UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja

AREA SOCIO HUMANÍSTICA

TITULACIÓN DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

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

TRABAJO DE FIN DE TITULACIÓN

AUTOR: Terán Mendoza, Daysi Jamilene

DIRECTORA: Solano Jaramillo, Lida Mercedes, Lic.

CENTRO UNIVERSITARIO SAN RAFAEL

2014

APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Licenciada.

Lidia Mercedes Solano Jaramillo.

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 Terán Mendoza Daysi Jamilene, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, febrero de 2014

f) …………………………

DECLARACION DE AUTORIA Y CESIÓN DE DERECHOS

"Yo, Terán Mendoza Daysi Jamilene declaro ser autor(a) 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 mención Inglés, siendo Lida Mercedes Solano Jaramillo 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.

Adicionalmente declaro conocer y aceptar la disposición del Art. 67 del Estatuto Orgánico de la Universidad Técnica Particular de Loja que en su parte pertinente textualmente dice: "Forman parte del patrimonio de la Universidad la propiedad intelectual de investigaciones, trabajos científicos o técnicos y tesis de grado que se realicen a través, o con el apoyo financiero, académico o institucional (operativo) de la Universidad".

f. ....
Autor: Terán Mendoza Daysi Jamilene
Cédula: 1710481969

DEDICATION

I dedicate this research to God

For given me life, the strength, the values, and the patience

to accomplish this task.

Daysi Terán

ACKNOWLEDGEMENTS

To my dear and beloved husband who had been there to give me support and be mom and dad for our children during this busy time.

Great thanks belong to my loved daughters: Daysi Jr., Nicky and Debbie, for all the love, patience and help; and also for the generosity and sacrifice of their time.

Besides, I would like to say big thank you to my father for his great examples of discipline and determination, and my mother for her generous heart, always ready to cover what was needed. As well as to my brothers, family and friends, thanks for those words of support.

And finally, a particular thankfulness belongs to my boss Ron Stiff, who had inspired me and allowed me to be part of a great dream to change education in Ecuador and the world.

I love you all

CONTENTS

ABSTRACT

The aim of this research is to inform about the factors that influence English language learning. The purpose is to analyze the aspects that influence the English language teaching-learning process. This research was done in Valle de los Chillos- Quito, Pichincha Province. The sample selected was a group of 15 teachers in 7 different private High Schools. The age of students varied from 13 to 18 years old. There was a quantitative method applied for showing the exact results of this research. Different instruments such as questionnaires, interviews, and observations were used. The data was tallied, categorized, and analyzed based on four factors: teachers, student, classroom, and educational institutions.

The analysis of results demonstrated that the main factors that negatively affect the level of learning English in educational institutions are the traditional methodologies and poor instruments applied in the classroom; the absence of teachers' training in new methods of teaching; the large class sizes, and the lack of English speaking practice between teachers and students inside and outside the classroom; and the narrow content oriented curriculum.

Key words: EFL teaching, Factors, Influence, , Teaching Methodologies- Education Private High Schools

RESUMEN EJECUTIVO

El propósito de este estudio es analizar los aspectos que influyen el proceso de enseñanza- aprendizaje del idioma Inglés. Esta investigación se realizó en el sector del Valle de los Chillos- Quito, provincia de Pichincha. La muestra seleccionada corresponde a 15 profesores y 15 estudiantes de 7 colegios particulares del área. La edad de los estudiantes varía entre los 13 and 18 años.

Se utilizó el método cuantitativo y se aplicó diferentes instrumentos tales como: cuestionarios, entrevistas y observaciones. Los datos fueron categorizados y analizados basados en cuatro factores: profesores, estudiante, clase y establecimientos institucionales.

El análisis de los resultados demuestra que los principales factores que afectan negativamente el nivel de aprendizaje del idioma Inglés en las instituciones educativas son: El uso de metodologías tradicionales y los inadecuados materiales de clase; la falta de actualización y entrenamiento de los docentes; el número excesivo de estudiantes de clase y la falta de una interacción real entre los profesores y estudiantes de manera verbal y espontánea; y la aplicación de currículos estructurados y orientados al aprendizaje de contenidos.

PALABRAS CLAVES:

Enseñanza del Inglés como lengua extranjera- Factores- Influencia- Aprendizaje- - Metodologías de Enseñanza- Colegios Privados.

INTRODUCTION

The ability to communicate with the entire world without hesitation is one of the most important tools needed to face the global competition. English has always been the language mostly spoken, studied, and used in different ways of universal communications.

International relationships are constantly opening doors and linking nations and societies; it also presents diverse and creative contributions in economic, educational, cultural, and social fields. In the same way, it generates opportunities to get to know and be known around the world. In consequence, different communities had been motivated to evaluate English proficiency levels and programs offered to their population- students, teachers and professionals- in order to take action to improve these; or just to take a step forward in the pursuit to reach excellence.

Ecuador is not the exception. Migration issues and an impulse in tourism have stimulated the desire to compete in the world. Unfortunately, for our country, the level of English language proficiency is very low. This appalling result in many secondary schools students, represents an enormous obstacle which hinders young people from great school programs offered by recognized universities around the world, since high management-accuracy and fluency-of this universal language is required.

The present study has the objective to explain the different factors that influence the English language teaching- learning process in Ecuadorian private high schools. To pursuit this goal, four specific objectives had been established. The first one is to identify students' English level and their needs in the classroom; the second objective is to determine the classroom conditions in which English lessons take place; the third one is to identify the characteristics of in-service English teachers, and the fourth objective is to determine

institutional facilities and norms regarding quality education. Different previous studies have provided important guidelines for the present research, these are:

Khamkhien (2012), whose objectives are to determine levels of influence of gender, motivation and experience toward the selection of language learning strategies in undergraduate students; and to compare the effects of these factors in the use of the strategy preferred, concluded that gender has no influence to the selection of language learning. On the contrary, motivation and experience were observed as factors of an influence. Therefore, teachers are suggested to adapt learning strategies to students' needs and use. The most important limitations mentioned in this study were: a reduce sample, the presence of other factors which were not taken into consideration, such as nationality, age, campus; and the simplicity of the instruments to collect data.

The next study was conducted by Aduwa & Iyamu (2006), whose purpose was to analyze three factors: the resources, methods and environment. This study examined the frequency of instructional resources used by secondary school teachers; the accuracy of methods applied in class was also observed; and finally, it studied the type of environment conductive to learning. The research concluded that very basic resources as posters, English textbooks and workbooks were frequently used; the methods and techniques were limited mostly to lectures and reading activities; and that inadequate installation and resources do not provide a suitable learning environment. No limitations were found in this study.

Finally, Wu (2008), carried out a research whose main objective was to identify the possible external factors influencing adolescents in the use of learning language strategies, and to identify patterns on the use of English as a Second Language. The investigation concluded that the misunderstanding or lack of knowledge of the strategies preceding their application greatly influenced the efficiency of the learning process. It was also found that the

use of these strategies depend on the particular skillfulness and conditions of each person. No limitations were manifested in this investigation.

This research tries to establish main factors that influence the English language teaching- learning process in Ecuadorian private high schools, by determining specific causes that hinder a proficient development of skills required to domain this language.

This contribution is intended to benefit English aspects of education and the elements involved in it; these are: the authorities, institutions, teachers, and overall the student, for whom all the efforts are aimed to. In addition, this research can provide fundaments for future investigations about related topics.

Besides, it is relevant to mention some limitations encountered in this research. The first one was the reduced number of students formerly established as a sample for this investigation. The second one was the restricted number of class observations per teacher, in addition to the influence of the Hawthorne effect which might deliver possibilities of distortion of the real and common performance of the observed classes.

METHOD

Setting and Participants

This research took place in seven private schools in the city of Sangolqui, province of Pichincha; a busy city located at 20 minutes from Quito, the capital of Ecuador.   The participants selected were fifteen English experienced professors, all from high school levels; and fifteen students from eighth grade to seniors' class, whose age range fluctuated between 13 and 18 years old.

Procedures

The first step to achieve this research was to compile and select optimal studies associated to the topic to obtain proper fundaments. Therefore, this investigation embraces previous contributions from different studies related to the English language learning-teaching process such as the importance of teaching English as a foreign language, teaching approaches and methods, managing learning, lesson design, class size and space, seating arrangement, teaching resources, classroom observations, learning styles, and   language aptitude.

In addition to this, diverse and finest books and formal articles have been selected to obtain reliable information regarding the variables considered for this study. These are: factors concerning students' English level and needs in the classroom; factors that concern teachers' level of education and language proficiency; factors concerning classrooms; and finally, factors concerning institutions' procedures such as class observation, and lesson monitoring.

The method applied in this study was quantitative in order to describe variables in terms of frequency and central tendency. It included descriptive statistics: averages,

percentages, associations and correlations. It also facilitated the analysis and the graphic displays of the variables using pie charts.

The research was conducted in the following way: The first procedure consisted in deciding the campus of action in order to request formal approval from seven private institutions to perform the field research; also fifteen educators and students from high school levels were selected for this.

It is imperative to mention that observation, interviews, and note-taking were the techniques used in this study; therefore, the instruments employed to fulfill research on campus in the direction to pursuit the main and specific objectives of the study were a questionnaire for the teachers, a questionnaire for the students, an observation sheet and an interview page.

The second was to observe each educator teaching one class; meanwhile his or her performance, achievements, activities and other interactions with students were registered on the observation sheet. At the end of the session, an interview with the teacher took place to measure their English teaching and language proficiency based on accuracy and fluency.

Then, teachers were requested to answer a 20 item questionnaire and one student per class, chosen at random, was asked to respond a 14 item questionnaire. This information was organized and tallied to transform all kind of inputs into quantitative data. Teachers' questionnaire was the base for the statistics and graphs.

As a final point and in reference to the graphs, this study used the teachers' questionnaires as guides for the analysis. These quantitative results are represented in pie graphs for a fast and explicit view of the outcomes. Other instruments like students' questionnaires, observation sheets and interview notes have also been tallied when possible, and also used to sustain or corroborate quantitative and qualitative answers.

Consequently, and with the sense to offer better comprehension, these twenty questions have been grouped according to the main factors of the study.

DISCUSSION

Literature review

English is one of the most used languages around the world. At least a small population in the majority of countries knows something about this language. However, a high level of proficiency is essential in taking advantage of international relationships and working with the rest of the world.

The Ecuadorian government, recognizing the importance of this issue, understanding its meaning and influence on our country's progress, and being conscious of the reality of our society, is giving support through different projects aimed towards developing better curriculums, providing better tools, and overall capacitating teachers inside and outside the country to promote an effective and significant learning process in class.

One example of the Ecuadorian government's effort is the plan presented by the Ecuadorian Ministry of Education and Culture through the Secretary Department of High Education, Technology and Innovation, whose objective is to state politics to motive teachers from public schools in order to improve their proficiency of the language by means of scholarships in countries like the United States of America. Around 640 people will be able to take advantage of this project, 141 had already traveled to the United States to different learning centers to study and learn the language for two months.

Furthermore, Ecuadorian President Rafael Correa made an announcement about teachers being evaluated as a requirement to obtain this benefit. To apply this test –TOEFL- the government had hired the rights of a specialized organization Educational Testing Service.

Another project aimed to improve English is the Building Project of Language Teaching EFL, which its main goal is to help students to reach high levels of fluency in the

whole language through innovations in the curriculum and to be aligned to the (Common European Framework of Reference). CEFR

This also includes the implementation of better regulations, increasing the number of class hours during a week, and establishing high standards of evaluation for both teachers and students; expecting no less than a level B2 for the first group and B1 for the second group. (SENPLADES_SIP_ dap 2011-611)

These and other actions have been taking place to help our Ecuadorian community to be competitive in the world. Other elements beside the human factor, such as classroom issues and institution aspects, are also involved to achieve this purpose; therefore, they are worthy to be taken into consideration and explained as follows:

Teaching approaches and methods

One of the variables taking into account for this research is the different methods and approaches used to teach the English language. Main characteristics of some of these are mentioned below:

Communicative Language Teaching, one of the teaching approaches and methods, has as its main goal the competence in communication. To fulfill this, teachers create or provide real opportunities of communication involving mainly the speaking, listening and reading skills as in the real world. Writing skills is not a very important aspect to learn at this point. Any main grammar principle is taught along the way (Richards, 2006).

