage their classroom and it is classified in three main factors: factors influencing how teachers manage their classrooms, factors concerning school environment, and factors concerning teachers. In conclusion, classroom management is a huge field that is affected for many factors and they give many advices for example: about factors concerning teachers, motivating students, to have an effective lesson design, to play a great role in classroom management are important. The school environment includes physical factors such as the equipment, board, setting arrangement. Factors concerning students are related with their skills, background, needs and characteristics.

Related to the theme, Muñoz (2001) mentions that, this research has done to determine the effects of the starting age on learning a foreign language. Furthermore, the study states, that other individual factors and the relation to age such as the students' attitude, the influence of the first language, socio cultural class, gender, and extracurricular exposure to English were analyzed in the investigation.

The methods used for this research were submitting series of tests to the students in different section that were grammatical, written, and oral. The test consisted in a listening examination where students had to recognize words, the grammar test where students had to answer multiple choice questions and the dictation test in which blanks have to be fulfilled. Finally, students had to answer a questionnaire about socio economic aspects and extracurricular exposition to the foreign language. It is essential to say that a correlation analysis was used to establish relation among variables as well as some statistical analysis to explore the results deeply.

The conclusions of this research implied, that students who start learning a second language at early age do not exceed to students who started at older age, at the beginning they mastered in the listening test but then older students got the advantage in all the skills later. With this result people can set aside the idea of mastering in learning a second language learning process because of age. Furthermore, the author sustains that different methodologies have to be used by the teacher depending on the type of students in order to get success in the process of learning English as a second language.

Bektas & Oruc (2011) made a research whose objective was to describe the university language learners' level of motivation in Turkey; also, to compare English language learners in public university with those in a private university in terms of motivation level.

This study collected quantitative and qualitative data which was obtained from 228 students of private and public universities with the use of questionnaires items and two semi-structured interviews.

Additionally, reasons for learning English were also tested through a questionnaire including eighteen items in order to understand why students want to learn English. The reliability of the instrument was .90 for public and .89 for private universities. Then, to identify the amount of English usage a questionnaire was applied which open-ended questions were contained.

Furthermore, two semi structured focus groups were conducted; one with five students of a public university and one consisted on five students of a private university, which allowed the researches to explore more about motivational aspects.

Finally, it is imperative to say that descriptive statistics were conducted through SPSS to analyse quantitative data.

The results obtained in this research are congruent with prior studies; the first finding is that middle and upper students have a higher motivation to learn a second language since the school is provided with more technological devices. In addition, the number of students is a relevant factor to get an effective language learning process. At last, the two groups' public students and private learners are highly influence to learn English as a second language since they recognize it is a very important language which it is used all over the world.

Description, Analysis, and Interpretation of Results

This research was made with the purpose of analyzing factors that influence the English language teaching-learning process in private high schools in Quito. Four factors were considered for this study: factors concerning teachers, students, classrooms and educational institutions.

For the quantitative analysis, fifteen teachers were selected to be interviewed. Fifteen students were chosen to fulfill surveys and also fifteen classes were observed in order to obtain enough material to be analyzed.

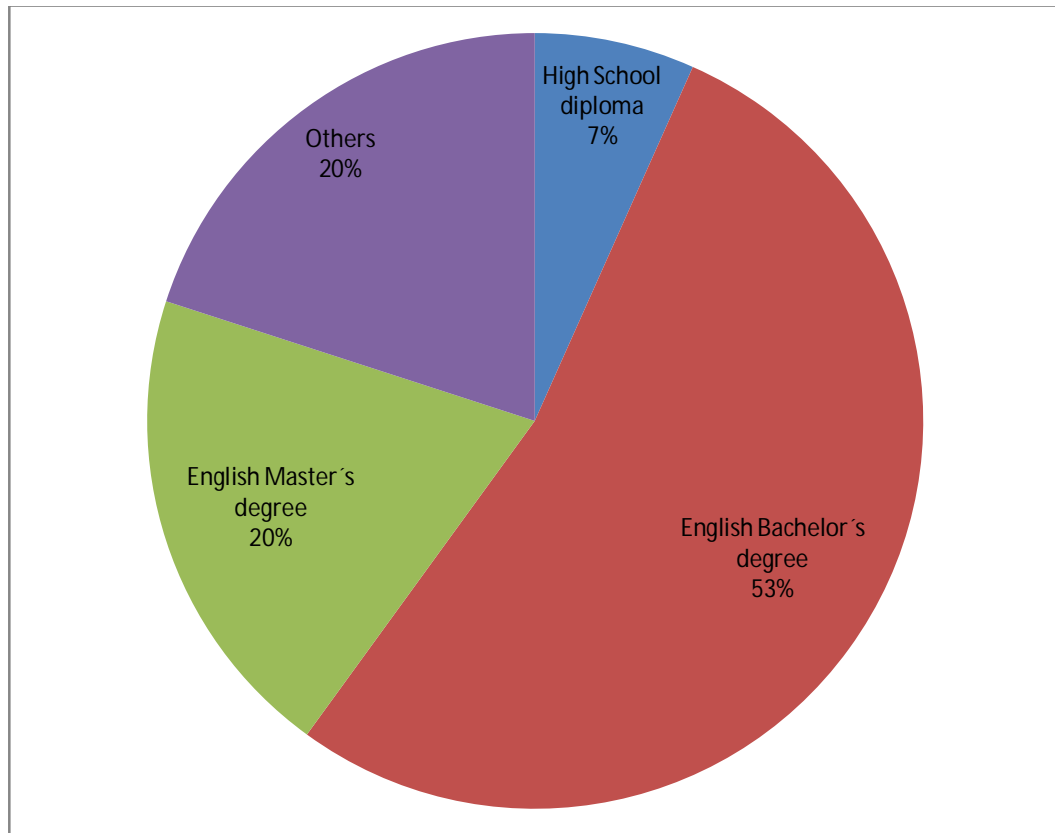
The tabulation was showed in pie charts which contain the percentage of occurrence in a structured way.

Finally, in order to understand the most important features of the researched subjects and educational institutions involved, an inferential analysis was carried out.

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1



Author: Sandoval Mercy

Source: Teacher's questionnaire

Graph 1, shows that 53% corresponds to people who have gotten an English Bachelor's degree; it means that the majority of the teachers have finished their studies related to English at the university. Additionally, 20% of the teachers have an English Master's degree; this percentage belongs to three people interviewed. The other 20% refers to teachers who have gotten other degrees or certifications. Furthermore, it was observed that this group corresponds to the teachers who have a high School diploma; but also, they have obtained proper certifications related to English, such as Teaching

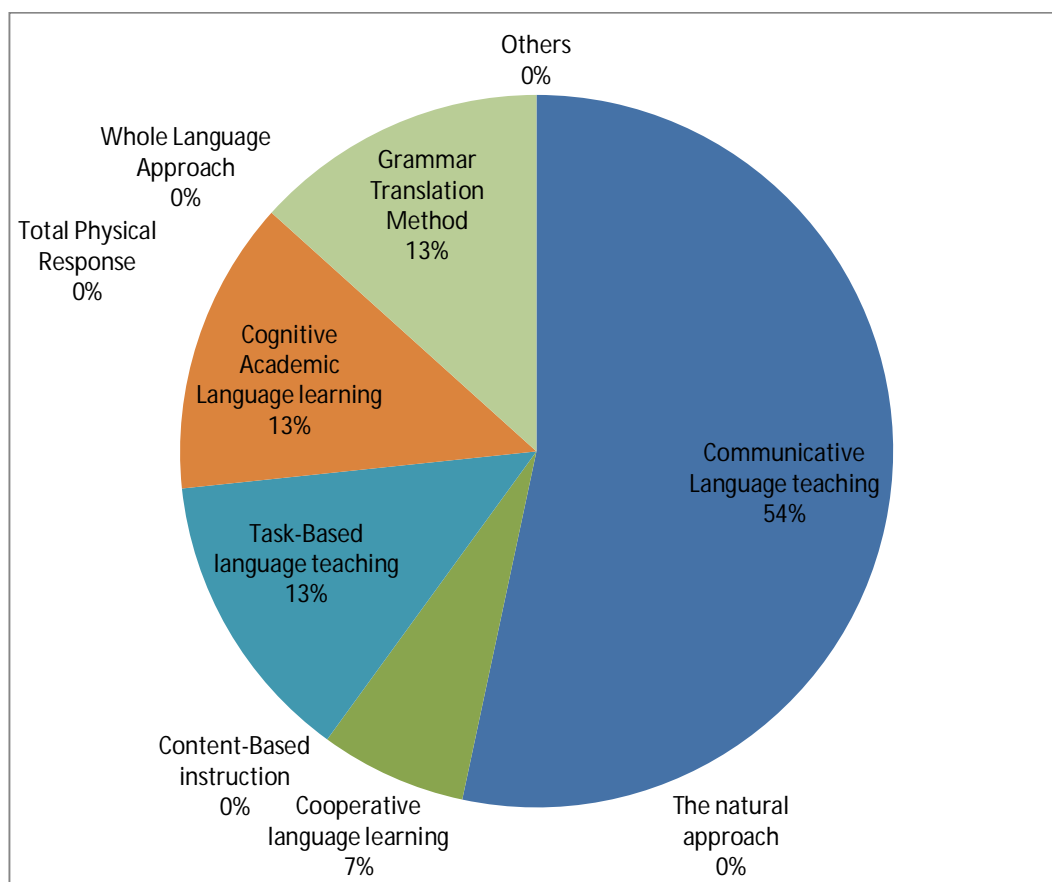
Knowledge Test (TKT), English for Speakers of Other Languages (ESOL), First Certificate in English (FCE) and English advanced level degree. Finally, 7% of the teachers have obtained a High School diploma and studies related to business. Although what was mentioned before, not all of the interviewed teachers have achieved the necessary level to teach English as a second language. Moreover, some of them have not gotten a Bachelor degree in Science Education.

According to the sample questions, the English level of the interviewed teachers are as follow: 46.66% of them have a C1 level which means that they are proficient users with an advanced English level; 26,66% have reached a B1 level, it means that they are independent users with intermediate level of English who talks mainly about familiar events; 20% of the teachers belong to a C2 level, it means that they are proficient users with mastery in English; and finally, 6,67% have a B2 level, which means that they are independent users, who have an upper intermediate level of English. This information is based on the Common European Framework of Reference for Languages that describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level. (Annex 5)

To this concern, as we can see in the Literature Review, the Ministry of Education (2012) mentions that in order to improve the quality of learning English, teachers are going to be assessed with the Test of English as a Foreign Language (TOEFL) to determine the actual educators' level. The test is part of a project which seeks to get better qualifications in English teachers in order to improve a lot of opportunities for students who learn this language in public high schools so they can be able to achieve at least a B1 level according to the Common European Framework of Reference (CEFR).

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

Graph 2



Author: Sandoval Mercy

Source: Teacher's questionnaire

Graph 2 deals with the methodology that teachers use in English classrooms. The vast majority of the interviewed teachers stated that they used the Communicative Language Teaching method, it means 54%; the next method in the pie chart corresponds to Task-Based Language Teaching Method, with 13%. The following result is about the Cognitive Academic Language Learning Method, which has a 13%; and finally, Cooperative Language Learning concerns to 7% of the teachers interviewed.

According to the student's questionnaire 86, 66% of them said that they like and enjoy the method used by the teachers because they understand the content of the

subject, teachers repeat when students do not understand the topic, and also, they said games and fun activities are used in their English classes.

On the other hand, 13, 34% of the students stated that they do not like the method used by their teachers because they do not explained the class clearly. Besides they mentioned that educators do not let them to participate.

During the observed classes the percentage of teachers who used Communicative Language Teaching method corresponds to 53, 34%, which means that most of the teachers have answered sincerely. Additionally, it was evidenced that some teachers used different resources such as CD players, television or posters. On the other hand, after the observation was done, it was noted that 20% of the observed teachers used Grammar Translation Method. Teachers explained the class and grammar structure in Spanish. The vocabulary was explained to learners in their mother tongue. In addition, no listening or speaking exercises were done to help oral production.

