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MENCION INGLÉS**

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

**TRABAJO DE FIN DE TITULACIÓN**

**AUTOR: Vallejo Espinoza, Verónica Samantha**

**DIRECTOR: Richtarcikova, Barbora, Lic.**

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APROBACIÓN DEL DIRECTOR DE TRABAJO DE FIN DE TITULACIÓN

Licenciada.

Barbora Richtarcikova.

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 Vallejo Espinoza Verónica Samantha, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, enero, 2014

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## DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

“Yo, Vallejo Espinoza Verónica Samantha declaro ser autora del presente trabajo de fin de titulación *Factors that influence the English language teaching-learning process in Ecuadorian private high schools*, de la Titulación de Ciencias de la Educación mención Inglés, siendo Barbora Richtarcikova, 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, resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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f. ....  
Autor: Vallejo Espinoza Verónica Samantha  
Cédula: 0917291577

## DEDICATION

With all my love, I dedicate this thesis to my God who gives me the opportunity to live and have a wonderful family; my husband and my four children, who were always present during this hard way. Besides, the culmination of this thesis would not have been possible without the unconditional and constant support of my parents, my brothers, and all my family; for this reason, I also dedicate this achievement to them.

Verónica Samantha

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## RESUMEN

Este trabajo de tesis analiza los factores que influyen en el proceso de enseñanza-aprendizaje del idioma Inglés en los colegios privados del Ecuador.

El método utilizado fue el científico-cuantitativo y de recopilación de información mediante formularios de observación directa, encuestas y cuestionarios. La muestra fue seleccionada en cinco colegios privados de Quito, con la participación de tres profesores y tres estudiantes de estas instituciones.

Este estudio estuvo centrado en cuatro factores: Primero, las variables relativas a los estudiantes, tales como sus necesidades individuales y nivel de Inglés. Segundo, las variables relacionadas con los profesores, su nivel de educación, dominio del idioma, métodos y técnicas utilizadas. En tercer lugar, las variables relativas a la clase, como su tamaño, el espacio áulico, la disposición de los asientos y los recursos utilizados. Por último, los factores relacionados con las instituciones educativas, como observaciones áulicas y el seguimiento a los planes de clase.

El resultado de esta investigación demostró que existe una evidente influencia de todos los factores analizados durante el proceso de enseñanza-aprendizaje del idioma Inglés y el dominio del mismo.

**PALABRAS CLAVES:** Proceso de enseñanza-aprendizaje del idioma inglés, Influencia de factores, Colegio privados del Ecuador.

## ABSTRACT

This dissertation reports on the analysis of the factors that influence the English language teaching-learning process in Ecuadorian private high schools.

The method used in order to analyze these factors was the quantitative scientific method of analysis and collection of information.

The sample of the investigation has been chosen from five private high schools in Quito. The participants were three teachers and three students of each of these educational institutions. The instruments of data collections used were direct observation forms, surveys and questionnaires.

This study was mainly focused on four factors: First, variables concerning students, such as individual needs and English level. Second, concerning teachers, their level of education, language proficiency, teaching methods and techniques, lesson design and managing learning. Third, variables concerning classrooms, such as class size, classroom space, seating arrangement and resources. Finally, concerning educational institutions; such as class observation and lesson design monitoring. A comparison among these variables was done.

This research demonstrated that there is an evident interference of all these analyzed factors during the English language teaching-learning process.

**KEYWORDS:** English teaching-learning process, Factors-influence, Ecuadorian private high schools.



## 1. INTRODUCTION

The theme of this research work is “Factors that influence the English language teaching-learning process in Ecuadorian private high schools”, and the main purpose is to analyze the academic context as an important aspect in the success in learning a foreign language. This topic has concerned us because of the difficulty and variety of the elements involved.

Today, in Ecuador, English language is a compulsory subject for all students who study at high schools. This means that they should have obtained a linguistic competence in this foreign language after completing the curriculum during the secondary education. Therefore, one of the reasons for this work is the concern about why students graduate from high schools without being able to speak English.

My purpose in this study is to identify and describe those factors that should be considered when learners and teachers are involved in the English teaching learning process. This document contains Literature review, Analysis and Interpretation of Results, Conclusions and Recommendations. The specific objectives of this thesis are: First, it will identify students' English level and their needs in the classroom. Second, it will determine the classroom conditions in which English lessons take place. Third, it will identify the characteristics of in-service English teachers and finally, it will determine institutional facilities and norms regarding quality education.

It is also worth mentioning that some authors have developed previous studies about this topic. Narayanan, Rajasekaran, & Iyyappan (2008) conducted a research work named: "Some factors affecting in relation to the learning of English as a second language at the tertiary level". This project analyzed the most important socio-psychological factors such as motivation, attitude, and language anxiety. The results showed that these factors have a great impact on students learning English and they are correlated. This means that students need to be highly motivated and to have positive attitude towards the language and low language anxiety. This result is not conclusive because of the small sample of the study, considered by the author as a limitation.