Howatt (1984) recognized two ways for Communicative Language Teaching: the weak and the strong version. The weak version only provides real opportunities of communication; the strong way adds very important aspects, these are tasks and targets that are meaningful for students.

Very similar to this method is the Content-Based Instruction, which also states that learning process is more successful if learners are engaged to meaningful content (Curtain, 1995). Content-Based Instruction method incorporates active roles on learners' previous experiences on a subject; it also involves different thinking skills that contribute to the learning process.

However, there are some limitations for this method. One is the fact that not many teachers can master the foreign language, and at the same time, dominate specialized subjects as physics, economics, etc.

Another method is the Task-Based Language Teaching, which is slightly similar to the previous methods since they all have explicit and pre-determinate activities to develop. In the same way, this method follows a list of specific and real procedures or tasks aimed to increase vocabulary, grammar, and specific skills. Willis (1996) advises the following tasks for purpose: Listing, sorting and ordering, comparing, sharing personal experience, creativity tasks and problem solving. However, Task-Based Language Teaching Method could seem in some cases, too ambiguous to be broadly applied.

Another important approach is the Whole Language, which makes emphasis in the interrelation of the whole language skills, these are: listening, speaking, reading, and writing. This approach makes use of authentic and natural literature to coordinate different cooperative activities that involve reflection, thinking and speaking to develop reading and writing along the way.

Total Physical Response is another approach; this method has its foundation in a physical communication. The interaction between the speech and action trains memory skills. It follows the principles that young children learn by receiving input in both verbal and physical way at the same time (Nunan, 1991); and that understanding and comprehension

come first than speaking skills (Asher, 1977). In this approach, instructions are decided by the teacher and they should be directed using imperative form. An important matter to be considered is the environment. This has to be free of stress and anxiety, so a better learning process can be achieved.

Managing learning

To create a well-managed environment, teachers need to let their students know, what is expected from them; therefore, it is very important to spend proper time teaching class instructions, procedures, and rules at the beginning of the school year. A good way to accomplish this is to use supplementary material as posters, cards, games, a lot of practice, and demonstration.

Murillo (2007) ensures that many teachers had mentioned the difficulty of teaching instructions to their beginner students in the target language rather than their native one, so these professors prefer teaching it majorly in their own language first, or in both languages to assure comprehension. On the other hand, this strategy cannot be applied when the students are multilingual, where there is no choice but to give the explanation in the target language.

An explanation is not one way of information; it has to submit a response. It is a process where the intention, the transmission, the reception, and feedback from students are its essential part (Murillo, et al., 2007).

The interaction between teacher and students is vital in the learning process. Feedback evaluates the level of understanding between the parts, and takes different forms in a class; the most common for instance are giving praises and encouragement, correcting, test and comments, depending on learners' stage. (Phillips, Rogers, & Walters,1998).

Phillip's, Roger's, and Walter's contributions on this topic, state that time is an important key to have an efficient class management. As students know what do to, they also

need to know when and how much time they have to work on specific tasks or activities to achieve class goals. Teachers need to establish proper time for planning, preparation of materials, to study, and to investigate the subject and skills to be taught. In summary, timing, feedback, and explanation, is part of the many responsibilities of a teacher to manage a class efficiently.

Lesson design

Teachers are responsible for everything in their classrooms. (Murillo, et al., 2007) Teachers are the designers of what happens in class. Therefore, they are accountable to identify and apply proper ways to teach according to the different students' learning styles, and to plan a class according to students' needs. In the same way, to create interesting projects and activities, and to build appropriate spaces; decorate boards; prepare materials, etc. However, the magic of the whole class environment is to engage students and create the desire to learn.

Murillo (2007) says that lesson planning helps teachers to organize ideas and important information about the students' need; the goals and skills to be achieved; the way to approach these goals and to exploit their skills; the tools needed, etc.

Moreover, planning explains the structure of a class in a way that time is used efficiently. Initial assignment, instructions and class activities can be plan in advance and displayed as soon as possible to optimize each minute and to avoid dead time.

Woodward (2001) mentions the following parts of a lesson plan: informative data; class description and timetable fit; lesson aims; activities, aid; procedures and timing; scientific information; bibliography; remarks. It is also recommended to use a planning format to register all mentioned above.

In other words, being prepared provides teachers and students a relaxed environment free of anxiety, tension and urgency.

Class size

Another important factor for an optimal learning process is the number of students in a classroom. Debates had taken place to discuss the effects of this topic, and many studies showed that big amounts of people in a class has disadvantages and their performance is often low compared to small sized classes.

About this topic, Powell (1996) examined independent schools in the United States and learned that private preparatory schools value both small school and small class size as necessary conditions for student success.

The math is simple, the greater the number of students is, the least efficient personal assistance is given from the teacher towards each student. Therefore, it is imperative to consider student- teacher ratio to assure quality interaction between them.

Classroom space (physical space) and seating arrangement

The number of students and the physical space of a classroom are complementary, if there is a big number of students in a class; then you need a descent space to accommodate them. Teachers are the essential actors to creating an appropriate environment for learning by planning strategically the distribution of all space. Arranging seats is one of the main points to consider in engaging and motivating students in their own learning.

Consequently the way teachers arrange seats influences the dynamic of the class, and the activities to be developed. Changing places and arranging seats once in a while when possible, always gives a different perspective for a class.

As Lightbown and Spada (2006) explain: the way students sit determine their attitude toward classmates and teachers, as well as the way they interact; it can also define the type of activities to be executed: individual- pair-whole class- group work.

Additionally, Lightbown and Spada affirm that the horseshoe seat arrangement is a suitable way to promote interactive language. The old row style has been replaced by the called "pods" which is a group of desks together; pods are very effective for group work, which provides the opportunity for students to learn by teaching each other.

This is truly summarized in saying "When a teacher talks, students listen; when a student talks, a student learns" Hopkins, (2010)

However, it is important to establish respect and cooperation between students to tolerate diverse aspects before setting group work arrangements, so real learning happens between all the members in a team. Some examples of these aspects are the different abilities and disabilities to learn; the culture; age; ethics, etc.

Classroom and/or teaching resources

Teaching is complemented by different resources. Published material like curriculum books, worksheets, posters, cassettes, laptops, videos, etc.; as well as the authentic materials like magazines, newspaper, manuals, brochures, natural environment, etc; have to be well planned and prepared, designed to create activities that take the best advantage of each one of them, and intended to connect students with learning process. It is important not to be concentrated on covering contents instead of skills; or not to be limited to a single book which cannot cover all class needs and interests. Teachers play a very significant role when selecting resources. One main characteristic of being a great teacher is to be a constant investigator, someone who researches the newest resources, tools and methods; who is also concerned

about acquiring   the newest knowledge in order to be able to offer a real assistance and to bring interest and dynamic into the class (Gower, Phillips, & Walters, 2006).

Class observation

One tool that helps evaluate all the factors regarding teachers, students and classrooms is observation. Classroom observation offers feedback to the teacher, authorities and students about the efficiency of the learning process. It helps to recognize strengths and weaknesses of all the elements involved in the education process (Seldin, n.d.).

To obtain more accurate and natural feedback, observation should not be announced, yet it does not assure authentic results, this due to other factors such as the observer's assumptions, nervousness for being observed, students' variable attitudes and ages, class hour, etc. Therefore, it is recommended to observe a class as many times as possible in different class periods; also to use a well-designed rubric avoiding punitive judgment, with the aim to benefit teachers and to build the whole learning process. The most respectable teachers are conscious about the advantages for their own progress and growth ("Peer Observation Guidelines" and Recommendations, 2011).

Learning styles

The term learning style has been used to describe an individual's natural,   habitual and preferred way of absorbing, processing, and retaining new information and skills (Reid 1995). There is, however, a controversy about the best way of a human to learn, if either it is a natural gift or it is developed through experience. There are diverse learning styles as all humans are different. The most known learning styles are the visual learners, the aural learners, and the kinesthetic learners; although, the common idea is that everybody has a mix of all of them.

Woolfolk (2012) says that the important issue of this matter is that teachers require the training to be able to recognize these differences and to respect their students' preferable way to learn; and to apply and guide activities intended to develop and accomplish the best of each student.

Language aptitude

Beside the learning style, there is the aptitude a person might have to achieve or learn a language; this potential can be measured or evaluated through formal tests for example, The Modern Language Aptitude Test (MLAT).

The British Council on ("Language Aptitude" ,n.d.) mentions some abilities or aptitudes: to master sounds, grammar, structure of sentences, rules, etc; However, not all of these abilities are shown in the acquisition of the first language, but in a second language.

Once again a teachers' responsibility is to help students discover their talents and limits, all with the intention to elaborate plans to improve those skills and to consign them for the benefit of others less talented on this measurement.

To complement the previous information it is pertinent to include data collected by other reliable sources. The following are some supportive arguments composed into five distinct yet interrelated studies relevant to the research.

The study of Khamkhien, A. (2012) tries to explain how students' experience upon learning a language, motivation and gender can affect the ultimate choice of methodology which they proceed with and finally to compare these factors amongst Thai and Vietnamese undergraduate students.

The two main strategies shown were Oxford's SILL (80- item Strategy Inventory for Language Learning) and a background questionnaire. The first was further divided into subcategories as follows: Memory category, Compensation category, Cognitive category,

Metacognitive category, Affective category, and Social category. By using a scale from 1 to 5; 1 representing the infrequency of having done a specific task; and 5 having always or mostly accomplished, the mechanism for scoring was set up to record the information in the specific areas of this study.

The latter method of the questionnaire was structured in a way to indicate relevant information that would pertain to discover the reasons behind the factors. The scoring from these two data bases was then analyzed according to the number of points obtained and answers to the open questions to further study of experiences, motivation and gender have affected the students' strategy differences. For this "t-test" through means, standard deviations, significant differences, and discussion were taken into account.

(Khamkhien, A. 2012) concluded that the big number of Thai and Vietnamese students that were unable to be controlled in the investigation and the presence of other possible factors left the study inconclusive. Nevertheless, gender proved not to be a substantial factor, whereas motivation and experience had a considerable effect on the learning strategies and even more, on the Thai students. Finally, it was found that learning strategies should be further looked into by language teachers through identifying, understanding, and adapting their use and effectiveness for the benefit of their students.

Another input, is made by Chamot, A. U. (2004) whose research's objective is to bring to light how specific issues in language learning strategies affect teachers and learners alike, such as: "identification procedures of learning strategies, terminology and classification of strategies, the effects of learner characteristics on strategy use, the effects of culture and context on strategy use, explicit and integrated strategy instruction, language of instruction, transfer of strategies to new tasks, and models for language learning strategy instruction" (Chamot, A. U. 2004).

The particular method carried out was based on the students' insight explored through interviews, questionnaires, diaries and journals, and protocols. To compensate for the limitations of this subjective model, a triangulation of information provided by these different activities allowed a check system and reliability to be upheld in the course of studying the focus group as a whole as well as its members.

As a result, it is believed that the identification of the strategies is useful when optimization of familiarity amongst students is established. Gender didn't seem to produce a great influence on the learning process, but the "level of language proficiency" (Chamot, A. U. 2004) was said to be the evident advantage. Culture and context affects the demand of learning strategies and due to its extensive range of variation does determine which strategies are more effective.

Furthermore, it is necessary that the teachers give a walkthrough of the strategies— their objectives and applications—to be examined. During this explanation, it depends upon the level of proficiency of the student group whether it is best to receive the instruction in the native language or the target language. Strategy transfer is complex, but can be helped along with explanation and metacognition.

To conclude, it is emphasized that the recent models of learning strategies are very similar and must be integrated according to the specific group of language learners so that they can potentially be improved.