To continue with the analysis, it is to say that it was observed that 13% of the teachers used Task-Based Language Teaching Method. It was evidenced when students performed different tasks in the class using English to reach the goals. Besides, it was showed that only 4% of the teachers applied Cooperative Language Learning method, where teacher created a well organizing classroom environment, gave a time limit, planned and structured the tasks, assigned students to groups and roles and also selected the proper materials. Finally, as it was stated in the observation sheets, none of the teachers used Cognitive Academic Language Learning.

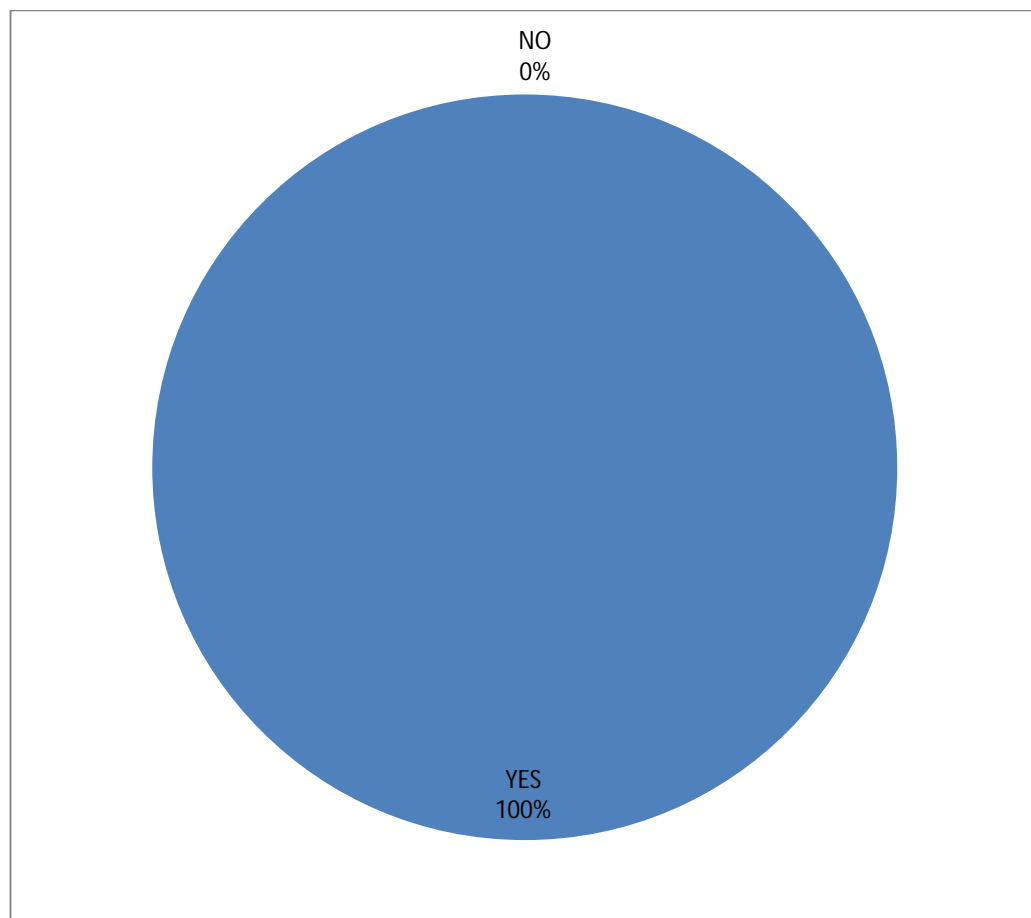
As it can be read in the Literature Review, Díaz-Rico & Weed (1995) state that teachers who use Communicative Language Teaching method, work together with the students in order to build knowledge, they guide students by organizing resources, setting up procedures, and performing interesting activities into the class to reach the goals.

On the other hand, Díaz-Rico & Weed (1995) affirmed that the use of Grammar Translation method, do not involve the learners on the speaking or listening the target language. To this respect, Richards & Rodgers (2001) say, no matter how instructions are given, grammar must be taught deductively.

Additionally, Richards & Rodgers (2001) state that activities in Task Based Language Teaching method are focused on real life situations so students get motivation to perform tasks efficiently. The study also mentions that the tasks must be sequenced in accordance with the grade of difficulty and the activities should rely on students' previous knowledge.

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

Graph 3



Author: Sandoval Mercy

Source: Teacher's questionnaire

This graph shows that all of the teachers who used whole group activities to teach their lessons, spent less time than applying individual issues. Teachers claimed they perform these activities as a tool to maintain the students involved in the class without any distraction to interact with the whole group. Thus, educators noticed that students improve their learning at the same time and let them to realize when knowledge is acquired. At using this technique, the students feel better working in the whole group than in small ones or individually.

According to the student's questionnaires, 66% of them stated that their teachers performed different activities in order to interact with their peers while, 34% said that their teachers did not apply different activities to allow them to interact each other. This data showed that a great number of students did not have the chance to practice the language orally.

As it was seen in the observed classes, all the students were doing the same activity at the same time without taking into account differences in acquiring knowledge. In addition, some students finished the activities first and did not know what to do next, while others needed more time to develop the same activity. At this moment, other students started to bother their peers. Moreover, the majority of the observed classrooms had a few number of students so they could work better than in classrooms that had more than twenty students.

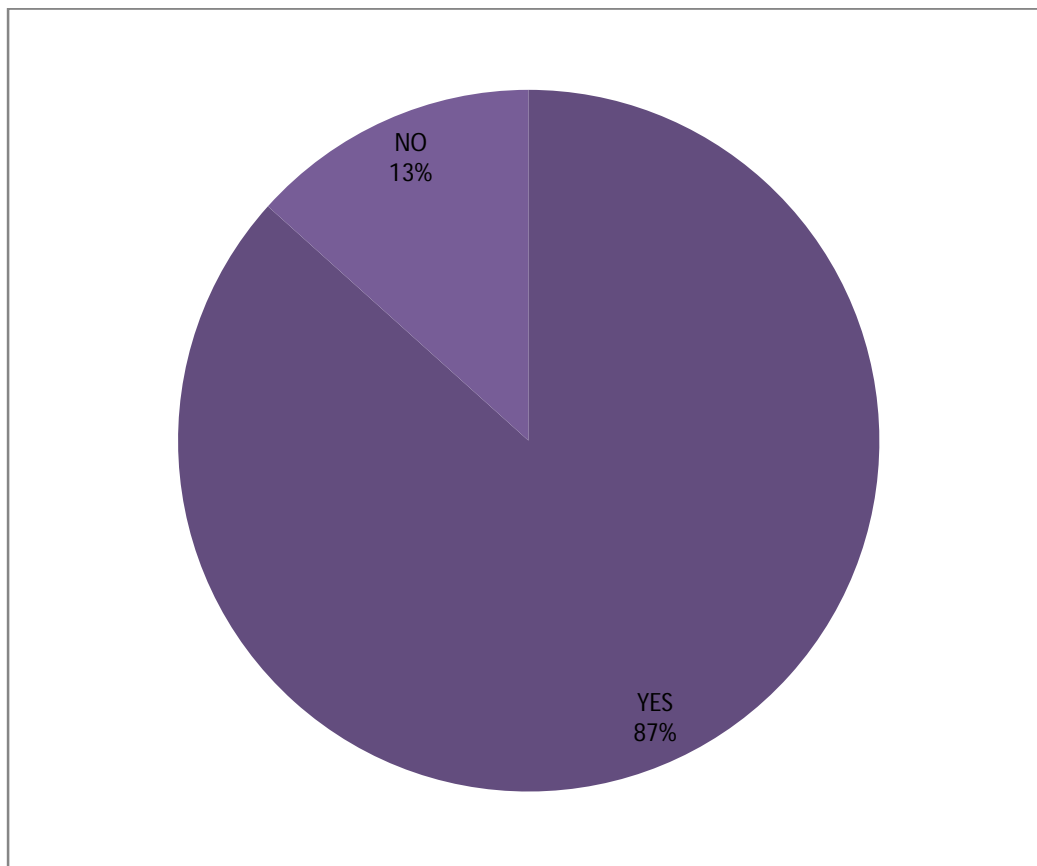
During the observed classes, 48% of the teachers used whole group activities to teach their lessons but 46% used individual activities in their classrooms and, only 6% per cent of the observed teachers used group work activities. It was noted when observing the classes that teachers stand up in front of the class and explained everything about the lesson topic without letting chance for the students to interact.

Related to this issue, Harmer (2007) affirmed that there are some advantages to work in whole-class group activities in different ways; for instance, it is easier for the teacher to give explanations and instructions, it is the best way to present different materials such as pictures, video tapes, listening exercises, or dialogues, and also, it is a good way to know about the students' progress in the target language. On the other hand, the study states that there are some disadvantages too. It means that individual students do not have the opportunity to say something by themselves. It is not the best way to organize communicative language teaching interaction between the students of

whole-class groups than to do it in small groups. Additionally the study means, the transmission of knowledge is traditional from teacher to students. It does not allow students to discover things for themselves.

Do teachers use individual activities to teach their lessons?

Graph 4



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Graph 4 shows 87% of the teachers used individual activities to teach their lessons while 13% did not use individual tasks to teach English to the learners.

Most of the interviewed teachers stated that they use individual activities to teach their lessons and added different reasons to do it such as: Some students need more help than others because they learn in different ways; to know students' progress in order to get information of the learning process, to give them feedback, to improve

their skills. The other 13% affirmed that they did not use individual activities to teach their lessons because they preferred to work in whole group activities. Besides, taking into account the student's surveys, the data confirmed what was mentioned by the teachers.

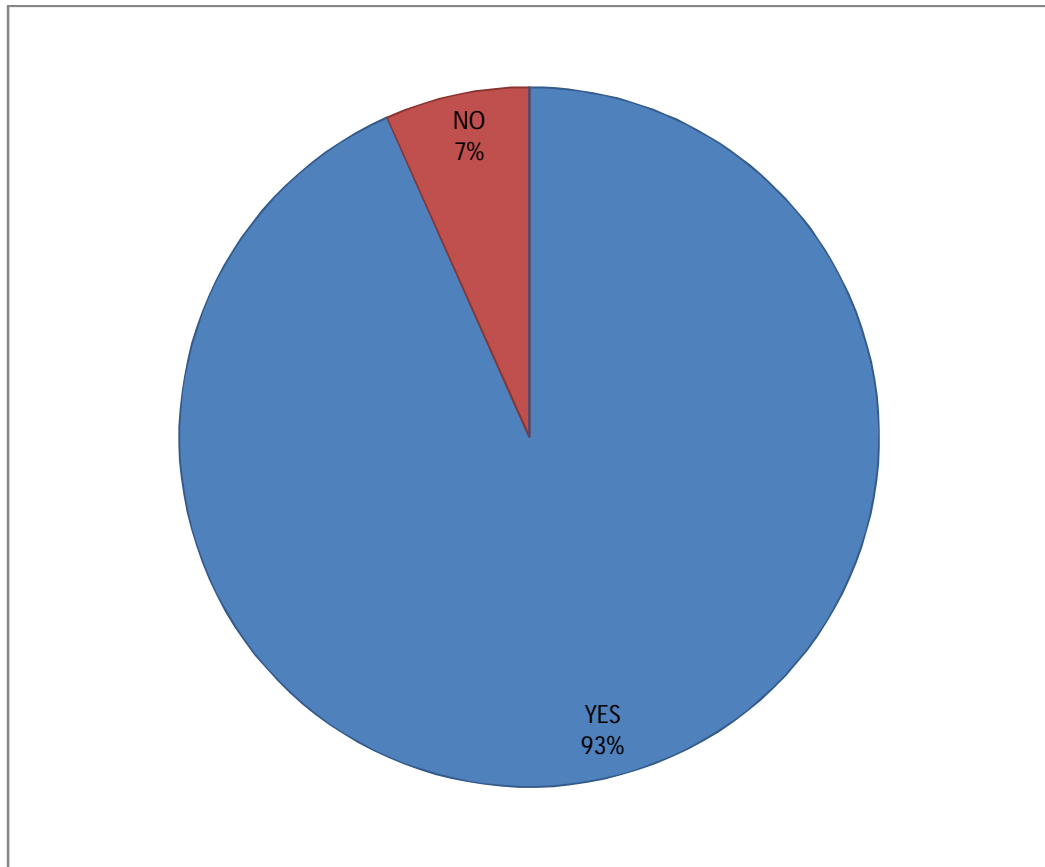
During the class observations it was noted that all of the students were working by using books indeed. It was demonstrated that 66% of the teachers used individual activities to teach their lessons by reading and answering questions. Using this technique, teachers could help their students and covered their needs. Likewise, it was a good way to calm a noisy classroom. Besides, it was realized that students work individually when they are asked to read or when they are given tests.