On the other hand, Atanda (2011) conducted another study about the Effects of School-Based Quality Factors on Secondary School Students' Achievement in English Language in South-Western and North-Central Nigeria. The results of this study concluded that "The quality of instruction has significant relationship with students' academic achievement in English Language and also contributes significantly to students' achievement in English Language" (p. 98).

As we can see, the teaching of English has always been a very demanding task. It is commonly assumed that English is too difficult for people. However, many English language learners spend most of their academic life with teachers who speak only English and who are not prepared to fully understand their varying needs as English language learners. For this reason, Ecuadorian government has raised the implementation of the academic standards, by providing a set of methodological suggestions to apply the Communicative Language Teaching method and its techniques both in and outside the classroom, to improve the achievement for English-language learners. This is an issue that continues to surface in discussion between English teachers in our country.

In conclusion, this work tackles the complexity of the English teaching-learning process and the factors involved. Such process encourages a careful study of language features in the academic context, because there are many strategies for making this aspect more comprehensible for English language learners in general education classrooms. It is expected that much of the content will also be of interest and helpful to students and educators in my country, where educational reform is currently taking place.

## **2. METHOD**

### **2.1. Setting and participants.**

This field research was conducted in Quito, Pichincha province - Ecuador. The method of the study was to select five private educational institutions where English is taught as a foreign language. The participants of this study were 3 teachers and 3 students from each of these high schools.

The basic results of the investigation were gathered by four types of data collection instruments applied to fifteen teachers and students chosen for this research process, to obtain as much general information as possible about them; their qualifications, experience, workload and levels.

Learners were aged from 12 to 16. Each one of the classrooms had around fifteen to thirty students per class. These private high schools have female and male students; all of them receive classes in the morning and each hour consists of 45 minutes.

It is important to mention that two of the five institutions had several groups of children learning English as foreign language; such classes were divided by the students' age and their level of knowledge. Almost all of them were from medium-high socioeconomic status.

The classrooms were well equipped and had enough space for students and teachers to interact freely during class.

There was one interesting limitation during the process of data collection because two teachers refused to respond to the interview in English as they were afraid to be criticized about their language proficiency; they answered everything in Spanish.

### **2.2. Procedures.**

The general approach of this study was quantitative. The data gathered were grouped and analyzed accordingly based on four main factors of this study: factors concerning teachers, students, classrooms and educational institutions. Likewise, the data were presented, analyzed and interpreted to gain better insights into the strengths and weaknesses of the teaching and learning performance in English among students from private high schools. The interpretation of the results was written based on the theoretical background found in contrast with the data gathered from the direct observation.

An extensive review of literature about the topic in different sources such as books, journals and studies was conducted at the beginning of the research. This information was consulted during the preliminary consideration of the factors that influence the teaching-learning process in order to have scientific basis. There were 20 questions in the teachers' questionnaire, consisting of multiple choice, yes/no and open-ended questions generally

related to their perceptions on their interrelated needs, wants, lacks and teaching methods. Besides, a questionnaire was used to examine students' criteria. This instrument was designed in Spanish to make it easier for the learners to understand the questions and to elicit their responses.

Also, fifteen English teachers were interviewed to determine their linguistic competence; beside this, all their classes were observed. The technique used here was mainly note-taking. After the observations, the next step to follow was the tabulation of results. Afterwards, the information from the class observation sheets was related with the results obtained from teachers' questionnaires and students' criteria in order to determine how frequently each of the variables was used. Finally, the data obtained in the five high schools provided detailed information about the main topic of this research work.

### **3. DISCUSSION**

#### **3.1. Literature review.**

The English Language teaching-learning process has come to be an elemental issue in the formal educational system of our country, especially in the private high schools. The main reason for this fact refers to the influence of several factors affecting the success of this process and to the imperative need for identifying these factors in order to provide our students with effective methods, techniques, resources and strategies to achieve a high level of proficiency of English language at the end of their compulsory education in the high school. Therefore, a variety of related subjects and previous studies will be addressed.

##### **3.1.1 Importance of teaching English as a foreign language in Ecuador**

Throughout history it has been seen how language teaching changes. Today, English is the world's most studied foreign language. Therefore, there is a global need to learn and use this language for many purposes in our lives. We all know learning a foreign language is not the same as learning other subjects. For this reason, foreign language learning has always been an important concern.

In Ecuador, the English Language teaching-learning process in the formal education was ambiguous and the curriculum was focused primarily on grammatical structures instead of improving the communicative competence of students in educational setting. For this reason the Ecuadorian government conducted the "CRADLE" project, published in 1992, which constituted an important step forward regarding the way language teaching was developed in formal education at high schools in our country. Today, in the light of changes and progress in different fields of general education and especially in language teaching, it was necessary to revise and update the 1992 programs, after more than 15 years of their implementation.