A study made in Nigeria by Aduwa & Iyamu (2006) had the purpose to uncover if secondary school teachers use academic resources, adequate methods, and count with a stimulating learning environment whilst teaching the English language. Each area intended to reveal the dynamics of the class in itself to somehow measure the level of the structure and result consequences in inhibiting or promoting English learning capabilities of the senior students.

A questionnaire and observation schedules were the mediums for collecting student feedback on the usage of resources, methods and environment. The first was presented beforehand to experts in educational fields of psychology, technology, curriculum and instruction to be free of overlooked irregularities; their feedback was used for correction and modification.

The questionnaire recorded student responses to the quality and repetitiveness of the aids and strategies; its anonymity allowed students to answer confidently and permitted a greater degree of validity. The observations were performed by the researchers as the questionnaires were being filled out within the classrooms for hands- on and direct contact with the setting.

Afterwards, it was concluded that only the basic resources were frequently used amongst them visual aids on the chalkboard or posters and reading material in English textbooks and workbooks. Mostly lecture and reading were the primary techniques used to instruct the students.

Others techniques, like group and debate, were applied less amongst the public schools. Lastly, students confirmed that the poor infrastructure and TIC tools their schools provided for them at that time did not promote an appropriate English learning environment, and affirmed that Nigerian schools can develop a better prepared and complete educational program if they commit to enhance and prioritize this issue in secondary schools.

Government intervention and support; and adapting technology on resources as well as adapting more dynamic teaching approaches and methods, motivates real interaction and meaningful education. In this case, teachers can guide their students towards their greatest English learning capacities and adeptness.

In the same line, Maggie Su, M. (2005) performed a study with the main objective to list and determines three aspects: the practice of the language learning strategies by 'vocational college foreign language students; the habits of auto evaluation about students' proficiency levels; and the relationship existing between the two fields. The method applied was the 'Background questionnaire' and SILL (Strategy Inventory of Language Learning).

Su's research concluded that students used more indirect strategies, such as metacognitive and social strategies, rather than direct strategies like memory, cognitive, and compensation. In addition, the self-evaluations on each level supported a relationship with the learning strategies used in a medium range. The study recommended that language teachers need to introduce the strategies after becoming familiar with them in courses and correlate them to the obtainment of language proficiency. Besides a continuous check-up on the efficiency, assessments and surveys should be taken for the sake of observing any need of improvement to the satisfaction of the learners and their teachers.

Finally, in the investigation of Wu, M.M. (2008), the target was to determine external factors that cause an effect on the Language Learning Strategies for Chinese ESL learners and the use of these strategies.

Five pilot interviews and ten interviews were carried out with 10 randomly selected students in their foundation year of diploma courses. In the pilot interviews, a review of the types of Language Strategies according O'Malley and Chamot's (1990) taxonomy needed to be given due to the reoccurring confusion or lack of knowledge of this before asking about their use of the strategies. These students either misinterpreted the concept of one of the strategies or at times doubted the general concept of what could be classified as a learning strategy.

The interviews were done in Cantonese and each student was tape-recorded for 30 minutes; later on, these were translated and analyzed individually. The specific types of Language Strategies mentioned and revised were compared to define the similarities and differences to be summed up, tallied and simplified into table graphics. Consequently, the investigators compiled and shared their findings.

The interviewed students showed that they have experimented with several cognitive, metacognitive, and social/ affective Language Strategies. The latter of the three demonstrates that "preparation, organizational planning and self-management" (Wu, M.M. 2008) is the most popular as pertaining to the social/affective strategy.

Two students stated that the usage of the strategies always depended on the skill and circumstances presented in the class. The bottom line confirmed that Language instructors should first consider the use and influence of the strategies and factors on the direct local learners. In this way the progress was effective under the conditions that the particular needs within the learning were met; the overall program was personalized and the design produced evident results.

Description, Analysis and Interpretation of Results

This research presents a quantitative analysis of the factors concerning teachers, students, classrooms, and institutions. The analysis was based on the responses found in teachers' questionnaire. These questions were grouped according to the factors mentioned above. Inputs obtained from the other instruments were also considered according to these factors to argument or support the interpretation. Quantitative data is presented in pie graphs for clear and swift conception.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?
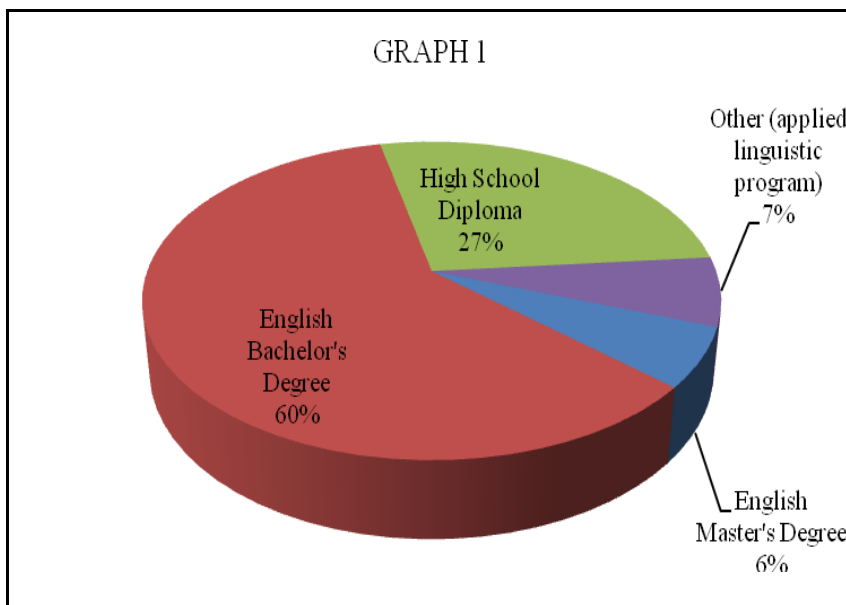
Author: Terán Daysi

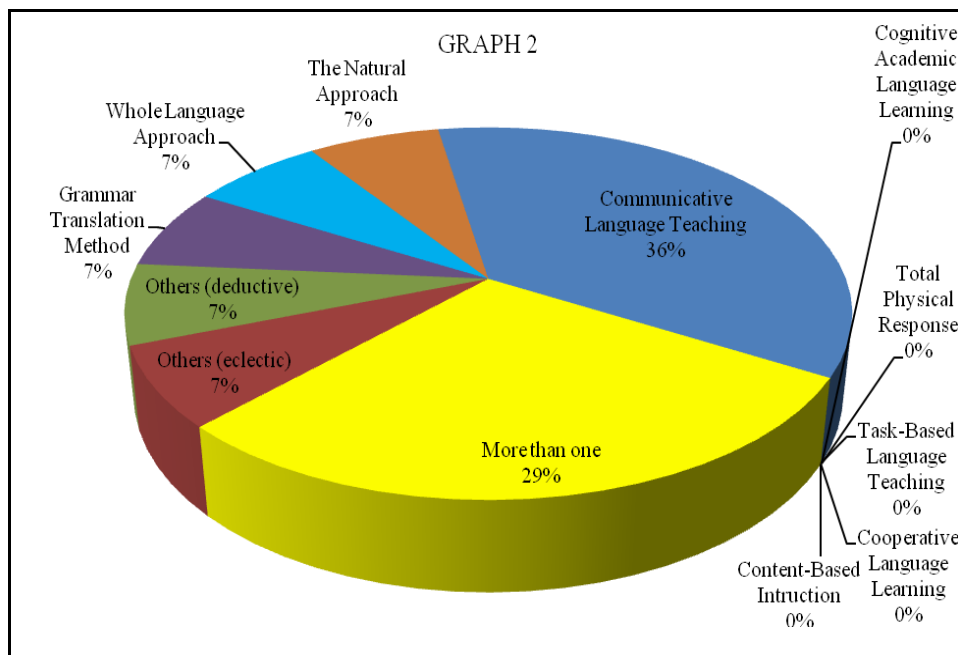Source: 15 private high schools in Valle de los Chillos

Graph number 1 shows that 9 out of 15 teachers, which represent 63% of the sample, answered that they have an English Bachelor Degree. In contrast, 4 out of 15 teachers have a High School Diploma, which represents the 29% of the participants; only one teacher has a

Master Degree, which represents only 1%. It was also found that one educator has finished a course on Applied Linguistic Program, and a second one, a course of Proficiency in English.

Based on the observations, the majority of the teachers in their respective institutions have an English Bachelor´s degree, evidencing that they have acquired a sufficient level of preparation in the language. Nonetheless, the acquisition of such a title does not assure nor guarantee the quality of their capabilities within the classrooms. Also, the fact that a greater portion of the teachers did not seek further preparation beyond a Bachelor´s degree can demonstrate a lack of entrepreneurial motivation to polish their English knowledge with follow up studies.

It is also important to say that through the interview applied on teachers, and based on the Common European Framework (CEFR), most teachers reached a B1 and B2 English level, which implies an adequate grade of comprehension, pronunciation, and fluency in the domain of the language.

Which of the following methods was used in class?

Author: Terán Daysi
Source: 15 private high schools in Valle de los Chillos

The graph above represents the different methods used in class by the observed teachers. The most commonly used method with 36% was the Communicative Language Teaching. Teachers mentioned that they use this method because it allows them to practice the language in a real context.

The Grammar Translation Method, the Whole Language Approach, and the Natural Approach, were used by only one professor which represents 7% for each method. It was also found that 14% which represents two out of fifteen teachers, applied different method from the options suggested in the questionnaire. These teachers say they often use the eclectic and deductive method.

Finally the 29% represents the four teachers who marked more than one method despite the instructions of the question to specify a single answer, which complicates the accuracy of results. Among these methods, teachers confirmed that they used communicative language teaching, the natural approach, cooperative language learning, content-based language teaching, cognitive academic language learning, total physical response, and the whole language approach. Teachers said, using different methods helps them to reach the variety of students' needs.

It is important to mention that there is no coherence between the data collected and the methods applied. During the observation period, the majority of the dynamics and activities used by teachers were based on Task-Based Language Teaching and Grammar Translation Method. Other teachers made use of Content-Based Method, and few applied Communicative Language Teaching.

In other words, although teachers marked the Communicative Language Teaching as their ideal method to use, teachers were observed on field to rarely provide opportunities, or motivate their students to speak in English among classmates. The students´ conversations

demonstrated lack of habit on using the target language. Most of the English words directed to students were simple instructions or basic phrases such as: "Open the book," "Go to your seat," etc. In other cases, teachers limited the class to read directly from texts; some other teachers allowed only specific students to participate to read aloud. This indicates the usage of Task-Based Language Teaching and Grammar Translation Method instead.

Overall, a limited number of teachers involved their students in a Physical Teaching Response, providing opportunities to interact and to play while learning. In addition to this, few teachers used the Cooperative Language Learning Method in activities that motivate students' interaction and creativity.

Even though there is evidence of teachers not complying with the fulfillment of an adequate or complete teaching method, the students stated on the instruments that they like the way their teachers give classes.

Finally, Cooper and Sherk (1989) stated, the methods teachers use within the classrooms are at times erroneously adapted to a teaching-learning system that does not motivate a real learning.