On the other side, thirty four per cent of the observed teachers did not use this technique to teach their lessons. They agreed it is better to work in whole groups than in individual ones.

To this concern, as it was stated in the Literature Review, Gower, Philips, & Walters (2005) suggest that individual work is useful when some activities such as reading and writing are involved, or when teachers assess learners, where it might be better considering placing students away from each other. According to Harmer (2007) individual activities inside a classroom, do not help the students to develop proper knowledge. Besides the study mentions that this kind of practices takes much more time than when they interact with the whole class or in groups. On the other hand, the study mentions that the use of this technique is useful since teachers are able to respond to learners' personal differences, learning styles, and also students' preferences. It helps students to develop autonomy during the learning process.

Do teachers use group work activities to teach their lessons?

Graph 5



Author: Sandoval Mercy

Source: Teacher's questionnaire

The Analysis of this graph shows that the vast majority of the teachers interviewed used group work activities to teach their lessons with 93%, which corresponds to 14 teachers of the sample, while, 7% belongs to 1 of the interviewed teachers who did not use group work activities into the classroom.

Teachers stated that they use group work activities because students feel motivated when they work for their own group. Consequently, students can learn better by sharing knowledge with their peers, so they can exchange opinions and ideas by interacting each other. On the other hand, they said that in this way they could check if their students understood the taught class. In addition, teachers who said not to use

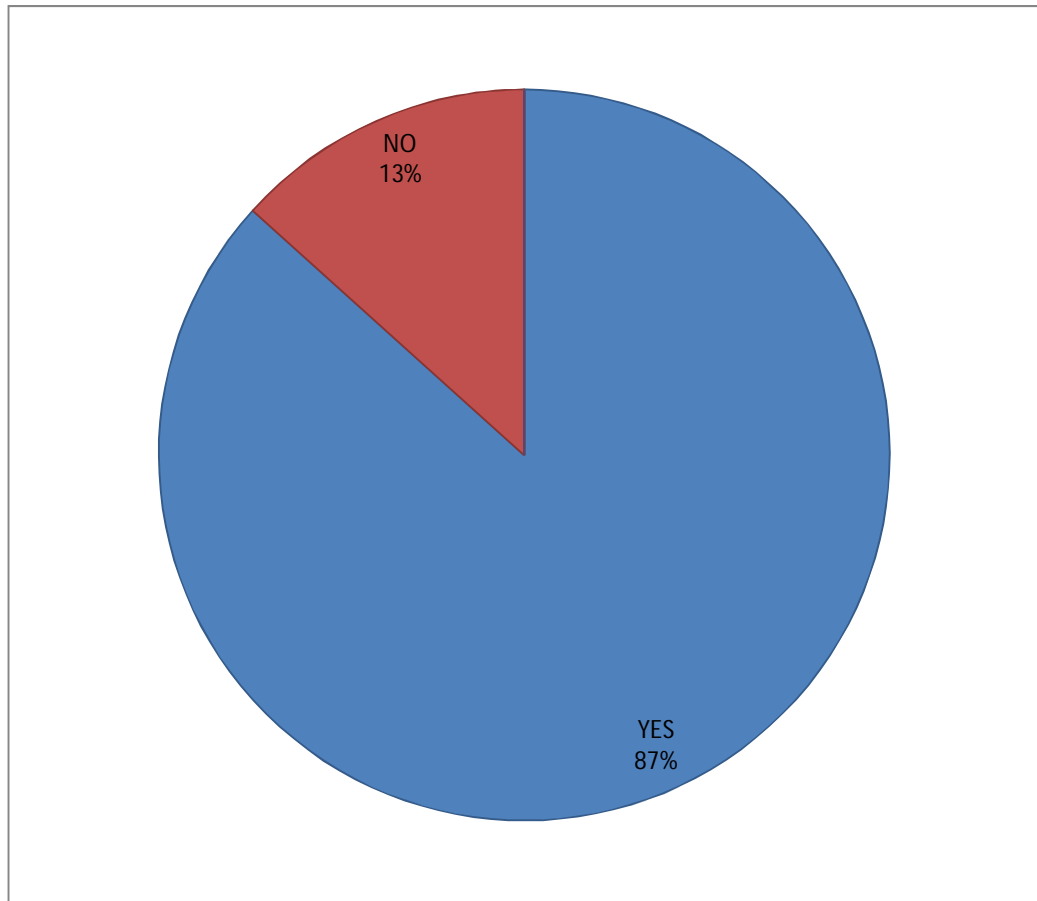
group work activities in the class believed that learners did not pay attention to the class and could be distracted.

In contrast, the student's questionnaires denoted that the information mentioned in teachers surveys, did not correspond to what students affirmed in their answers. Learners agreed that 66% of the teachers used group work activities, while 34% did not use this kind of technique. It was confirmed during the English class observations. Besides, it is important to mention that most of the students did not like to work in groups.

To this concern, Harmer (2007) states that there are some disadvantages when teachers use group work activities, sometimes students do not feel comfortable in a group and they wish they could be in another one. The study explains that teachers felt that they lose control and spent more time organizing group activities that when using other kind of activities. The study also mentions that there are some advantages at using group work activities, students have more opportunities to participate. They could exchange knowledge. They could work by themselves in order to make their own opinions, instead of waiting for the teacher to tell them what do to.

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

Graph 6



Author: Sandoval Mercy

Source: Teacher's questionnaire

Graph 6, shows that a great number of the interviewed teachers used English most of the time during their classes: It means 87%; while, 13% of them do not. The last group accepted that they did not use English most of the time in their classes.

According to the students' questionnaire, 80% of their teachers used English most of the time during the English classes, while 20% of the educators did not use English to explain the class. It denoted that some teachers used Spanish in their classrooms to give instructions or to ensure comprehension of the target language.

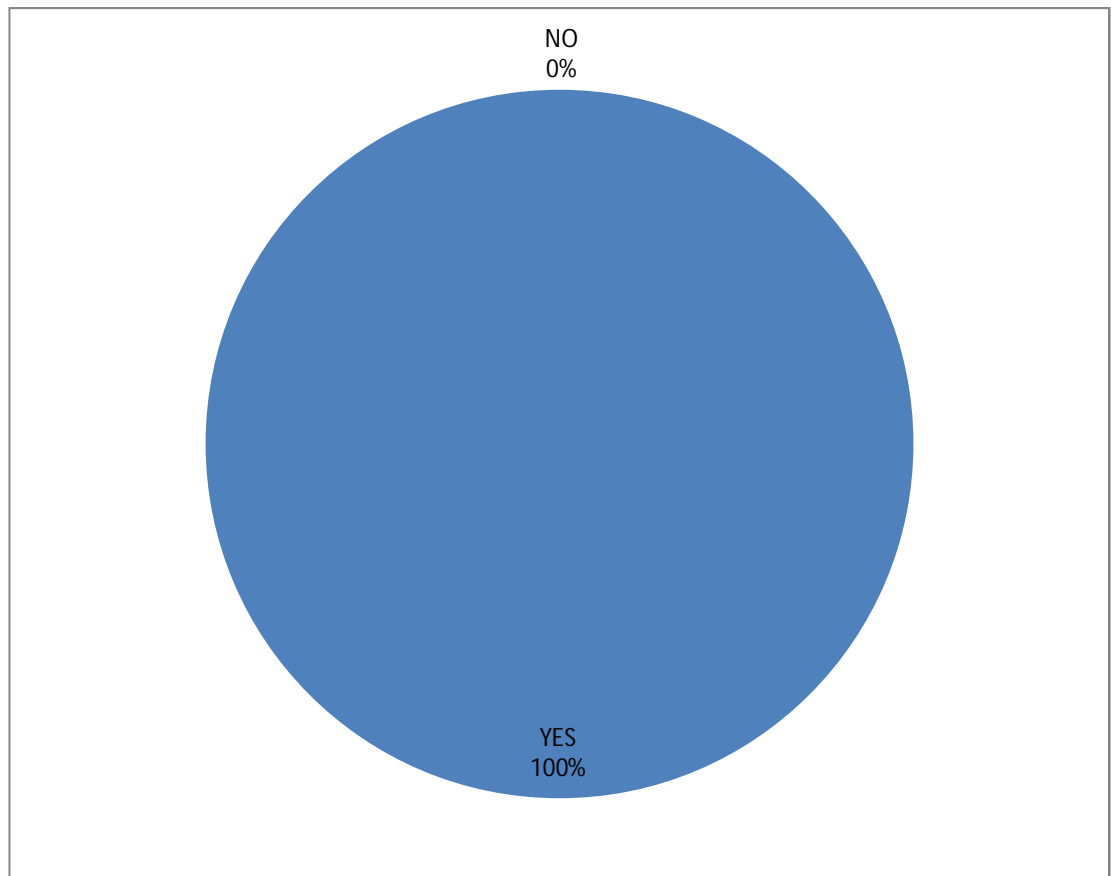
However, during the observed classes, it was noted that 67% of the educators spoke in English the whole time during the class period; 13% of them used English only 50% of the class time; 13% of the interviewed educators, spoke in English only 25% of the time; and finally, it was found out that 7% of the teachers used English 75% of the time during the class hour.

It was realized, that the vast majority of the teachers used 100% of English in their classes with a high level of English language. Students understood messages and participated in different tasks which were set by the teacher.

With relation to the use of English in class, Krashen and Terrel stated that “acquisition can take place only when people understand messages in the target language” (Richards & Rogers, 2001).

Do teachers plan their lessons?

Graph 7



Author: Sandoval Mercy

Resource: Teacher's questionnaire.

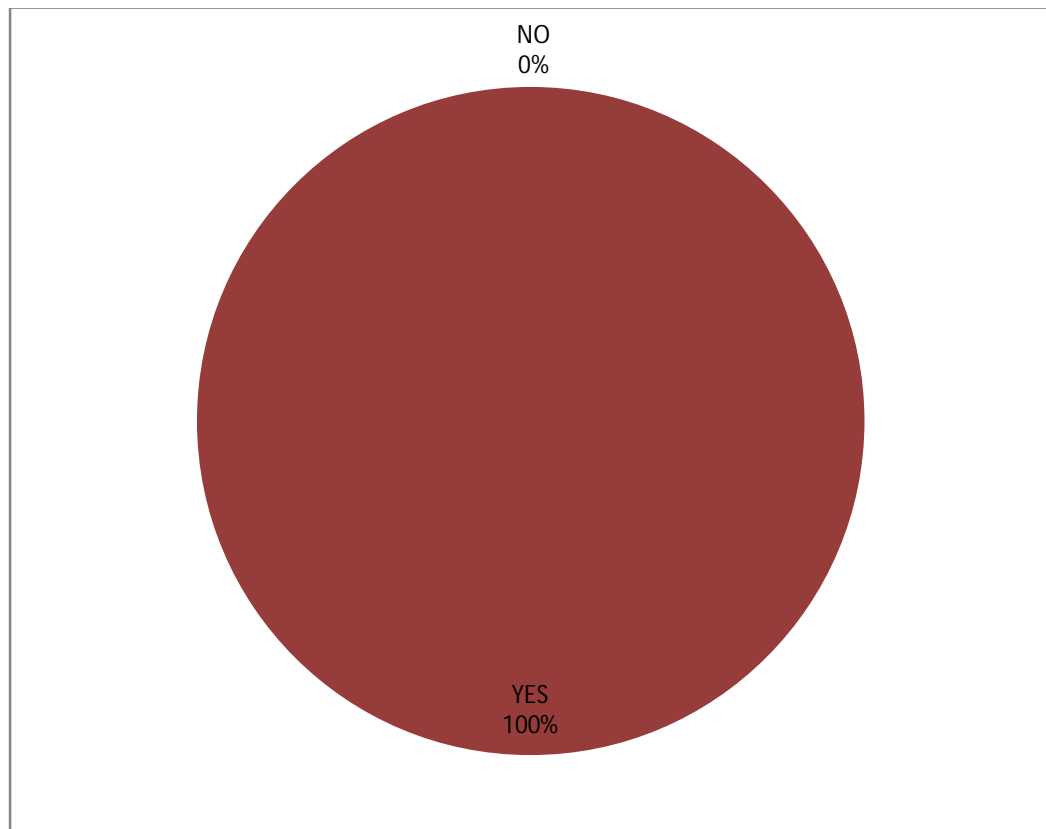
Graph 7 shows that all of the teachers, who were interviewed, asseverated that they plan their lessons to teach. It means of the observed classes, it was noted that the majority of the educators did not have their lesson design in sight. They were using the same books as students, and also the teacher's guide books. Additionally, it was evidenced that some aspects such as timing, objectives, and warm-up activities were not considered during the class period. However, it is to say that it was noted that during some observed classes, educators knew what to do. Finally, it was observed that only 27% of the observed teachers applied the majority of the aspects setting in the lesson plan.