Thus, in 2011, the Ecuadorian Ministry of Education, with the help of a selected team of English teachers conducted a complex process in order to redesign strategies aimed at strengthening the quality of English level at secondary education.

An important feature is that the objectives defined in the current National English Curriculum Guidelines of teaching English as a foreign language were established considering both international standards and national demands and possibilities. The focus was shifted from structure and translation, and began to concentrate more heavily on communication. Consequently, there are changes in the conception of what learning a foreign language implies and, therefore, content and teaching methodology are also different. In the light of this new conception, the Ecuadorian Ministry of Education (2012) states:

The need to align the English curriculum to standards like the Common European Framework of Reference: Learning, teaching, assessment (CEFR) which is internationally recognized and provides a common basis for the elaboration of language curriculum guidelines and syllabi; and that the Communicative Approach is currently the most recognized, accepted norm in the field of language teaching and learning worldwide because it comprises a theoretically well-informed set of principles about the nature of language and of language learning and teaching. (p. 1)

As we can see, our country is developing a process of change in teaching English as a foreign language in the educational setting, in order to raise its quality and give our students a high level of English language.

### **3.1.2. Teaching approaches and methods.**

Over the last decades, the trends in the field of foreign language teaching have changed because of numerous methods and approaches that have arose. This could be beneficial if we consider that students have a variety of pedagogical needs which often require a variety of approaches.

To begin the analysis of these approaches, we have the Communicative Language Teaching (CLT) that has been developed by Littlewoods (1981), as one of the most recent approaches that uses the language as a tool in order to achieve the communicative proficiency. Within the context of teaching and learning English as a second language, the Communicative Language Teaching focuses on systematic attention to functional as well as structural aspects of language. This conception is also shared by Richards & Rodgers (2001).

The Natural Approach is another method to teach a foreign language, based on the acquisition. This focus might be appropriate since in the early stages of our lives we try to communicate by the amount of meaningful vocabulary and expressions rather than the use of structures of the language. In 1997, Coady and Huckin explained that Natural Approach methodology emphasizes comprehensible and meaningful input rather than grammatically correct production.

Likewise, the Content-Based Instruction is another approach that integrates the presentation of topics and tasks from the content of the classes within the process of teaching a foreign language. In this context, "language proficiency is achieved by shifting the focus of instruction from the learning of language per se to the learning of language through the study of subject matter" (Stryker and Leaver, 1997, p. 5).

In content-based classrooms, students are pointed toward matters of intrinsic concern with language taking on its appropriate role as a vehicle for accomplishing a set of content goals. By the same token, I would say that any curriculum content can be taught through tasks, and here I refer to the Task-Based Language Teaching (TBLT) which is known as a development of the Communicative Language Teaching. However, these approaches do not focus on form or function because they give more importance to process of learning over linguistic content. Nevertheless, East (2012) argued that Task Based Language Teaching combine inductive and deductive teaching because students are involved in comprehending, manipulating, producing or interacting in the target language, while their attention is focused on meaning, use and function.

On the other hand, according to Richards and Rodgers (2001), Cooperative learning increases student's motivation by providing peer support. As part of a learning team, students can achieve success by working well with others. However, it is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Doryein (1997) argued that learners are also partners in the collaborative approach. He emphasized that students should be given opportunities to give feedback on course content, instructional practices, and the extent to which the teaching process has met their expectations.

### **3.1.3. Managing learning.**

Effective teaching requires considerable skill in managing tasks, activities and situations that occur in the classroom every day. Clearly, skills such as effective classroom management are central to teaching. Therefore, classroom instructions are an important factor that we must take into account in order to improve the effectiveness of the activity through clear and structured instructions. Dixie, G. (2007) recommends some guidelines:

Keep it simple. Choose a limited number of instructions for each classroom activity. Choose instructions that are observable. Don't include vague instructions such as 'behave appropriately'. Relate your instructions to: How you want the pupils to participate in the activity or procedure - what you expect them to do. How you expect the pupils to behave in order to be successful in the activity. (p.31)

In addition, feedback is another important issue. It is defined by Brookhurt (2008, p.1) as "specific descriptions and suggestions with a particular student's work". This recommends teachers have to ensure not giving broad or general suggestions because feedback must be specific to each activity.

#### **3.1.4. Lesson design.**

Most authors agreed that planning is an important step in order to ensure that students meet all the outcomes defined in the program of studies by the end of the course.