Do teachers use whole-group activities to teach their lessons?
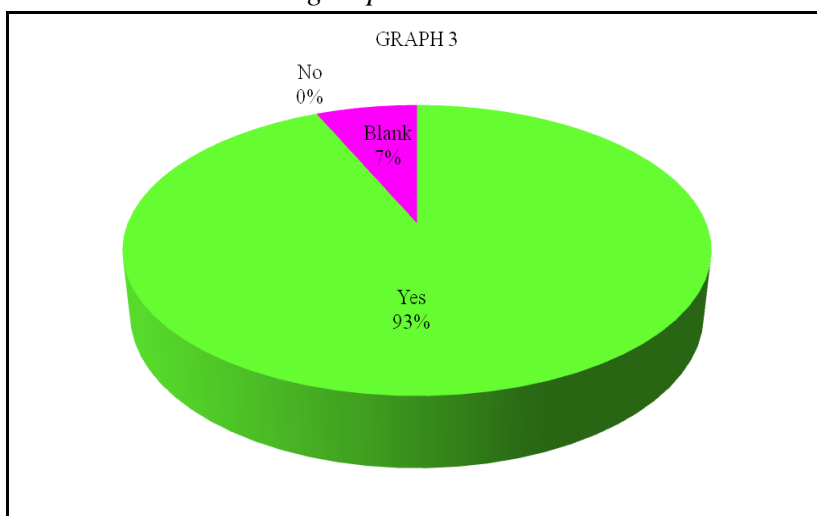
Author: Terán Daysi
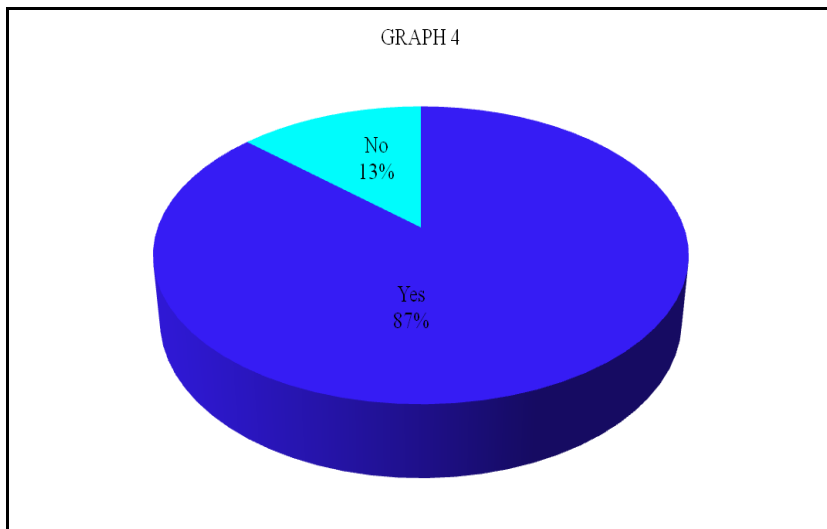Source: 15 private high schools in Valle de los Chillos

Graph number three evidently shows that 93% of the sample, which indicates that 14 of the 15 teachers confirmed to use whole-group activities in their classes; since they considered it is a good cooperative technique because it encourages students to communicate and listen to the whole group; it also helps to build concepts with the students´ inputs and learn from each other. On the other hand 7% which represents one teacher out of fifteen left this question in blank.

However, in the observed classes it was found that teachers placed more emphasis in studying and following the contents and activities from the book, which are mostly resolve individually than group activities. However, in few classes was observed group work and group presentations, although the instructions were not clear, causing confusion and disorder.

Therefore, the data expressed on the graph does not agree with the field observations, because the activities carried out in class did not involve, in the great majority of the cases, group interaction. On the contrary, students were limited to individual performance. If there was any effort of group work, it was only in a couple of classes. In addition to this, in the student's questionnaires, it was found that most of them consider that their teachers make use of group work.

Also, it is important to mention that the investigator point of view refers only to one class per teacher, which limits the diversity of the activities teacher might produce in a fair period of time.

Do teachers use individual activities to teach their lessons?

GRAPH 4

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

In this question, it was found that 87% of the teachers used individual activities. Teachers say they use these activities because it helps them to evaluate reading and writing skills individually, and also, because it permits them to identify students' strengths and weaknesses. This thought is supported by Roland Barth (1990) who literally says "Many conditions appear to foster profound learning: acknowledging one´s inadequacies, posing one's own problems, risk taking, humor, collaboration with other learners, compassion, the importance of modeling, and the presence of moral purpose."

Additionally, Barth stated that part of the process of learning is the ability to auto-evaluate and work toward self-improvement, and therefore, move to other factors. Moreover, individual work can help to recognize and to reinforce students' difficulties, and allow teachers to have an idea of their students' progress.

On the other hand, 2 teachers, who represents 3% said that they do not use individual activities because this type of activities do not allow them to develop speaking skills, so they

prefer to use group work activities as it provides opportunity to communicate between each other.

Conversely, during the observations, majorly individual activities, specifically covering content and task in the curriculum books, were the main accomplishments students completed in class.

Do teachers use group work activities to teach their lessons?
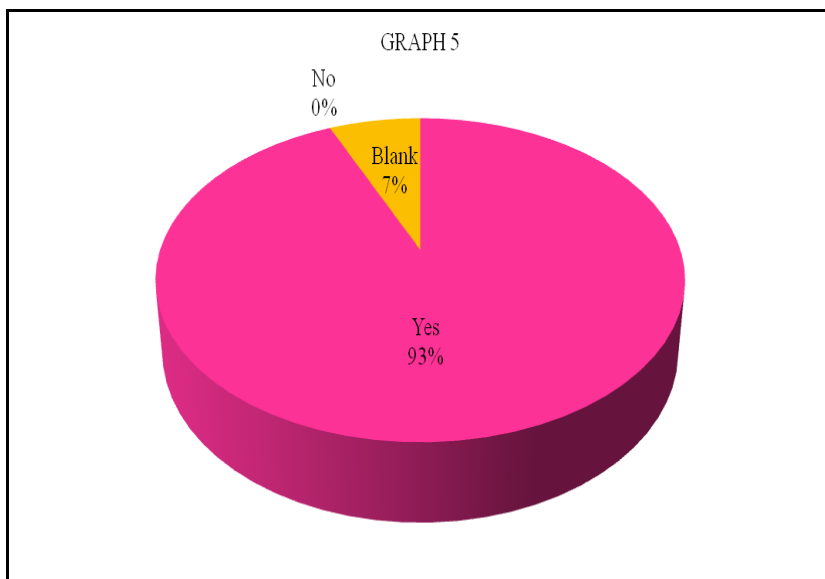
Author: Terán Daysi

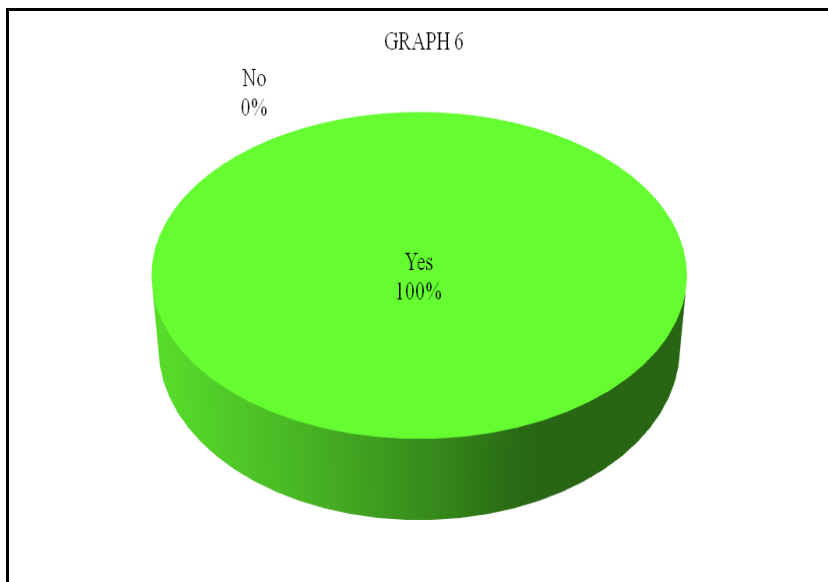Source: 15 private high schools in Valle de los Chillos

Graph number five shows that 14 teachers, which represents 93% say that they like to work with group work activities in their classes. Most teachers indicated they like to use this strategy, because it gives students the opportunity to practice the four language skills. In addition, they say that the interactions between students allow them to learn from their peers.

The 7% corresponds to one teacher who did not mark any answer for unknown reasons. There was also the found that 0% of the teachers answered negatively in this question. It is important to point out that group work was absent during almost all the

sessions observed, and in the few classes were group activities took place, these needed a more structured and organized environment.

In conclusion, teachers were aware of the importance of group work, and the variety of benefits that collaborative learning provides if they are planned efficiently; as Welch (n.d.) said: "...creates a valuable source of motivation, critical thinking skills, and active learning while the students learn to manipulate classroom information into their own working knowledge."

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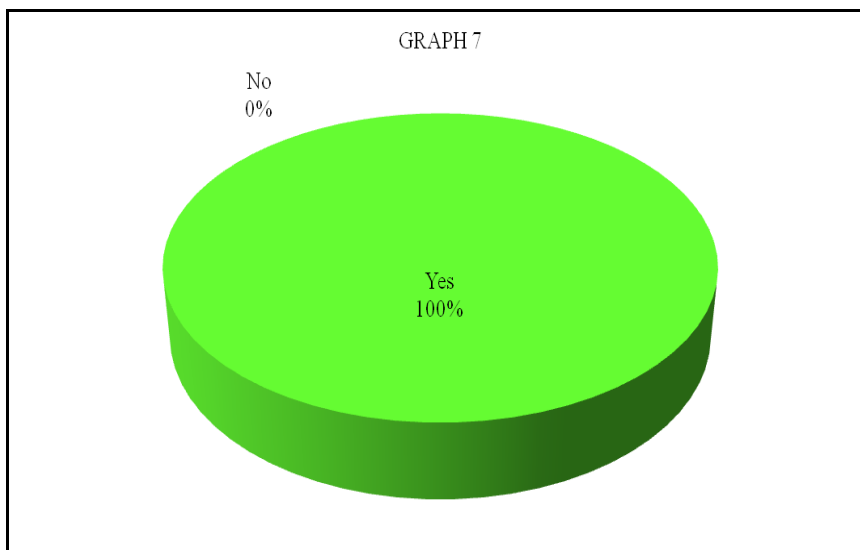

Author: Terán Daysi
Source: 15 private high schools in Valle de los Chillos

The graph above shows that all teachers use English language in most of their class time. This statistics are supported by the questionnaire applied to students, who answered that their teachers speak English most of the time in class. Also, it was observed that most teachers directed themselves to students in English. However, the level of language used was very basic, limited to simple instructions, lacking stimulation for more complexes and challenging communication levels. Moreover, low fluency and proficiency from part of the teachers were

observed in most of the classes, which demonstrates the inconsistence habit of natural use of English in everyday situations at school.

(Kayi 2006) says that it is logic to deduce that if during classes students realize that their teachers only express themselves with basic phrases and do not stimulate more profound discussions with the class, then, their routine will not be reminded nor motivated to do differently, which was the case in certain institute observations. Furthermore, quick or spontaneous instructions as per example close the door, be silent, etc. were spoken in Spanish. This does not promote a full English speaking environment where the student can always be directed to express themselves in English.

Do teachers plan their lessons?

GRAPH 7

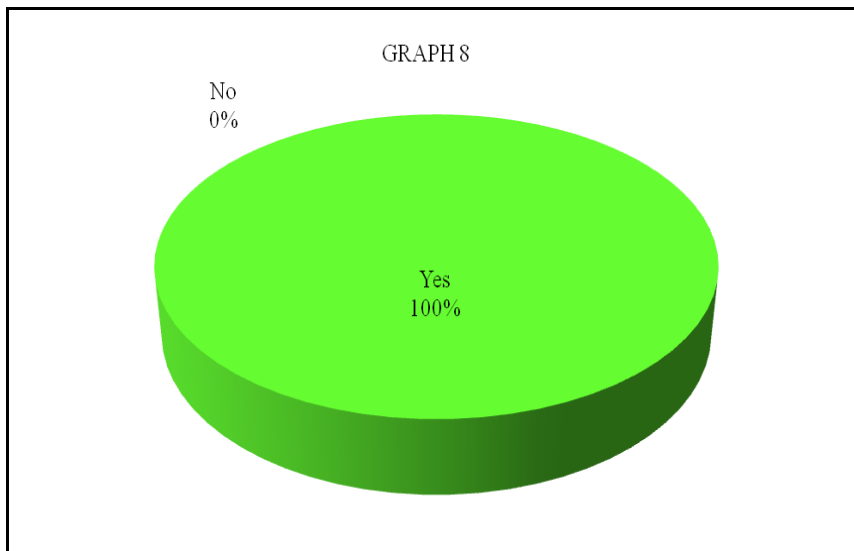No
0%

Yes
100%

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph 7 depicts that 100% of teachers indicated they plan their lessons, because it helps them to structure and organize in advance learning objectives, content, strategies, and also, to create activities and prepare materials needed for the class. Teachers also mentioned how planning offers them not only a better way to teach, but a better and relaxed learning environment and student's behavior due to optimization of time.