To this respect, Harmer (2007) explained that lesson design in the classroom is a tool that helps teachers to know what to do the whole time the class last. Actually, it is imperative for teachers the use of a lesson plan, especially if they are going to be assessed or observed during their teaching. In a lesson design teachers used to write all the activities to be performed during the class, the time limit for each task and how they will be setting. However each institution has their own pattern, there are some elements that are usually included in the lesson plans: description of the students, aims and objectives, procedures, timing, and resources.

In this regard, Richards & Renandya (2002) state that, daily plans are the last part of a complex process in planning. It helps teachers to take into account some aspects when teaching such as the content they need, materials, time, and activities. This is a written procedure that also could help when teachers cannot come to the class. Besides, lesson designs help the students, because it takes into account learning styles, interests, and backgrounds. On the other hand, the study implies that some teachers do the lesson plan inside their heads.

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

Graph 8



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Graph 8 shows that the whole of the interviewed teachers mentioned that they considered aspects such as discipline, timing, feedback, and instruction to teach English in their classrooms.

In contrast, taking into account the class observations, it was noted that 73% of the observed teachers, really performed activities in which they demonstrated to take control of the teaching process, acting as facilitators and coordinators. Besides, during the observations, it was realized that 54% of the teachers considered feedback during the class time, which is a very important part of a lesson plan. It lets students to be

conscious of their improvement during their learning process. Also, it was realized that 34% of the teachers took into account time limit when they teach, even though the time was a little bit more.

Concerning to this topic, as it was set in the Literature Review, Amy (2003) suggested, that the main objective of classroom instructions is to encourage the students to practice the target language inside and outside the class. Teachers have the role of coordinators. Furthermore, Gower, Philips & Walters (2005) affirmed, that instructions are very important in the learning process where students could find out their learning problems. Also, teachers may measure the students' knowledge during the lesson, using individual exercises.

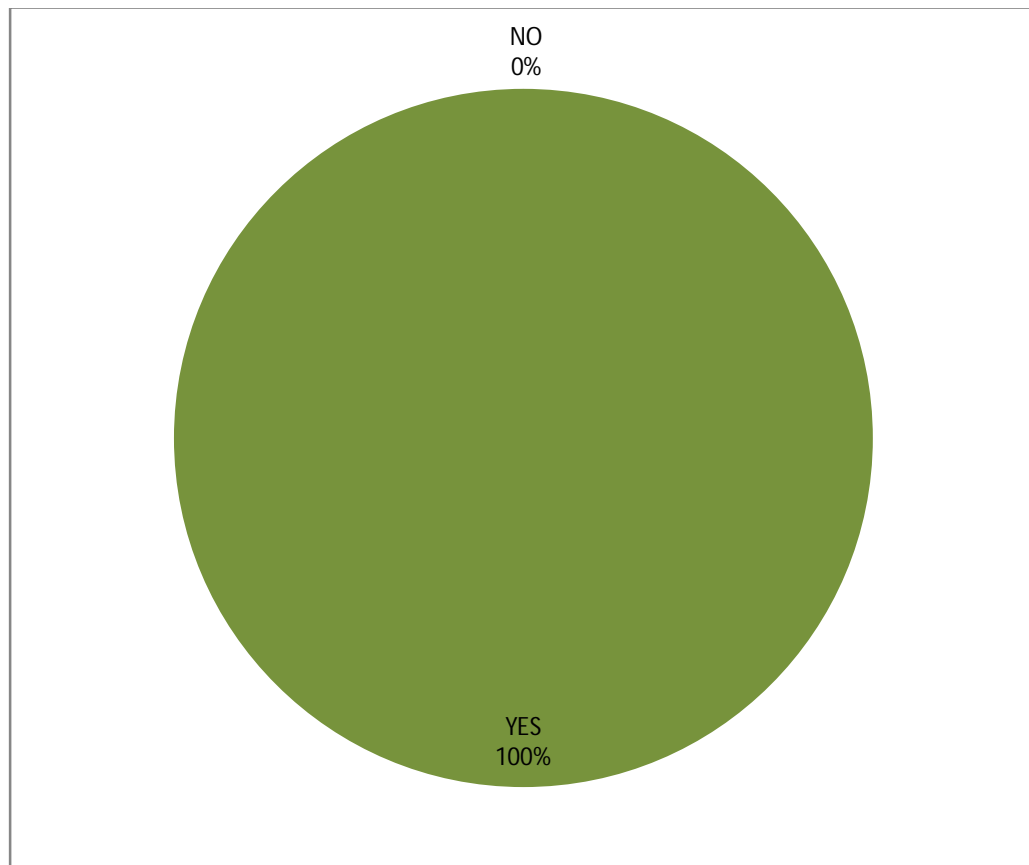
Additionally, Gower, Philips & Walters (2005) suggest, that the main objective of feedback is to bring about self-awareness and improvement in students' learning process. This is one of the most important responsibilities that teachers have in order to help the students to evaluate their progress and success.

Regarding time, Amy (2003) stated, that it is a very important resource in the learning process. In this way, time is not wasted. Teacher must have an alarm clock to make sure how much time students need for each task. If the teacher does not control the time, the students will spend much more time in each task than what is needed.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?

Graph 9



Author: Sandoval Mercy

Resource: Teacher's questionnaire

As it is shown in Graph 9, 100% of the teachers surveys, demonstrated that teachers consider students' needs to teach English successfully. They agreed that they take into account aspects such as: student's age, personality, aptitude, motivation, and learning styles.

According to the students' questionnaires, 87% of them affirmed they like to learn English because of the activities that their teachers perform inside the class allow them to feel motivated to learn the target language. They said that these activities are interesting. They asseverated that they learn new vocabulary using games. Otherwise,

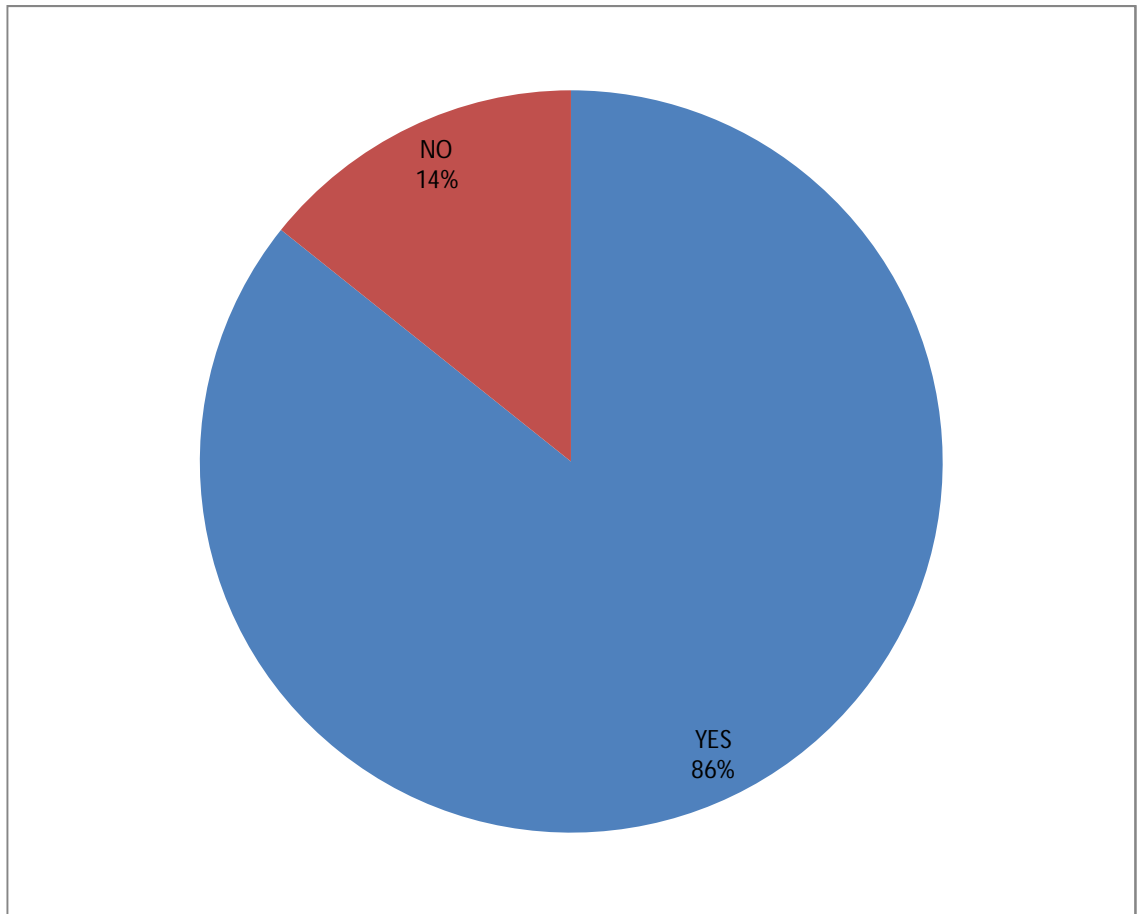
13% of the students feel that these activities are bored. Also, they stated that they did not like to study English.

In addition, during the observed classes, it was noted that only 53% of the educators considered these aspects when they taught. The other percentage, it means 47% remaining, did not contemplated these factors into the class. During the observations, it was realized that there are teachers who used adequate resources to make that visual and kinesthetic learners can learn in a proper way.

According to Grant (1987), learning styles are related to the differences that exist at the moment of processing and retaining information. There are learners who prefer to have a written text in front of them, while others prefer to listen and speak the language instead of writing. Many students feel better when they receive grammar rules. On the contrary, there are some learners who prefer to use their common sense instead of grammatical rules.

Do teachers consider Students' level to teach English successfully?

Graph 10



Author: Sandoval Mercy

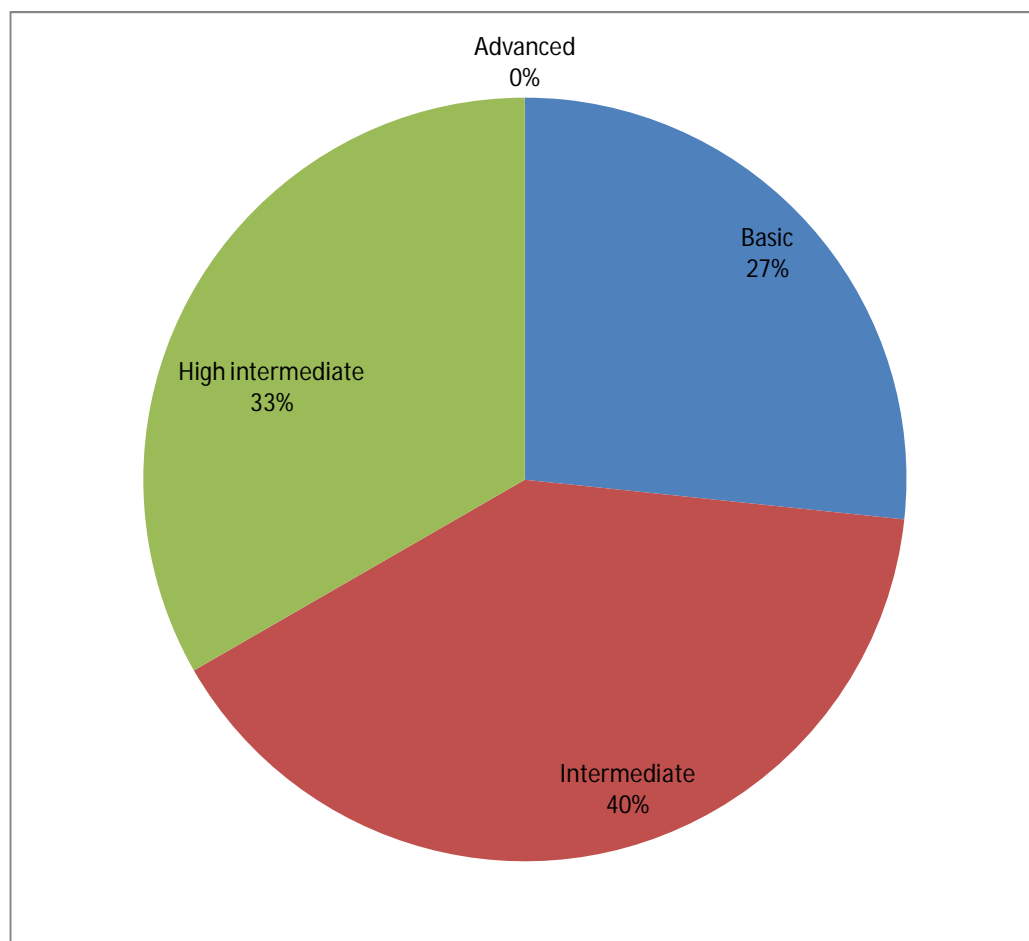
Resource: Teacher's questionnaire

Following with the analysis of the results as it can be seen that in graph 10, most of the interviewed teachers, (86%) considered students' level to teach English successfully while 14% of them did not take into account students' level to teach English language. Some educators stated that they consider students' level because in this way they might know which kind of materials and exercises students need during the class. They said it is necessary to maintain learners' attention and to avoid boring situations. Also, teachers felt it is important to work with specific skills and goals so students could learn better according to their level. On the other hand, teachers who stated that they did not take into account students' level, said, that their learners have

different levels and mentioned that they had to adapt the class to the whole needs. Besides, they stated that the level does not depend on the students, it relies on the teachers.

Which is the level of the students in the observed classrooms?

Graph 11



Author: Sandoval Mercy

Resource: Teacher's questionnaire

In graph 11, it is showed that 40% corresponds to students with an intermediate level; the next group has a high intermediate level with 33%; and finally, students with a basic level belong to 27%.

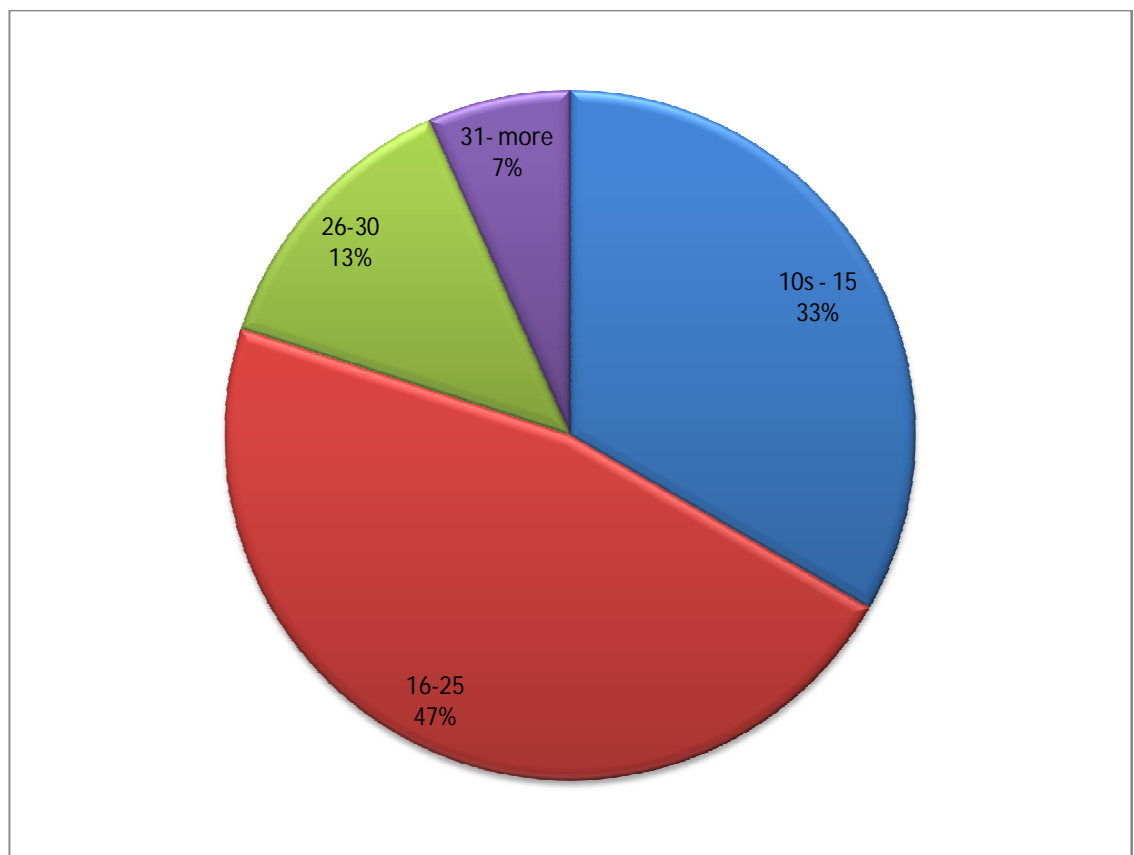
According to the students' questionnaire, 66% of the interviewed students stated that the activities developed by the teacher are easy for them; 26% found that the activities performed in their classes are difficult. Finally, 8% of the students said that the activities carried out in class are very easy.

During the class observation, it was found out that 46% of the students have an intermediate level of English, 34% are in a basic level of English, and 20%, has acquired a high intermediate level of English. The data was taken from speeches that the students performed into the class.

Factors Concerning Classroom

How many students are there in the observed classrooms?

Graph 12



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Analyzing the graph 12, it can be seen that 47% of the observed classrooms sustain to 16-25 students, 33% of them contain 10-15 learners, 13% keep between 26-30 students in the classroom, and finally, 7% of the observed classes had more than 31 students.

According to the students' questionnaire, it was stated that 73% of the students agreed that the amount of peers in their classrooms are the perfect number to learn. It is important to mention that there were few students in it. They said they can interact with each other so they felt that the teaching-learning process is personalized.

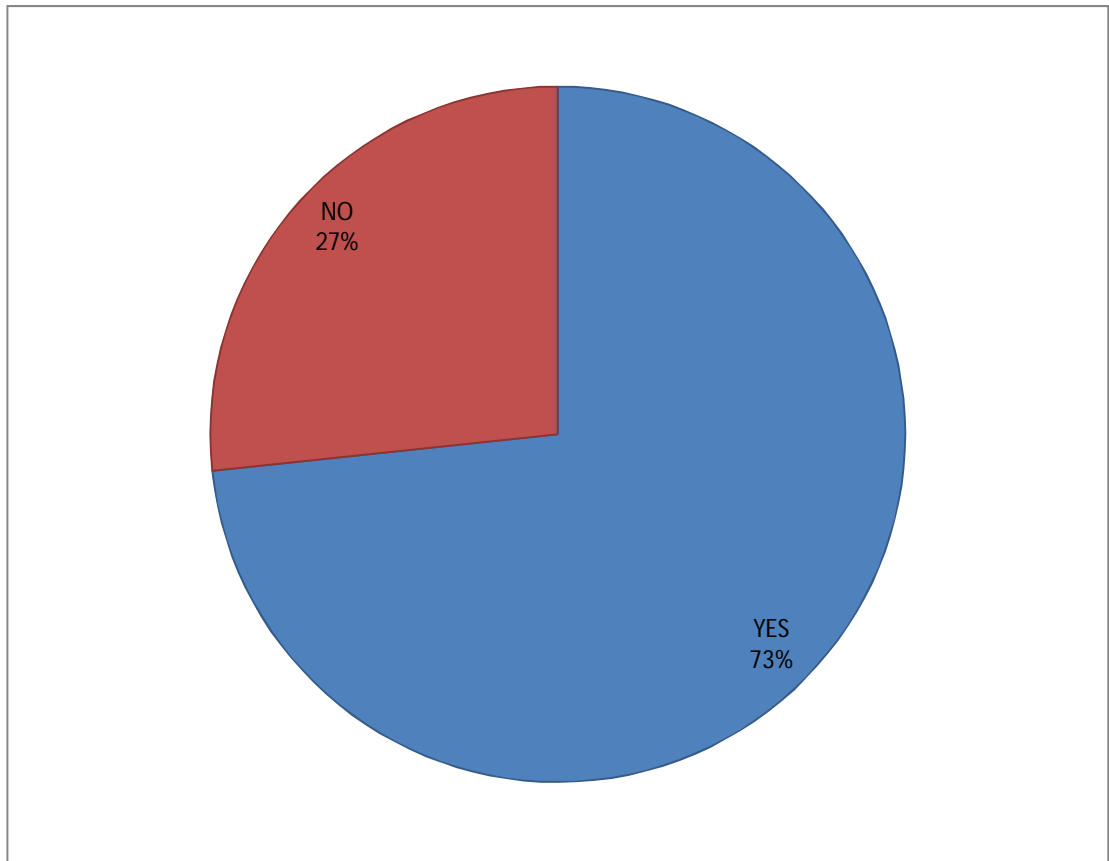
On the other hand, 27% of the inquired students felt that the number of students in the classroom was too high. They thought that it is difficult for them to understand the lesson in a crowded classroom. Also, they believed that it is one of the reasons to increase the indiscipline in the classroom. Many students felt comfortable in large classes since they can interact with their peers. They also say that the diversity of learning styles favors them.

In addition, as it was stated in the Literature Review, studies show that successful learning is not directly related to class size, students in large classes can learn as well as those in small classes. The most important thing is the quality of teaching rather than the class size. As it was explained before teaching in large classes is a challenge, but it gives the opportunity to educators to improve their teaching. (UNESCO, 2006)

Related to this topic, Blatchford (2003) affirmed that the small classes allow teachers to give individual support to the students. For instance, when developing reading activities. Another advantage for teachers in small classrooms is that they can know their students and also, their progress.

Do teachers feel comfortable working with this number of students?

Graph 13



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Graph 13 demonstrates that 73% of the interviewed teachers felt comfortable with the number of students they work in the class, 27% of them felt that classrooms are too big in order to reach their goals and to teach in the best way.