During class observation, some parts of a lesson plan were visible such as lesson topics, warm up activities, introduction of new topics. However, teachers were not observed to made use of physical plans as guide during the observation; also few professors clarified the objectives of the class, the time, and sequence for each activity, or provided any type of assessment or review.

In other words, the ability and importance of planning a class is an effective tool that a teacher should always design when looking to assure a smooth sailing class period, and it is known that: "Among other things, knowing how to plan and manage a classroom allows teachers to focus on the kinds of complex teaching that is needed to develop higher order skills" (Darling-Hammond, 2010).

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

GRAPH 8

No
0%

Yes
100%

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph 8 shows that 100% which represents a total of 15 surveyed teachers indicated that they consider aspects such as discipline, timing, feedback, and instruction in class to

teach their lessons. Most teachers assured that it is important to maintain discipline in class, because it provides a good learning environment, and assures an efficient learning process.

All the above, was corroborated by students, who indicated that their teachers explain activities. Most of the students also affirmed that teachers control the time as well as discipline, and provide feedback to correct mistakes; however, a smaller percentage thinks that the instructions are not clear all the time and more feedback is needed. Regarding to this Senge (2000) mentions that it is vital to explain instructions clearly, in this way, there will be less chance of misunderstanding, so students can complete task effectively.

According to the observations done, it can be said that the discipline aspect was not considered by almost half of the teachers; the reason for this could be the different perceptions about the concept of discipline in each educational institution.

Furthermore, it can be add that during the observations, a lot of disorder was seen: students talking off-topics, using cellphones or other devices, leaving their seats, and other frequent interruptions that disconnected them from the language learning process. Murillo (2007) also affirms that the teacher is responsible for what goes on in the classroom in reference to disciplinary control.

Concerning to feedback, it was observed that most of the teachers provided different types of informal and general comments, but no real reinforcement to assure the students improvement. Murillo (2007) affirms that a true interaction is a process which includes: intention, transmission, reception and feedback, being this last one the proof of authentic understanding.

Do teachers consider students' needs (age, personality, attitude, aptitude, motivation, and learning style) to teach English successfully?
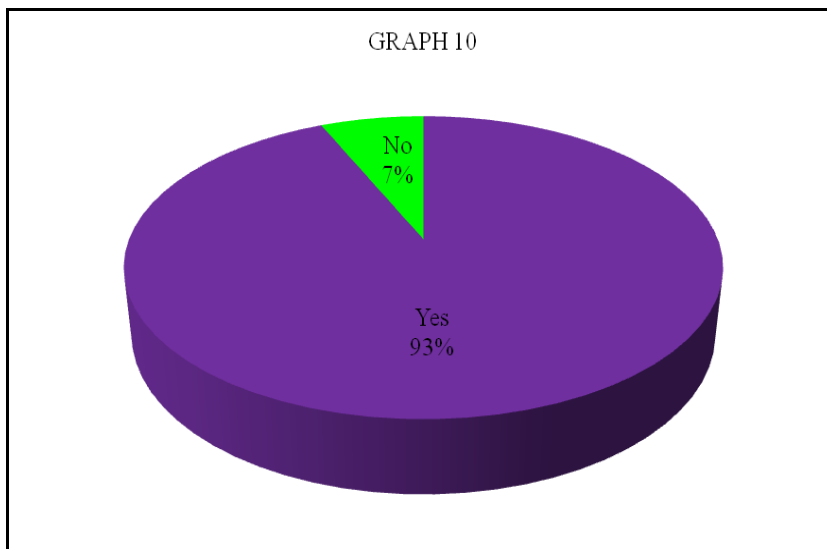
GRAPH 9

No
0%

Yes
100%
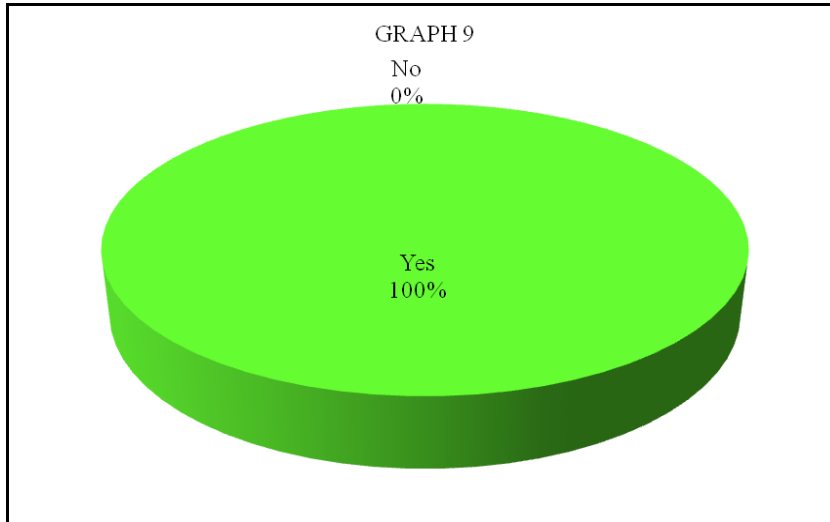
Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph 9 indicates that100% of teachers answered affirmatively to this question. It means that the fifteen teachers considered students' age, personality, attitude, motivation, and learning styles to teach English. According to the teachers' questionnaire, most teachers said to consider students' different needs because it offers them better opportunities to have a successful learning. Teachers also say that they create appropriate teaching-learning environments, and adapt methodologies, activities and materials according to students' interests and circumstances. According to the observations done it can be said that 10 out of 15 observed teachers consider their students' needs when presenting themes, resources, and supplementary materials prepared for that class, as well as students' English level.

Regarding this theme, Hammond (2010) says that "strong teacher education results in teachers' significantly greater use of strategies that produce higher-order learning and that respond to students´ experiences, needs, and learning approaches"

Do teachers consider students' level (basic, intermediate, high intermediate, and advance) to teach English successfully?

GRAPH 10

No 7%

Yes 93%

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

The graph above indicates that 14 of the 15 teachers which mean 93% do take into account the English level of their students in order to teach English successfully. Most of the surveyed students confirmed this fact. They think the activities given in class are easy to achieve. In addition, it was also verified during observations done that most of the teachers used materials and activities based on their students English level. Teachers assured that it is important to consider the students' different levels when teaching a foreign language, because it guides them to prepare the class with appropriate strategies aimed to improve and raise the English standard of the class.

The Minister of Education of Singapore, Tharman Shanmugaratnam, affirmed that there should be "less dependence on memorization learning, repetitive tests and a 'one size fits all' type of instruction". Also Hammond (2010) explained that not every student can absorb information through the same tools as his or her classmate. Each individual and in

some cases most of the class has their own level of English that needs to be cultivated from their specific bases.

For the greater part, the teachers that took part in the observations did obey with setting up the material based upon their students' English levels.

Only 1 teacher marked no as an answer, but failed to provide an explanation for it.

Which is the English level of the students?

GRAPH 11
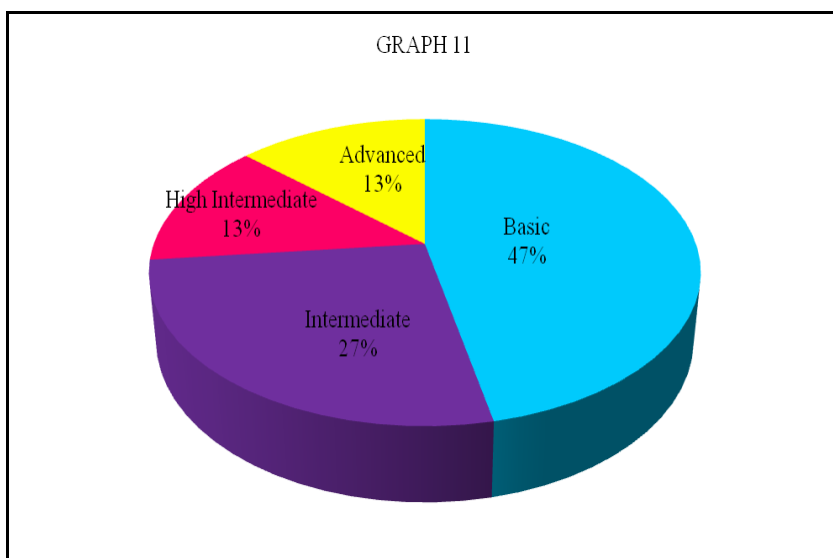
Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph eleven shows that 7 of the 15 teachers, which represent a 47%, indicated that their students have basic level of English. These results were very similar as the ones observed in the class; five of the classes were performing themes and activities suitable for basic level, such as simple present and past times, common adjectives, food vocabulary, counting and not counting adjectives, and personal pronouns. The interaction or communication observed between teacher and students made use of simple sentences based on plain repetitions, translations, and fill in the blanks tasks.

On the other hand, four of the fifteen teachers, which represents 27%, believe that their students have an intermediate level; this information was confirmed during observations, where five classes were resolving intermediate level activities, for example: to read simple stories and fill in the blank activities based on reading; to complete dialogs, etc., the use of most and more; the use of adverbs; the use of compound and irregular verbs.

Finally, high intermediate level has a 13%, this is 2 teachers of the 15 consider their students to be at this level; as well as the advanced level on the same percentage. According to observations done, three classes demonstrated to have a high intermediate level, and were asked to give expositions of group work; others have to tell a summary of movies they have watched classes before; and one class had to read and translate a paragraph.

To conclude in the four advanced level classes, the activities to execute were to read, analyze, and write similitude and differences of two cultures; other class was instructed to investigate about human rights and to decide in group what human right can be improved or added; in other classroom a debate took place about a novel read in class, after answering a study guide.

The last class observed at this level was indicated to create and advertisement or commercial based on the products randomly given. Students seemed not to have major difficulties to achieve the tasks in all the different levels.

Factors Concerning Classrooms

How many students are there in the observed classes?

GRAPH 12

31 and more
20%

10 to 15
13%

26 to 30
20%
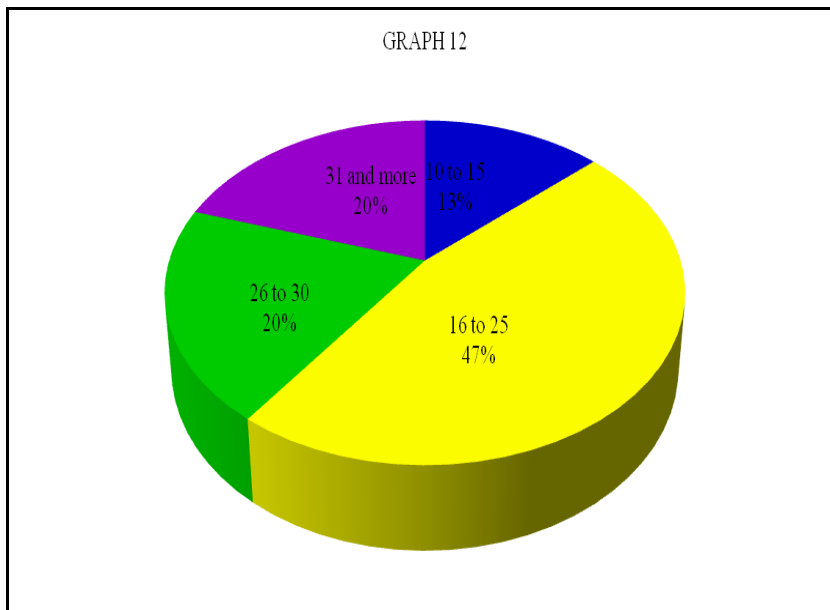
16 to 25
47%

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph twelve shows 47% which means that seven of fifteen teachers admitted to work with a group of 16 to 25 students. Teachers said that this is a fair number of students to work with, because it helps them to pay attention to all the students' needs.