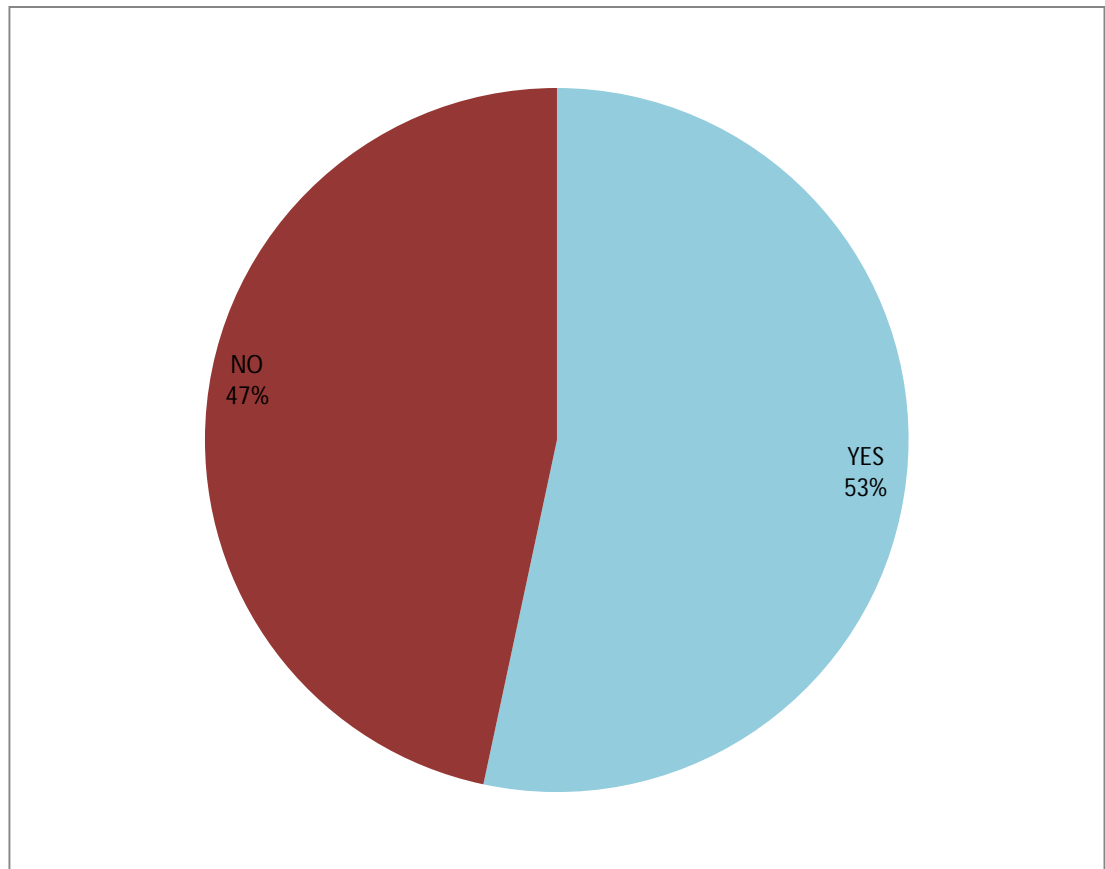
As it was stated above, most of the teachers agreed with class size because they manage small classrooms, and the teaching process could be personalized, so they obtained successful results. Besides they said that they could monitor students' individual advance.

On the other hand, 27% of the inquired teachers stated that their groups were too big. This asseveration shows that some teachers do not have enough experience to work with big groups. They felt it is almost impossible to control students' behavior in large groups. Also they mentioned that it is hard to keep learners attention.

In relation to this topic, UNESCO (2006) affirmed that some researches show that class size does not influence in the process of learning but the quality of teaching. Concerning to the theme, Blatchford (2003) states that small classrooms allow teachers to give individual support to the students. They can obtain better results at reading tasks and mainly, they can realize of students' progress permanently.

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

Graph 14



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Graph 14 shows that 53% of the interviewed teachers felt, that they have enough space to work with their group of students, while 47% of the teachers affirmed that they did not have the adequate space to work with their group of learners. On the other hand, 73%, it means most of the inquired students implied that they had enough space in order to work with the different activities they have to develop in class, and they felt the classroom was big enough, well organized, and comfortable. In addition, 26.6% of the inquired students felt that the number of students in the classroom is too much, and in this way they did not understand what the teacher said. Also they mentioned they felt that the indiscipline increases in the classroom. Even though, many students felt comfortable in large classes because they could interact.

During the observations it was confirmed that 53% of the teachers did not have enough space to work with such groups of students, since they could not make the necessary seating arrangements during the class, because of the lack of space. Thus, they could not walk around the classroom freely to check the tasks.

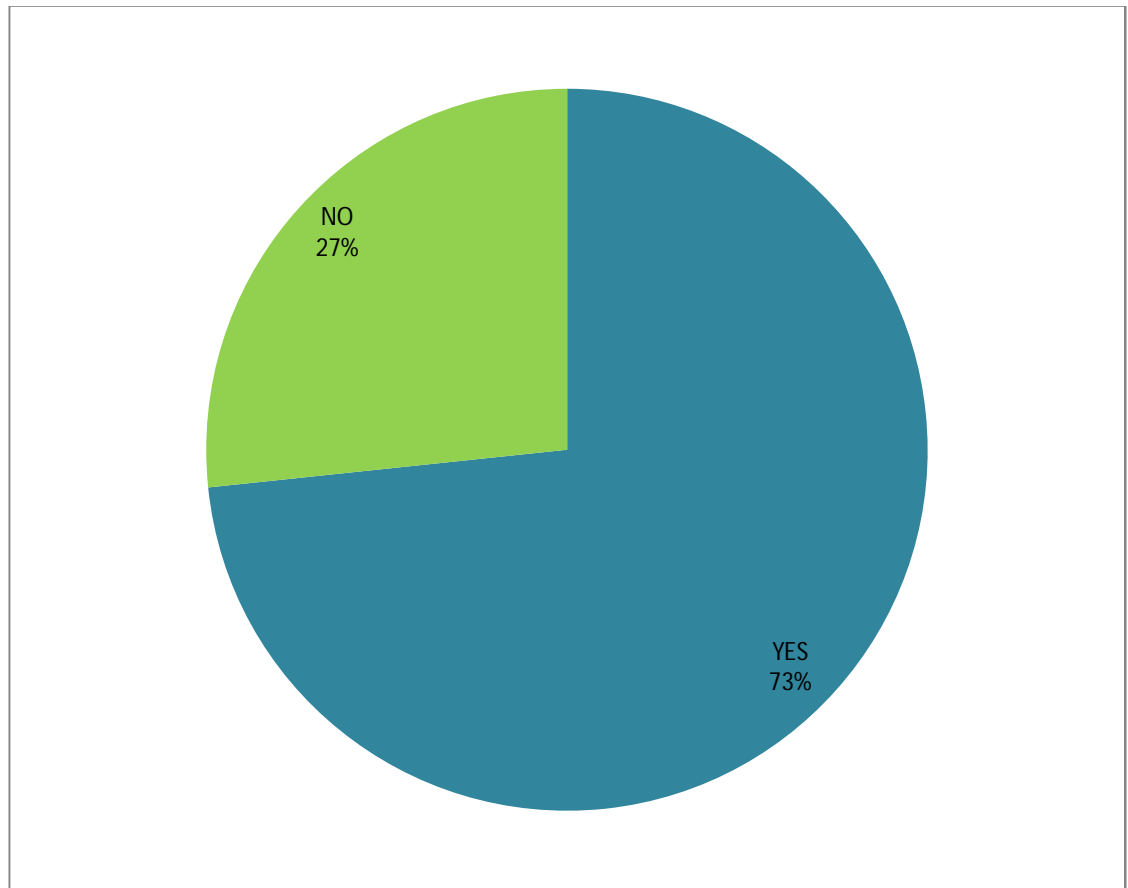
Additionally, teachers who have enough space to work with the students, do the same seating arrangements. It means in orderly rows. However, for that kind of activities it was the best way since they were working in whole-group activities.

Regarding this, Dornyei & Murphey (2003) explained that seating arrangements are very important when teachers want their students to interact with different activities. A creative teacher can set appropriate arrangements according to their abilities and activities planned. On the other hand, if there is little space the students may feel overcrowded and also avoid interaction.

Orderly rows allow teacher to have a clear view of all of the students in the classroom as well as students can see the teacher. In this way teacher can work with the whole class (Harmer, 2007).

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

Graph 15



Author: Sandoval Mercy

Resource: Teacher's questionnaire

At analyzing the graph 15, it was noticed that 73% of the inquired teachers made class arrangements to develop the activities planned for their lessons while 27% of the interviewed teachers stated that they did not make seating arrangements in relation to the activities planned for their classes.

In the students' questionnaire 87% of them believed that their teachers used the proper seating arrangements for the activities they worked on. They thought that in this way it is easier to interact with their peers and also they felt comfortable. They affirmed that when they work in groups the teacher changes the seating arrangements so they

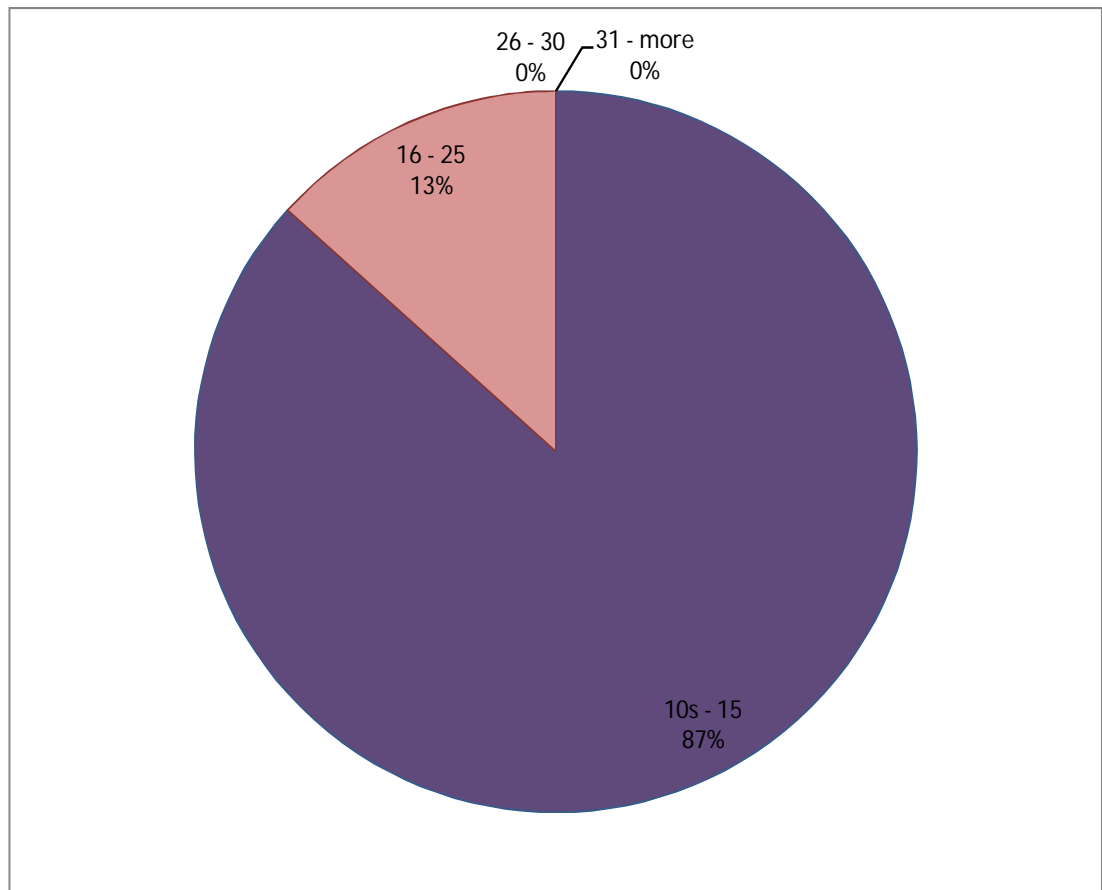
can learn better. On the other hand, some students thought that using the traditional seating arrangements is better because they said when they have been working in groups the behavior get worse.

In contrast, according to the observed classes, only 7% of the interviewed teachers used this type of seating arrangement when the students were working in groups. Otherwise, 93% of the teachers used orderly rows, the best way when students are working as a whole group. As it was stated before, the majority of the teachers used this kind of activities with their students.

According to Harmer (2007) it was affirmed that in some classrooms the seating arrangements are with separate tables (annex7), when they work in groups, pair work or as a whole class, in this kind of classrooms you could see the teacher monitoring the activities and helping with possible difficulties students might have.

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

Graph 16



Author: Sandoval Mercy

Resource: Teacher's questionnaire

As it is shown in graph 16, most of the interviewed teachers, it means 87%, thought that the appropriate number of students to teach English is among 10 to 15 students, while 13% of the interviewed ones, thought that the appropriate number of students to teach English is among 16 to 25 students. None of the teachers believed that more than 26 students is the appropriate number to teach English.

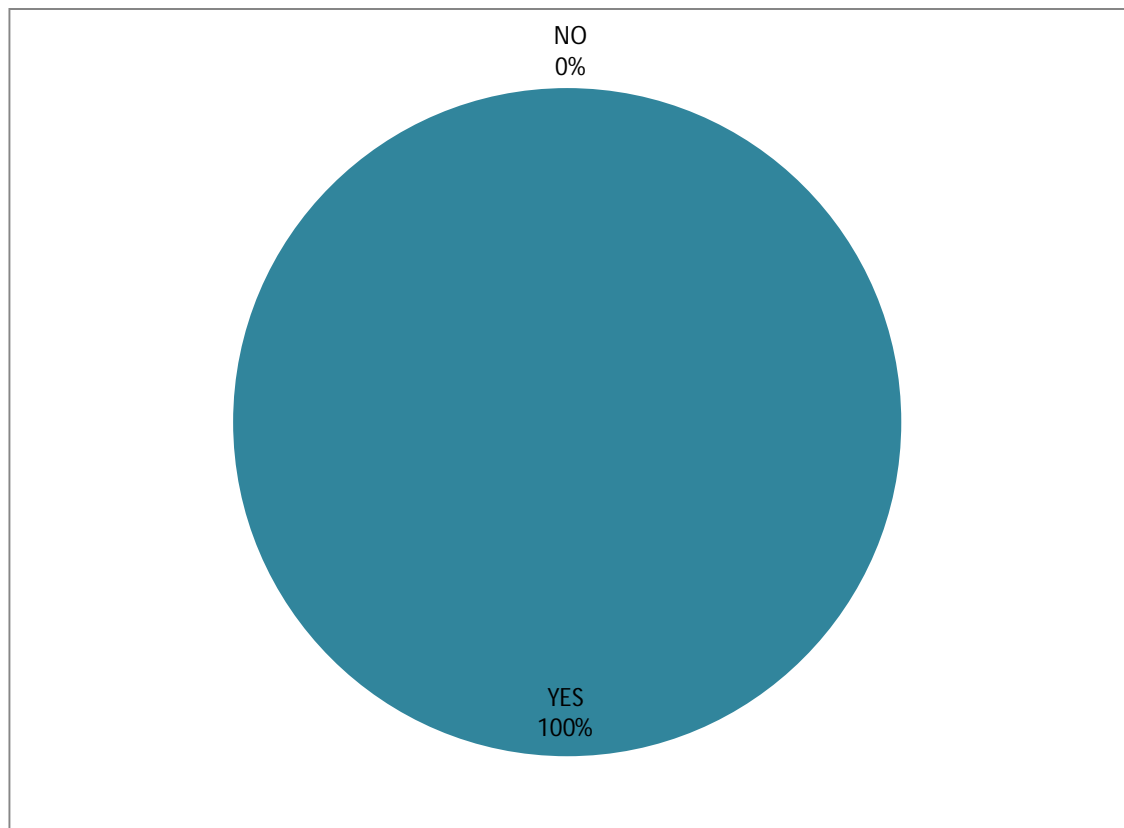
According to the observation sheet, 53% of the observed classes had an appropriate number of students per class so they could move around, change seating arrangements, and participated in different tasks. Unlike, 47% did not manage the adequate number of learners in their classrooms, so the space is not enough to be involved in dynamic activities, which means that a great number of classroom

conditions are not the adequate to get better results during the English teaching learning process.

As it can be read in the Literature Review, the way how teachers manage seating arrangements during the class and also the students' position is very important since it define how learners interact, the attitude with their peers and teachers, and the types of activities they can do. Educators can set a horseshoe arrangement in classrooms with groups of 10-15. While with a big group of students, teachers can work in pairs or in whole group activities. (Gower, Philips, & Walters, 2005)

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

Graph 17



Author: Sandoval Mercy

Resource: Teacher's questionnaire

The pie chart 17 shows that the total number of the researched teachers used teaching resources when they taught it means that, fifteen of the interviewed teachers affirmed they used resources such as TV, CD recorder, and supplementary materials.

Despite what was stated in the surveys, 47% of the interviewed teachers asseverated that the resources they had were not enough for the teaching- learning process. Besides, they believed that each classroom should have projectors or smart boards. They also stated that more resources are needed to help them to improve their teaching. On the other hand, 53% thought they had enough educational material for the teaching-learning process. On the contrary, some educators accepted that these resources should be updated.

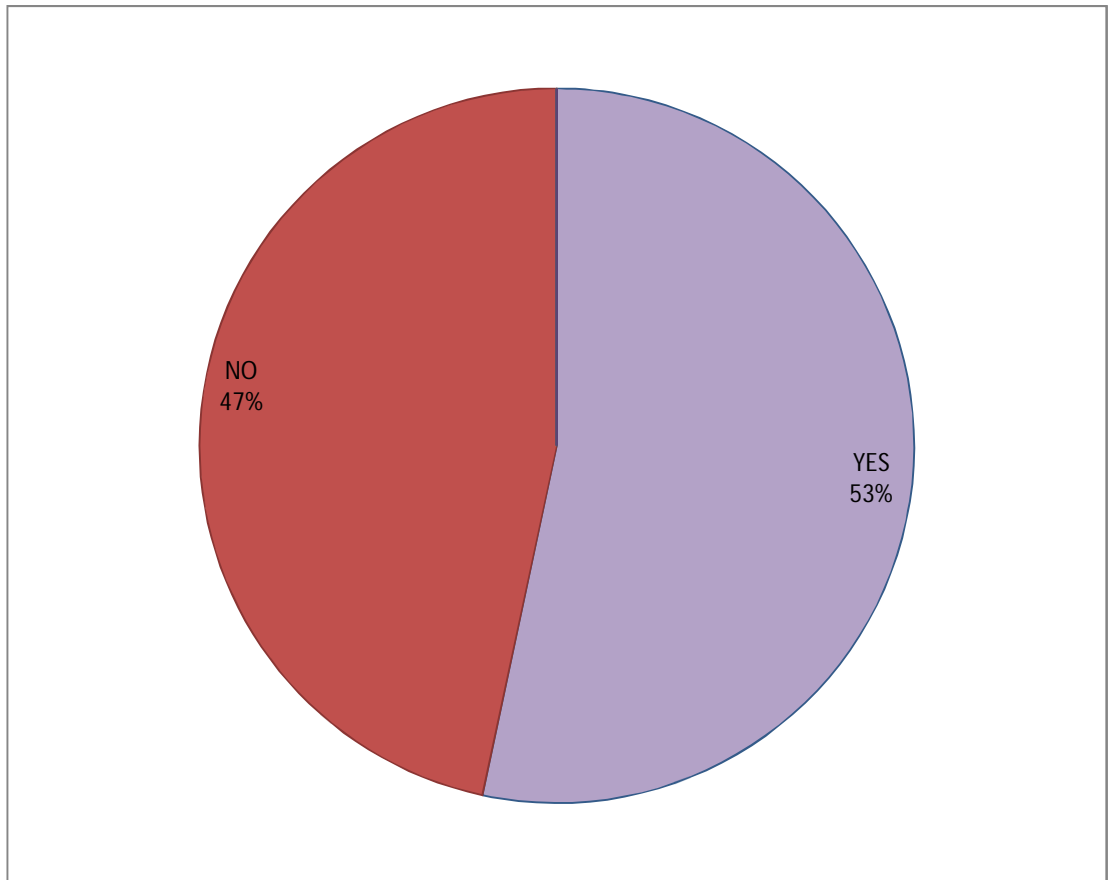
In contrast, the students' questionnaire showed that 53% of the teachers used resources in their classes such as: CD players, television and others, while 47% of them stated that teachers did not use additional resources during the English lessons. This data demonstrated that most of the teachers did not use proper resources to teach.

Taking into account the observed classes, only two of the fifteen observed teachers used a CD player, it means 14%. The same percentage had a television to watch movies into the class. In addition, 7% of them had a computer; another 7%of the educators used a projector. Moreover, 7% of them make use of resources such as flashcards and posters. The rest of the researched teachers used traditional materials like dictionaries and books.

Harmer (2007) sustains that nowadays the classrooms all over the world have a big amount of equipment and technology available like: A board where you can write, draw, project things, stick things on, etc. Pictures and word cards which are good for brainstorming ideas, the projector, which let teachers to show different types of activities. Thus: computer-based technologies, audio and video, modern language laboratories, and dictionaries.

Do teachers consider appropriate the resources they have in class?

Graph 18



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Graph 18 shows that 53% of the inquired teachers stated that they considered appropriated the resources they had in the classroom for the teaching process, while 47% of the interviewed educators implied that the resources they had into the class were not the adequate to teach English as a second language.

Most of them agreed that each classroom should have projectors or smart boards and said that they need more resources to help them to improve their teaching. On the other hand, teachers, who said the resources they had were enough and appropriate for the teaching-learning process, stated that these resources should be updated.

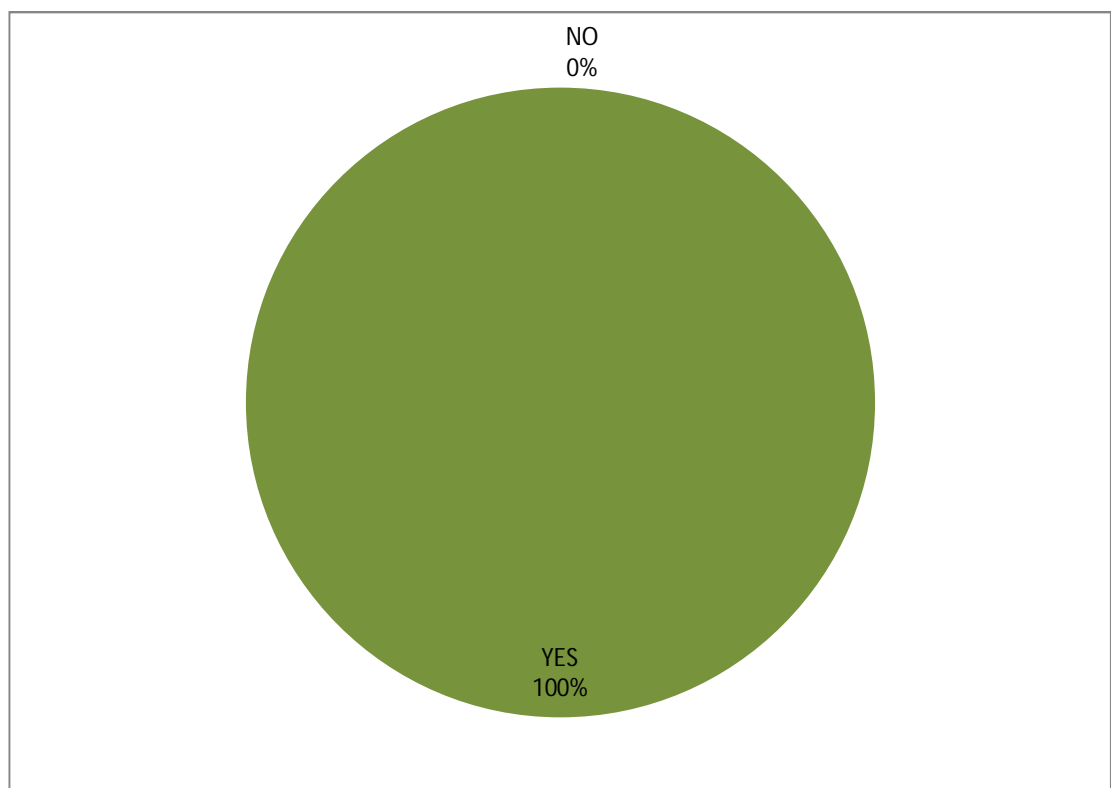
In fact, 53% of the students stated that, their teachers used resources in their classes such as CD player, or television, while 47% of the learners stated that, teachers did not use resources in their classrooms. Taking into account this information, it was realized that most of the teachers did not use other resources in English classrooms.

According to Finocciaro (1964), there are a vast amount of resources that can be used instead of the textbook. Pictures that can introduce to the learners to new vocabulary; charts where you can draw or show grammar points; flashcards or word cards; the pocket charts, where students device for word order; lot of games and realia, which let educators to keep the total attention of learners

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?