In addition, 20% represents three teachers out of the fifteen surveyed teachers answered that they have a number between 26 to 30 students in their classrooms. Two of the teachers observed in these classes felt comfortable working with this number of students, while the other said to prefer working with a smaller number to evaluate properly.

In the same way, three of the fifteen, which represents the 20% of the group, work with 31 or more students in the class. In this case, one teacher observed considered to be a fair number of students per class, unlike the two other teachers who felt displeased to work with a big group of around 40 students, because it does not allow them to focus on each student's need, or evaluate in the proper way.

Finally, a 13%, which means, two of the fifteen teachers surveyed have a small class of 10 to 15 students. These professors manifested contented to work with this size class. The observation on the field confirms these results, with a minimal variation; the reason behind it, could be the absences of some students at the moment of the research on camp.

Most of the teachers manifested that they prefer to work with small group of students to achieve superior results in the learning process. It also offers better opportunities to monitor and modify strategies quickly. Other benefit is that students pay more attention and get less distracted, and permit to maintain a personalized feedback.

Supporting this, Powell (1996) declared that large sized classrooms tend to suffer from disadvantages and have poorer performance than those with an adequate size. He also emphasizes the importance to measure the student-teacher ratio to provide quality education.

However, teachers also stated that they are happy to work with the group assigned, and it becomes an everyday challenge.   In the same way, nearly all of students are in agreement about the number of classmates at school.

Do teachers feel comfortable working with the number of students they are working with?

GRAPH 13

No 33%

Yes 67%
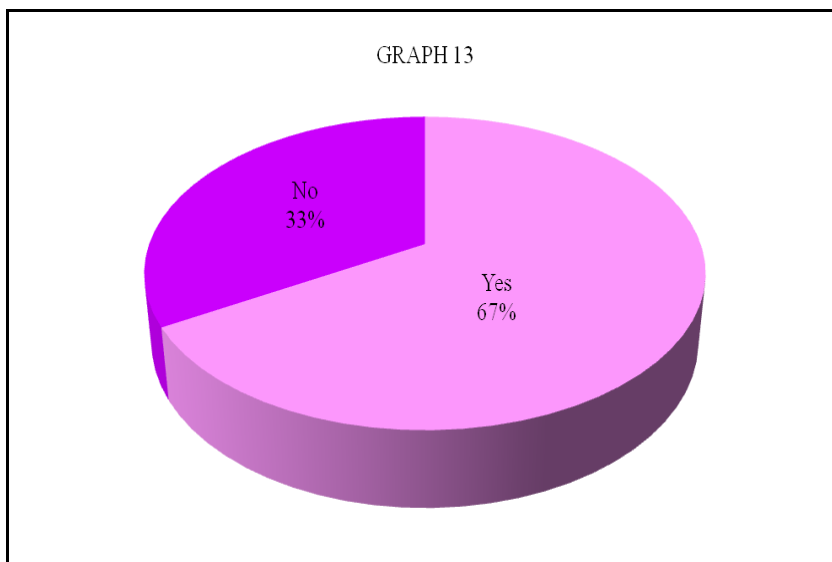
Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph number 13 depicts the optimal class size teachers prefer to work with. 67% which represents 10 out of the 15 teachers say they are comfortable with the class size. These teachers had between, 16 to 30 students per classroom; number teachers consider an adequate number to work with.

However, 5 out of the 15 teachers surveyed, which represents 33%, are not comfortable with the number of students they have in their classrooms. Some teachers expressed that it is more productive to work with small classes because large classes do not allow them to manage the different English levels and learning paces, or received a personalized feedback from their students.

They also said that in large classes, teachers have to deal with more distraction, which lead to discipline problems, and difficulties to use and monitor English language techniques and skills with each student.

The teachers observed confirmed that a larger class size represents a challenge that requires more effort from both parts; meanwhile students also think, that a big class does not allow them to pay all the attention and received all the personal help they need from the teacher, so they would prefer to be in small classes.

These thoughts are supported by a study conducted by the Cornell University about how class size affects the student outcomes. Consequently, it was proven that in the education system, large class size and students load have a negative impact on the student assessments and teachers' performance.

Do teachers have enough space to work with their assigned group of students?
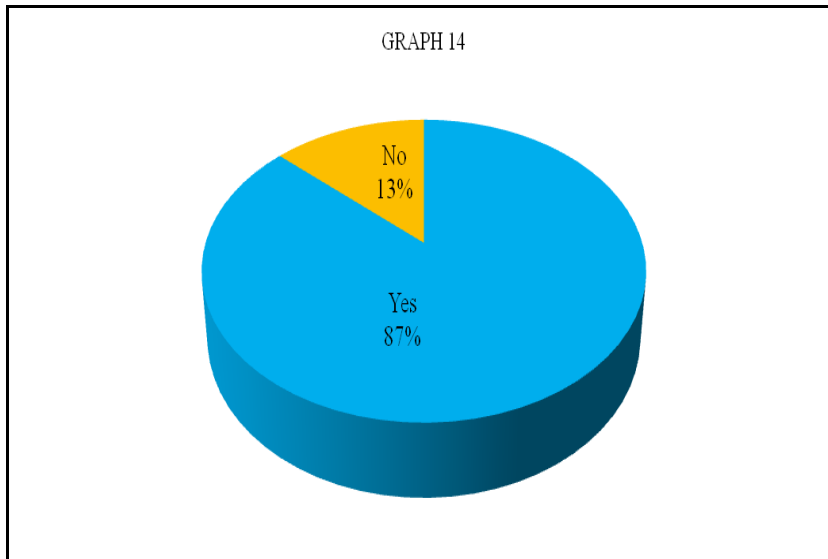
GRAPH 14

No
13%

Yes
87%

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

The graph above shows that 87% which corresponds to 13 teachers out of the 15 responded that they have enough space to work with the group assigned. Most of the students also think that their classroom space is big enough to perform different activities during class.

On the other hand, 13 % which means 2 teachers, claimed not to have sufficient space to work. Teachers and students expressed in questionnaires that they would like to have a bigger space to work, so they can perform different and more dynamic activities like games or competitions.

In the same way, it was observed that the surveyed teachers had an adequate space in most of the classrooms, with the exception of one large class in physical size as in the number of students. Teachers said that it should not be justified that a larger space needs to be filled with more students.

Manitoba' optimized classroom organization suggests that a well-designed classroom is strategically planned for teacher and student movement, to supports classroom procedures

for individual and group instruction; besides it minimizes distractions and encourages increased time on task and allows students easy access to materials.

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

GRAPH 15

No
13%

Yes
87%
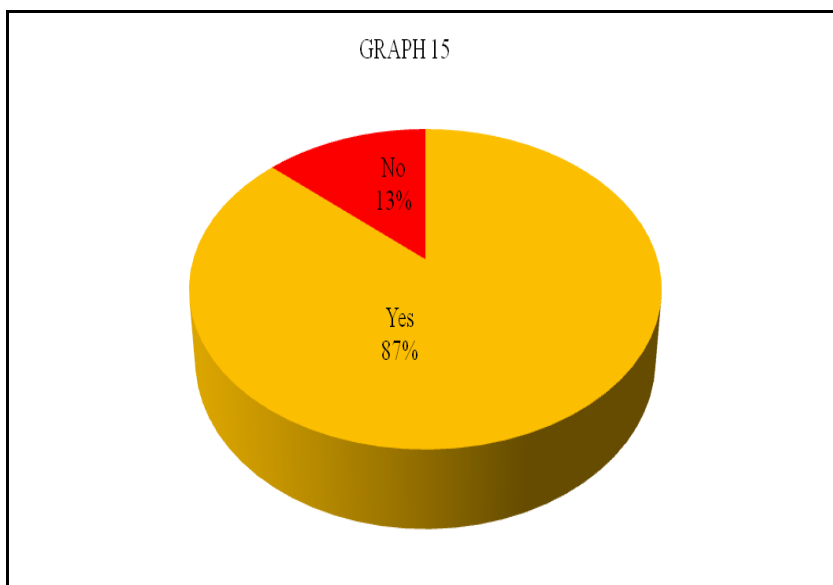
Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph number 15 indicates that 87%, which corresponds to 13 out of 15 teachers surveyed, said that they arrange their students´ seats in relation to the activities planned for the class. Teachers also stated that little seat changes can make a big difference in the outcomes of their class. They also add that it helps them to offer a variety of dynamics, which allows them to have an adequate environment to promote group work and interaction; activities that will be impossible to do with the common row like seat arrangements.

In addition, most of the students agreed with the way teachers arrange their seats because it allows them to interact, choose the place they would prefer to sit, feel comfortable, and to have an organized space. A few students disagreed the way their teachers arrange their seats, they claimed that there are two long lines that inhibit them to see from the back.

However, this was not supported in the observation procedure; the observed teachers were not aware of it, and most of the classes had seats arranged in two long columns, typical of a classical education system. Therefore, the opportunity for group work performance was very small, as it was also corroborated during observation.

On the other hand, two teachers of the fifteen, which corresponds to the 13% of the group, answered they do not arrange students seats because they think is not a standard daily procedure. This fact was completely affirmed during the class observations.

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

GRAPH 16

31 and more
0%

26 to 30
7%

10 to 15
46%
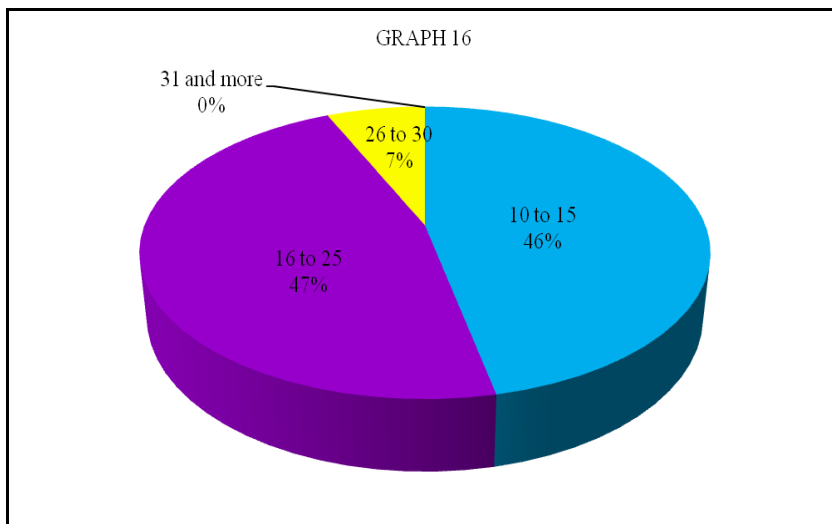
16 to 25
47%

Author: Terán Daysi
Source: 15 private high schools in Valle de los Chillos

Graph 16 demonstrates that 47 % corresponds to seven out of the fifteen teachers who considered that the ideal number of students is between16 to 25 because it allows them to pay more attention to their students. It also offers better opportunities to organize and arrange the class in better ways, and because, it is being recommended by the constructivism pedagogical paradigms.

43

It is important to mention that during the observations, the classes that have this range of students presented better class management, learning environment, and attention to students than bigger classes.

The 46 % represents seven teachers, who believed that the appropriated number of students is the range from 10 to 15; these teachers said that having small groups help them to provide a more personalized training, and identify and focus on students' needs or difficulties. It also enables more interaction and participation to develop specific skills.   Teachers considered as another advantage of having small classes, the greater opportunities to practice speaking skills with each student. In the observations, it was evident that the small number of students per class, provided greater learning opportunities and close interaction with the teacher.

Lastly, 7%, which means, one teacher out of the fifteen, think that 26 to 30 students per class is a fair number to work with since teachers have to work according to the different demands and needs of the students and the school. Observations proved that this teacher was pleased to handle this number of students, but not completely able to manage efficiently.

In conclusion more than half of the teachers are satisfied with their class size. Teachers are right to say that smaller classes improve attention. As Correa (1993) explained that "the larger the class the greater the instructor effort devoted to class wide activities at the expense of individual attention. In this way, individual student learning and outcomes decline as class size increases".

Do teachers use teaching resources/TV, tapes, CD recorder, computers, projectors, smart boards, and supplemental materials?
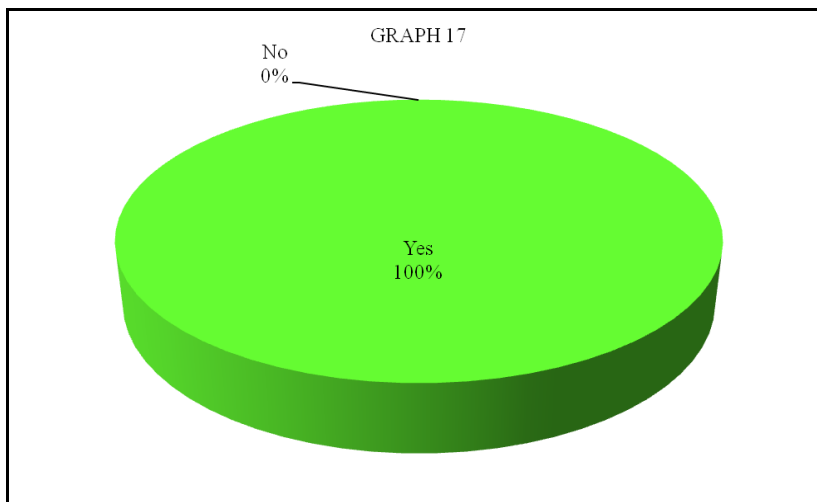
Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph 17 shows that 100%, which represents all of the fifteen interviewed teachers who answered that they used different teaching resources. The most common resources teachers indicated to often use in class are: were the CD player, projector, and posters. Other teachers said to use televisions, DVD´s, videos and few teachers mentioned to use computers.

Furthermore, professors declared that institutions do not provide them with enough and modern resources for all classrooms; in addition to it, reservations are required to have access to teaching resources which could obstruct the learning process.

Most of the students confirmed having used at least one of the resources mentioned before. Nevertheless, there are no specifications regarding which ones. In the observations, it was found that resources majorly used by teachers were textbooks and the white board. It was also observed that few classes used supplementary resources such as posters and cards, and only one classroom had a projector installed.

Also, it was observed that only one institution, had a big screen television mount in each class. According to Aduwa (2006) , with the supply of updated and quality resources, the

learning experience can be more dynamic, because it allows real interaction and hands-on activities.

Do teachers consider appropriate the resources they have in class?

GRAPH 18
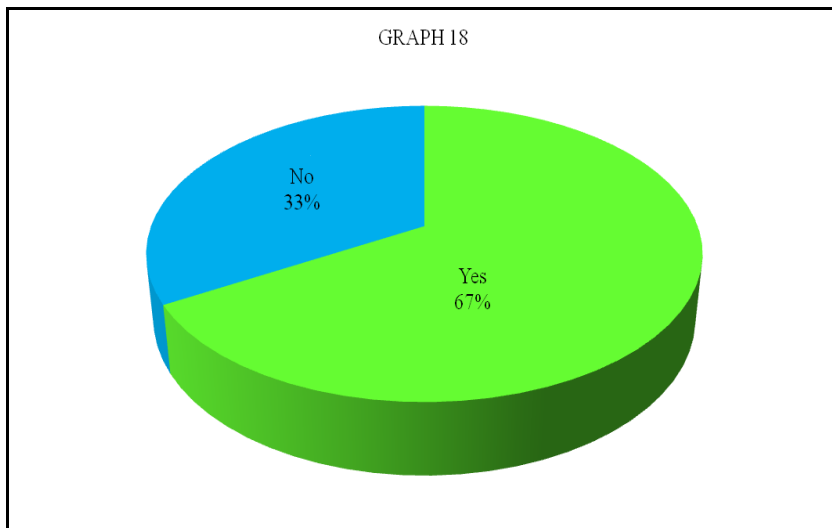
Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph number 18 shows that 67%, which corresponds to 10 of the 25 teachers, who affirmed that they do have the appropriate resources in class. Some teachers even said that they have everything they require to fulfill the learning process. Few teachers said that the number of resources is not as important as the quality of them.

Some others responded to count with resources, but they would like to have more modern resources like computers and English labs. During the observations, teachers mostly made use of textbook; couple of them made use of posters and CD and TV.

The other 33%, this is 5 out of the15 teachers who considered they do not count with the appropriate resources to offer efficient learning. These teachers would like to have more modern resources such as: smart boards, updated computers, projectors, and TVs; but they understand the economical budget is a limit.

Economic issues enable some, but not others to purchase these resources. The class observations, confirms the fact that in the majority of classes, there was absence of new and advance resources.

Stiff (2012) says that a great teacher needs to be a permanent investigator in the finding of new resources, tools, and methods as well as preparing themselves to be able to take advantage of new discoveries.

Factors Concerning Educational Institutions

Does the institution review teachers' lesson plans?
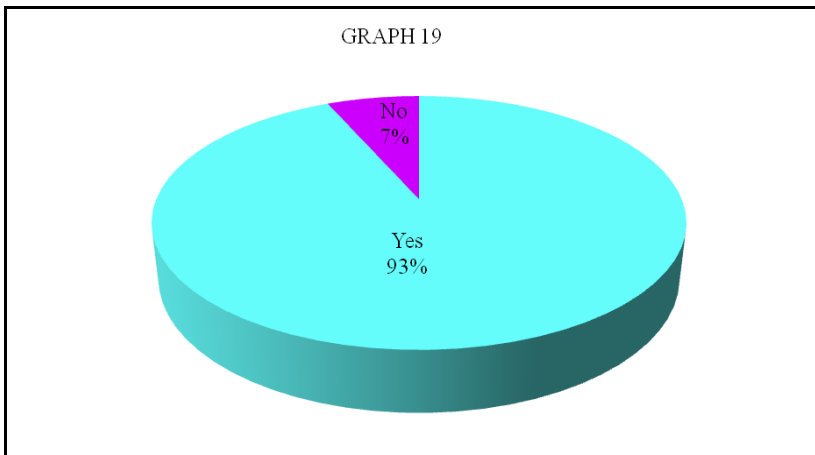
If yes, how frequently?

Author: Terán Daysi

Source: 15 private high schools in Valle de los Chillos

Graph 19 indicates that 14 out of the 15 teachers, which correspond to 93% , said that their institutions review their lesson plans, while the other 7% which represents to just one teacher, who answered that the educational institution do not review lesson plans. Besides 73% of the interviewed teachers, which refers to eleven to eleven of the fifteen teachers confirmed that their lesson plans are reviewed once a week by the principles of the school.

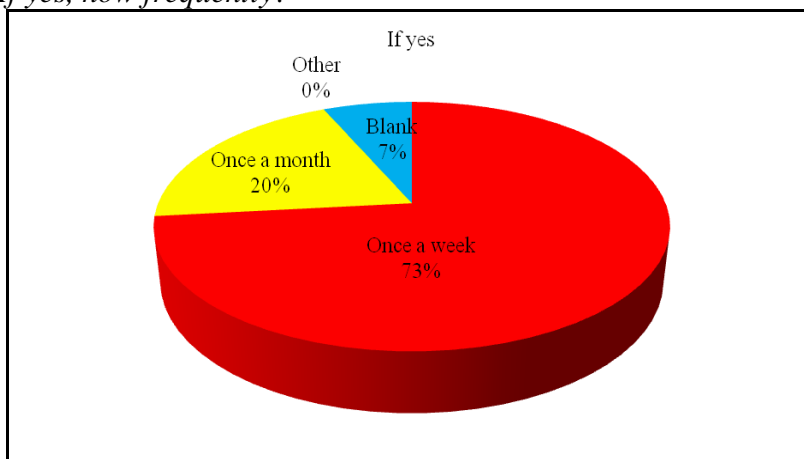In contrast, the 20% which represents three teachers answered that lesson plans are reviewed once a month; and finally, one teacher, which represents 7%, did not give any answer about the frequency of lesson plan are reviewed by the institution.

It is necessary to state that even though this information could not be confirmed, it was possible to observe that in most of the classes the dynamics and activities seemed to be planned, yet these, were adhered mostly to the contents of a text book. However, this fact, does not assure the participation of the institutions to review teachers' planning.

To conclude it is important to mention that a plan of teamwork with the institute and other related educative parties makes a big difference between the effectiveness of the lesson plans. Hammond (2010) says that the institute and the staff of teachers should not work as two separate entities, but as one group striving for the same purpose of an innovative and improved education system.

Does the institution monitor teachers teaching?
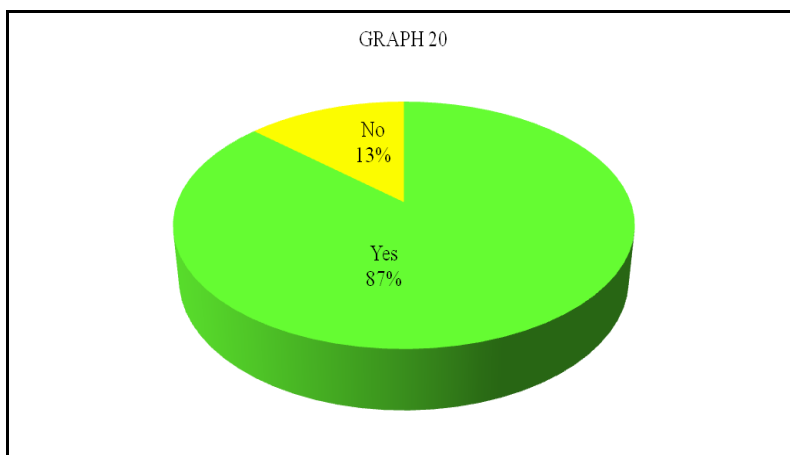
GRAPH 20

No
13%

Yes
87%

if yes, how frequently?
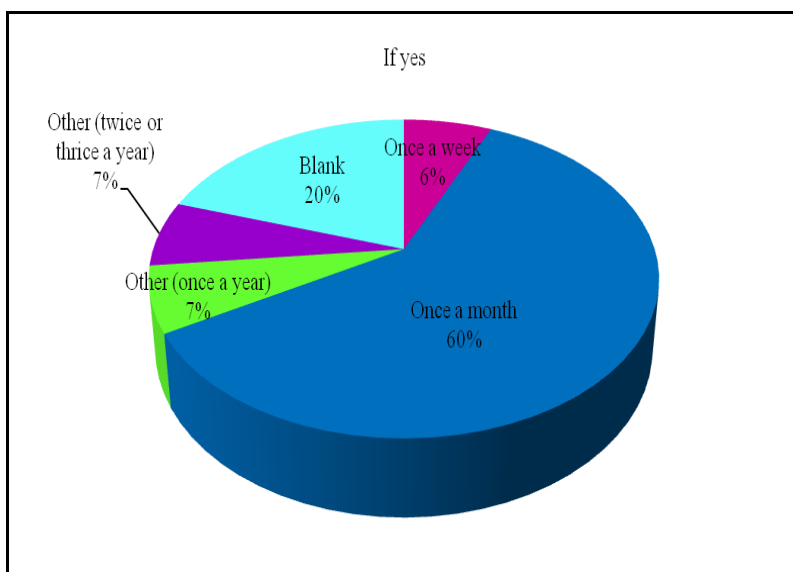
Author: Terán Daysi
Source: 15 private high schools in Valle de los Chillos

As graph number 20 shows, 87% which represents 13 out the 15 surveyed teachers answered that their institutions monitor their classes. Also, it was found that 60% of their classes are observed once a month by the coordinator of the English area. Furthermore, 7% of the teachers indicated that class monitoring takes place once a year. In the same way 7% that represents 1 out of the fifteen teachers answered that school authorities monitor classes twice or three times a year.