Graph 19



Author: Sandoval Mercy

Resource: Teacher's questionnaire

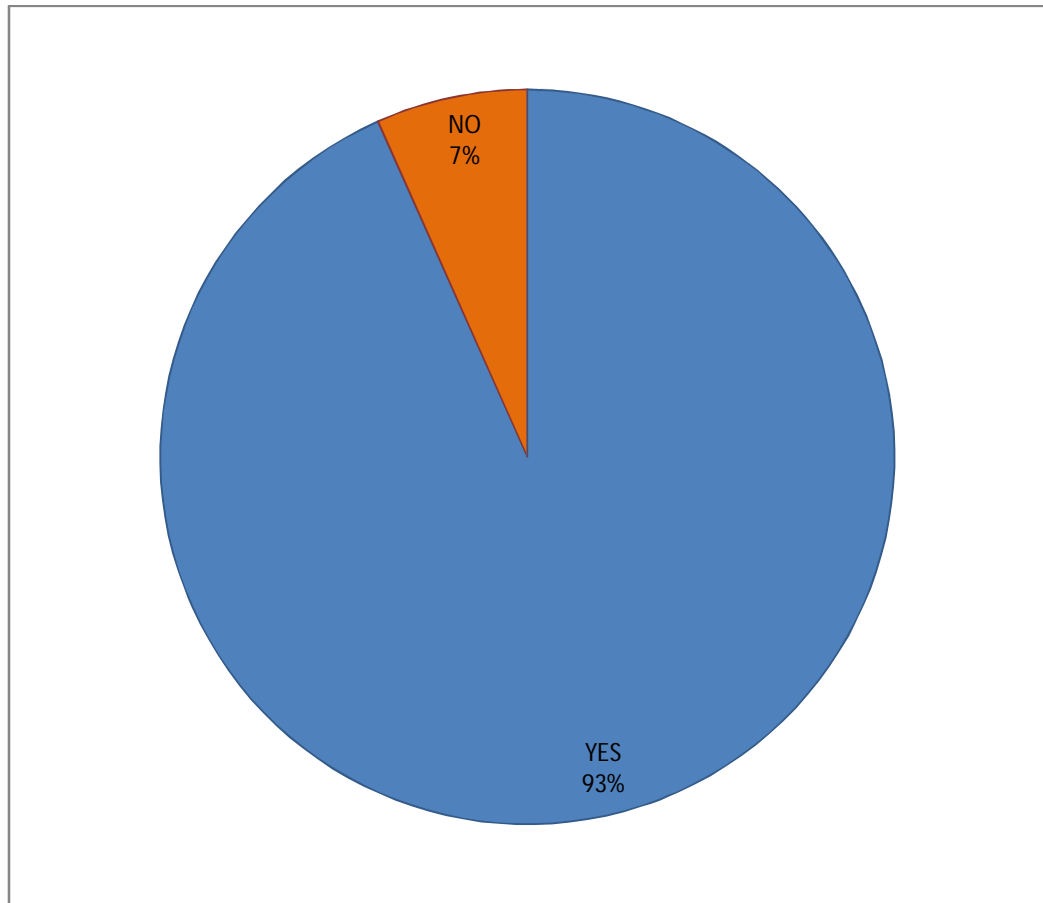
Analyzing the graph 19, it can be demonstrated that one hundred per cent of the researched teachers claimed that their area coordinators review their lesson plans periodically, 73% of the participant stated that their lesson plans are checked once a week; 14% of them stated that their lesson plans are checked once a month; while 13% of the educators said their lesson plans are reviewed every two weeks.

According to the observations it was evidenced that some of the teachers had folders where their plans were included. Some others had their lesson plans on the desk, while the rest of them did not have their lesson plans with them during the class hours. During the observations it was noted that some teachers did not plan the class because they did not know what to do during the class. It is important to mention that professors are conscious that lesson plans are very important to help them to organize their class in order to get a better understanding of students' target language. Nevertheless, institutions do not take enough control to assure the application of them.

Regarding this factor, Richards & Renandya (2002) affirmed that daily planning benefit both, teachers and also students, because in this way teachers can think about the contents. Lesson plans also consider the time educators need to spend in each activity as well as the materials that allow them to organize the class and anticipate possible problems. Besides, they help students since lesson plans take into account learners' interests, learning styles and also their backgrounds.

Do the institutions monitor teacher's teaching?

Graph 20



Author: Sandoval Mercy

Resource: Teacher's questionnaire

Graph 20 shows that the vast majority of the researched teachers mentioned, that the institution monitors their teaching. It means 93%, while 7% of the observed teachers stated that the institution does not monitor their teaching.

Besides, when teachers were asking about frequency, 33% of them stated that the institution monitors their teaching ones a week; 67% said the institution monitors their teaching every two months, three times a year, or they do not specify the frequency. This discordance occurs due to it is not common for the teachers to be monitored by their institution.

During the observed classes, it was noted that no English Coordinators were monitoring the teaching process, and the class behavior was not the adequate. Even though the students were alerted before and most of the times they tried to do their best.

According to Gebhard & Oprandy (1999) stated in the Literature Review, there are five purposes in observing classes such as to improve the teaching process by identifying possible weaknesses and strengths in the teacher, to train a new teacher, to get different ideas in teaching, and also to collect data for research purposes.

Concerning to this theme, Bellon, Huffmuan & Jones (1976) stated that the main purpose in observing classrooms is to record the behaviors that occur in it, it could be focusing on both: students and teachers actions.

Conclusions

After analyzing the results, it is important to mention the following conclusions:

- The present research confirms that most of the English teachers who participated in this study have got a Bachelor degree in Science Education, Major in English. Nevertheless, a high percentage of them have not acquired the English language proficiency (B2) in order to teach and guide an English class, which is reflected in students' English level.
- This research study demonstrated that 73% of the teachers did not accomplish the majority of the aspects stated in the lesson plans such as objectives, teaching methods, to use of materials, timing, feedback and others, which take the learners to have a low profile in English affairs.
- The lack of adequate tools and updated resources for the teaching process was evidenced at doing this research work. Although more than 50% of the teachers consider that supplementary material is appropriate for the teaching learning process, most of them do not use these resources into the classroom and a high percentage of the educators said they are not suitable to teach English successfully.
- After the research work was done, it was realized that 53% of the classrooms did not have enough space to work. The number of students in most of the observed classes was not the appropriate to make seating arrangements according to the different activities students need to perform inside the class that let them to interact with each other.
- After observing six private educational institutions in the city of Quito, it was realized that most of the English classes are not frequently monitored. This is a negative factor in the teaching learning process.
- The study also showed that 40% of the researched students reached an intermediate level; 33% of them had a high intermediate level; and 27% of the students had a basic level. There were no students that have aimed an advanced level, because teachers are not proficient in English language.

Recommendations

The most important recommendations are aimed to improve the way how English is being taught in private high schools in Quito, and also to suggest that some patterns must be applied in educational institutions in order to monitor the English teaching-learning process.

- Private Educational Institutions should select qualified English teachers to teach English as a second language, in order to ensure an acceptable level of this language that allow the students to participate in scholarships programs all over the world. It means a B2 level according to the Common European Framework of Reference. (CEFR)
- Teachers must present the lesson planning at the beginning of each unit. They should take into account their students' needs, learning styles, language level, ages and aptitude to learn English when planning their lessons, as well as aspects like objectives of the lesson, timing, feedback, communicative teaching methods among others.
- Related to resources, educational institutions should provide teachers with the adequate resources and facilitate the use of them into the English classes to get an optimum teaching learning process.
- The area coordinator must check lessons plans and should guide English teachers to use them in a correct way. Additionally, the institution should monitor the English classes periodically in order to ensure that educators follow the steps to reach the desired goal.
- Educational institutions should assess their English teachers continuously in order to train them and update their knowledge in teaching issues, which will benefit English learners.

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ANNEXES

ANNEX 1



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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

Students' Needs (<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 _____ ()

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!!!!!!

ANNEX 2



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

CARRERA DE INGLÉS

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

¿Porqué?

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 aprende 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!!!!!!

ANNEX 3



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDAD ABIERTA Y A DISTANCIA

CARRERA DE INGLES

OBSERVATION SHEET

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

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

***Students' Needs** (*age, personality, attitude, aptitude, motivation, and learning styles*)

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

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

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

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

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

3. Which of the following methods are used?

CommunicativeLanguageTeaching	()
The Natural Approach	()
CooperativeLanguageLearning	()
Content-BasedInstruction	()
Task-BasedLanguageTeaching	()
CognitiveAcademicLanguageLearning	()
Total Physical Response	()
WholeLanguageApproach	()

GrammarTranslationMethod	()
Others _____	()

4. Which of the following activities are used?

Whole-groupactivities	()
Individual activities	()
Groupworkactivities	()

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

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

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

Discipline	()
Feedback	()
Activitiesmanagement	()
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 % ()
----------	----------	----------	-----------

ANNEX 4

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 ()

ANNEX 5

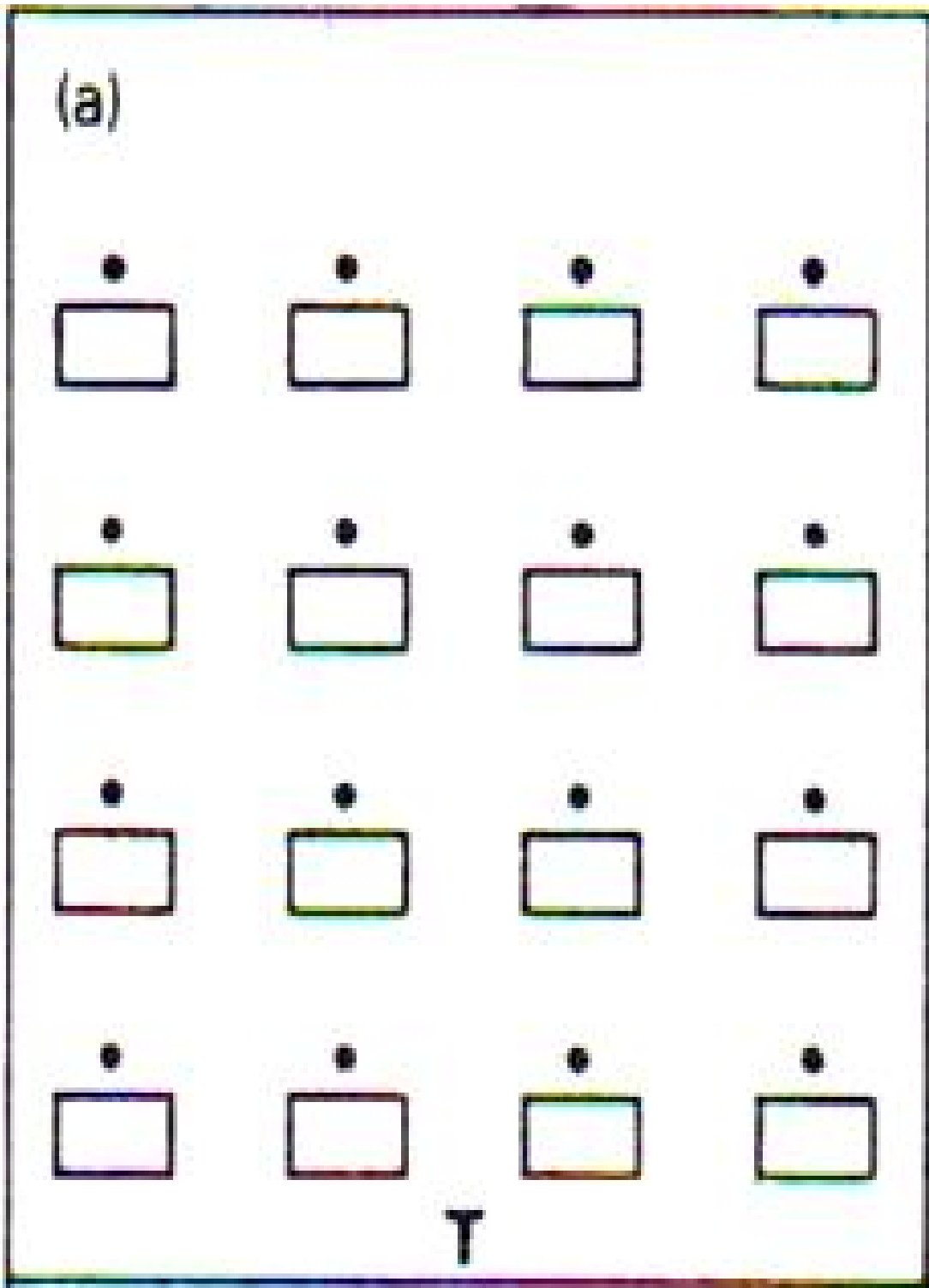
1 Common Reference Levels

1.1 Global scale

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

ANNEX 6

ORDERLY ROWS



ANNEX 7

SEPARATE TABLES