It was also found that just 6% which represents one of the fifteen surveyed teachers said that his/her institution monitors classes every week; and finally, 20% which represents 6 out of the 15 teachers who did not provide any answer about the frequency on class monitoring. During the observations, there was no evidence of supervision or control process from part of the institutions.

To sum up, it is vital for the institutions to maintain constant revisions of the teaching going on in classrooms because it is a tool that will bring two important benefits. First, it serves to identify areas where some teachers may be uncertain and areas that are performed

excellently, so these teachers can provide support to their coworkers. Secondly, by doing so, proper actions can be taken to correct or reward the efforts performed by teachers; therefore, this process assures high quality education.

Hammond (2010) says that new performance-based assessments are continuously being created to "detect aspects of teaching that are significantly related to teachers' effectiveness, but also help develop more effective teaching".

Conclusions

- Students' English proficiency level is considered to be low- intermediate; most of the students handle very basic vocabulary and slow fluency. Students' are not well motivated during class; therefore, they are not being challenged to communicate in the target language during class.

- English lessons take place under fair and decent conditions regarding physical size, structure, and number of students per class. All the classrooms count with comfortable spaces to work and basic teaching resources; however, modern technology and superior resources were absent in most of educational institutions.

- Most of the English teachers observed for this study have educational degrees and experience in teaching the language, although their English proficiency level and their performance do not reflect efficiency and effectiveness during class management.

- Private educational institutions follow formal procedures to evaluate and supervise teachers' performance in class. All the institutions require teachers to present class plans on specific dates according to the politics of each school.

- Institutions do not have the funds to improve, promote and encourage new and innovated English programs and teaching resources and materials.

Recommendations

- Teachers should commit themselves to improve their accuracy and proficiency in the language by updating and practicing their knowledge. They should also constantly speak English with their students, inside and outside the classroom in every situation to promote the importance and benefits of mastering the language.

- Institutions should invest in pedagogical areas to adjust or transform old fashioned English programs, to implement new and better teaching resources; and moreover, to train teachers in the use and application of these innovations.

- Classroom should be arranged to provide an organized environment; individual seats should be replaced by group tables, or arranged strategically in a way that it can offer students the possibility to share and create new knowledge.

- Institutions should also monitor teachers' performance more frequently and should use better procedures and supervising systems that stimulate immediate amendments, and reward excellence in efforts and performance. In addition, maintaining good communication between teachers and the leader of the institutions is the key to reach agreements as a team.

REFERENCES

Aduwa S. E., & Iyamu, E. O. S. (2006). Factors affecting quality of English language teaching and learning in secondary schools in Nigeria.

Asher, J.J. (1977). Learning Another Language through Actions. The Complete Teacher's Guide Book (6th ed.). Los Gatos: Sky Oaks Productions, Inc.

Baba, T., Nakai, K. (n.d.). Teachers' Institution and Participation in a Lesson Study Project in Zambia: Implication and Possibilities. Retriev

ed May 12, 2013 from http://home.hiroshima-u.ac.jp/cice/publications/sosho4_2-06.pdf

Barth, Roland S., Improving Schools from Within: Teachers, Parents, and Principals Can Make the Difference, Jossey-Bass, 1990.

Bolitho, R., Issues in ELT change management. (n.d.). Retrieved from http://www.teachingenglish.org.uk/sites/teacheng/files/B330%20MC%20in%20ELT%20book_4%20Papers.pdf

Casson, K. (n.d.). Instructional goals and classroom space. *Teaching and Learning*.

Castellano, C. (1994). Making Whole Language Work. Retrieved November 14, 2012, from https://nfb.org

Chamot, A. U. (2004). Anna Uhl Chamot - Issues in Language Learning Strategy Research and Teaching. Retrieved November 14, 2012, from http://e-flt.nus.edu.sg/v1n12004/chamot.htm#3%20%20Conclusion

Chiluisa, S. (n.d.). *Objetivos*. Retrieved November 14, 2012, from http://www.educacion.gob.ec/fortalecimiento-ingles-fiip/objetivos-fiip.html

Classroom time management. (n.d.). Retrieved November 14, 2012, from http://www.classroom-management-success.org/classroom-time-management.html

Correa, Hector (1993). "An Economic Analysis of Class Size and Achievement in

Education." Education Economics, vol 1(2), pp. 129-35.

Curtain, H. (1995). Video entitled "Helena Curtain: Integrating language and content

instruction," available through the NFLRC Second Language Teaching and

Curriculum Center at the University of Hawai'i at Manoa

Cooper, E. J & Shrek, J. (1989). Addressing urban school reforms: Issues and alliances.

Journal of Negro Education, 58(3), 315-331.

Darling-Hammond, L. (2010).The Flat World and Education-How America's

Commitment to Equity will Determine our Future. New York: Teachers   College

Press.

En Blanco, F. (Dir.) El desarrollo de competencias docentes en la formación del profesorado.

Madrid, M.E.C. Colección Conocimiento Educativo. Retrieved from

http://prometeo.us.es/idea/publicaciones/paulino/3a.pdf

Guerrero, A. (n.d.). Estrategia metodológica para mejorar el PEA del idioma ingles en el

bachillerato - Monografias.com. Retrieved November 14, 2012, from

http://www.monografias.com/trabajos91/estrategia-metodologica-mejorar-pea-del-

idioma-ingles-bachillerato/estrategia-metodologica-mejorar-pea-del-idioma-ingles-

bachillerato.shtml

Haz Gómez, E. E., Iglesias Aparicio, P., López Ramírez, A. M., & Paramés Gil, M.

(2009).Recursos didácticos para alumnos y profesores (II). A. Lluch Andrés (Ed.).

Retrieved from http://www.educacion.gob.es/dms-static/b6c21d58-a0a4-4e12-9d88-

75b78aad4564/consejerias-exteriores/brasil/publicaciones-y-materiales--

didacticos/publicaciones/complementos/recursos09.pdf.The Whole Language

Approach to Teaching Writing. (n.d.). Retrieved from

http://litu.tu.ac.th/2012/images/litu/pdf/Teaching_Tips/Pratin04.pdf

Howatt, A. (1984). A history of English language teaching. Oxford: Oxford University Press.

Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford: Oxford
University Press.

Kayi, H. (2006). Teaching Speaking: Activities to Promote Speaking in a   Second
Language. The Internet TESL Journal, Vol. XII, No. 11. Retrieved May 12, 2013 from
http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html

Khamkhien, A. (2012). Factors Affecting Language Learning Strategy Reported Usage by
Thai and Vietnamese EFL Learners. Retrieved November 14, 2012,
http://eflt.nus.edu.sg/v7n12010/khamkhien.htm.

Maddux, C. D., Johnson, D. L., & Willis, J. W. (1997). Cognitive Constructivism & Social
Constructivism: Whole Language. Retrieved November 14, 2012, from
http://viking.coe.uh.edu/~ichen/ebook/et-it/whole.htm

Maggie Su, M. (2005). A Study of EFL Technological and Vocational College Students?
Language Learning Strategies and their Self-Perceived English Proficiency. Retrieved
November 14, 2012, from http://e-
flt.nus.edu.sg/v2n12005/su.htm#1.2%20%20Research%20questions

Manitoba. (n.d.). Classroom Organization. *Supporting Positive Behavior in Manitoba
Classrooms.* Retrieved May 12, 2013 from
http://www.edu.gov.mb.ca/k12/specedu/behaviour/key_element2.pdf

Mohidin, R., Jaidi J., Sang, L.T., Osman, Z. (2009)

Monks, J., Schmidt, R. (2010).The Impact of Class Size and Number of Students on
Outcomes in Higher Education. *Working Papers-ILR Collection.* Retrieved May 12,
2013 from

http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1145&context=worki
ngpapers

Murillo, P. (2007). Nuevas formas de trabajar en la clase: metodologías activas y
colaborativas.

Nishino, T. (2012). Multi-membership in Communities of Practice: An EFL Teacher's
Professional Development. Retrieved November 14, 2012, from http://www.tesl-
ej.org/wordpress/issues/volume16/ej62/ej62a1/

Nunan, D. (1991). Language teaching methodology. London: Prentice Hall International.

O'Malley, J.M.,CHAMOT A, U. 1990. Learning Strategies in Second Language Acquisition.
Cambridge, University Press

Orwig, C. J. (1999). Ways to approach language learning. Retrieved November 14, 2012,
Retrieved from
http://www.sil.org/lingualinks/languagelearning/waystoapproachlanguagelearning/con
tents.htm

Retrieved May 12, 2013 from http://www.learnnc.org/lp/pages/738

Powell, A. G. (1996). Lessons from privilege: The American prep school tradition.
Cambridge, MA: Harvard University Press.

Reid, J.M. (ed.) 1995. Learning Styles in the ESL/EFL Classroom. Boston, Newbury House.

Salgado Cueva, S. (2007) Estudio de caso de profesores de inglés como idioma extranjero que
motivan a los estudiantes a nivel universitario. (n.d.). Retrieved from
http://repositorio.usfq.edu.ec/bitstream/23000/256/1/84736.pdf

School of Business & EconEffective Teaching Methods and Lecturer Characteristics a Study
on Accounting Students at University Malaysia Sabah (UMS). (n.d.). Retrieved from
http://www.eurojournals.com/ejss_8_1_03.pdf

Senge, P. et al. (2000). *Schools that learn- A Fifth Discipline Fieldbook for Educators, Parents, and Everyone who Cares about Education.* New York: Doubleday

Seldin, Succesful Use of the Teaching Portfolio, Bolton MA: Anker Publishing.

Tejada Molina, G., Pérez Cañado, M.L., Luque Agulló, G. *Chapter 4-Current approaches and teaching methods. Bilingual programmes*. (n.d.). Retrieved from http://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf

Welch, K. (n.d.). Building a Classroom Community. *Teaching Assistant Resources.* Retrieved May 12, 2013 from http://web.utah.edu/taresources/Collaborative.htm#cactivities

Wen-chi Vivian Wu and Pin-hsiang Natalie Wu, (2008) "Creating an Authentic EFL Learning Environment to Enhance Student Motivation to Study English", Asian EFL Journal, 10(4), pp.211-226.

Willis, Jane (1996). A Framework for Task-Based Learning. Longman.

Woolfolk, A. E. (1995). Education psychology (6 th. ed). Boston: Allyn and

Bacon.

Xiao, L. (2006). TESL-EJ 10.3 -- Bridging The Gap Between Teaching Styles And Learning Styles: A Cross-Cultural Perspective. Retrieved November 14, 2012, from http://tesl-ej.org/ej39/a2.html

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

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

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

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

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

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

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

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

7. How many students are there in the classroom?

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

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

YES	( )	NO	( )

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

YES	( )	NO	( )
NOTES: _____			

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

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

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

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

TEACHER'S INTERVIEW

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

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

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
TEACHER'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. Which level of education do you have?

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

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

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

YES   ( )   NO   ( )

Why?
_____
_____
_____

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

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

YES   ( )   NO   ( )

Why?_____

4. Which is the level of your students?

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

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

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

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )

10. Do you plan your lessons?

YES ( )	NO ( )
Why? _____	

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

YES ( )	NO ( )
Why? _____	

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

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

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

YES ( )	NO ( )
Why? _____	

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

YES ( )	NO ( )

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

YES ( )	NO ( )
Why? _____	

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

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

Why? _____

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

YES ( )	NO ( )
Which ones? _____	

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

YES ( )	NO ( )
Why? _____	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
STUDENT'S QUESTIONNAIRE

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____

3. Consideras que las actividades realizadas en clase son:

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

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

SI ( )	NO ( )
¿Por qué? _____

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )

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

SI ( )	NO ( )
¿Por qué? _____	

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

SI ( )	NO ( )
¿Por qué? _____	

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

SI ( )	NO ( )
¿Por qué? _____	

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

SI ( )	NO ( )

GRACIAS!!!!!