Gower, Walters, & Phillips (1983, p.176) detailed in their study a list of requirements needed for designing a lesson plan. This information includes the following: Aims, Procedure, Approach(es) and activities; materials, aids and equipment; Information about the students; Anticipated problems. The authors point out that teachers need to focus on the achievements of the students at the end of the lesson. At the same time, they emphasize the importance of detailed classroom procedures, materials and instructions, because these specifications will help teachers ensure that aims of the class are reached. Similarly, several factors influence how teachers choose to approach unit planning and the content of the lesson plan varies depending on the approaches to planning and teaching that a teacher uses.

On the other hand, scientist Woodward (2001) provides a new viewpoint regarding a more flexible approach to planning that considers modern lesson patterns. Woodward's work on lesson planning does help teachers to cast a more critical eye on lesson plans devised by themselves and others. She also argues that teachers have their own beliefs on learning process, which influences the way they plan classes. Some of them have a more traditional view, with inflexible procedures determined to ensure the goals can be achieved, resulting a rigid planning. To reinforce this, she describes what she calls 'the traditional view' lesson plan. Thereby, the more direct experience teachers have with lesson planning, the more they will learn about the importance of this issue. In the same way, teachers will be able to notice the importance of reflecting upon their own teaching, planning lessons, either formally for an observation or for their own benefit. Consequently, the main purpose of a lesson plan is to allow the teacher to consider how best to facilitate learning in their classroom. Additionally, this step can give teachers the time and a framework to ensure that they can produce quality lessons.

#### **3.1.5. Class size.**

A look at the literature on the subject says that while much has been written about class size and student achievement, there is no consensus on the issue. Tennessee was at the vanguard of states in conducting studies to determine the academic achievement effects of reducing class size, for instance, Project STAR (Student/Teacher Achievement Ratio) was a four-year educational reform experiment conducted from 1985-1989 by the state of Tennessee. It was intended to test whether students attending small classes in grades K-3 had higher academic achievement than their peers in larger classes. Weimer & Vining (2009)



argue that the results found out at the STAR project indicated and proved a direct and causal relationship between smaller class size and corresponding increases in student achievement, because students in smaller size classes had higher scores than those students in larger size classes. This study is considered a valuable device for assessing educational interventions and, thereby, improving school systems.

Criteria vary across this topic. The information on class size, composition, and student achievement is broad, diverse, diffuse, and generally unwieldy, for instance Lawrence & Dworkin (2009, p. 785) say "It should be no surprise that reducing size classes in and of itself does not result in gains in student achievement". Likewise, Byram, M. (2004) claimed that class size reduction could not affect the quality of teaching and learning in any subject area.

Blatchford (2003) has investigated the implications of the class size for pedagogy and classroom management. His work suggests ways to choose the best strategies for teaching classes with different sizes. To support this, he establishes that in smaller classes there is more individualization of teaching and thereby the students have an active role.

### **3.1.6. Classroom space (physical space) and seating arrangement.**

The term 'seating arrangements' for Lindberg, Kelley & Swick (2005) include such things as the impact of seating arrangement, different types of seating arrangement and the considerations teachers need to take into account when they plan their own seating arrangements. For this reason, it is very important for teachers to organize seats scientifically and according to the different class activities. Besides Brown (2007) stated that this topic has been quite well researched and debated by educationalists who usually affirm that how furniture is arranged inside the classroom should match the activity being done.

Seating arrangement can be associated with the other aspects of classroom management such as instruction, classroom interaction, forming groups, monitoring, maintaining discipline, etc. Raimes & Darus (1983) add that if the seating arrangement in a classroom is not set up effectively, it may affect the other aspects of classroom as well. It also becomes difficult to grab learner's attention if the seating arrangement is not appropriate.

Likewise, pair and group activities are suggested by Raimes & Darus (1983) to provide a better organization in the classroom and for structuring the activities. To do this, teachers must consider multiple factors like personalities, abilities and preferences of the students. In a similar vein, Gower, Walters & Phillips (1983) highlight the role of grouping practices in the classroom and the importance for teachers to take the culture into account.

Authors are generally cautious about this subject and some of them argued that to improve the learning process, as far as possible, the seats organization must be designed by instructional strategies.

As we noted earlier, the traditional arrangement is presumed to facilitate teacher-student interaction while the horseshoe arrangement is presumed to facilitate student-student and student-teacher interaction.

Savage (1999) proposed that arranging the physical environment of the classroom is one way to improve the learning environment and to prevent problem behaviors before they occur. Research on the classroom environment has shown that the physical arrangement can affect the behavior of both students and teachers and that a well-structured classroom tends to improve student academic and behavioral outcomes (Walker & Walker, 1991). To reinforce this affirmation, Savage (1999) suggests that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals, for instance if a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can impede the functioning of the class as well as limit the teaching process and what and how students learn. Therefore, we could conclude that a well-arranged classroom environment is one way to more effectively manage instruction because it causes fewer behavior problems and establishes a good environment.

Clearly then, there is no ideal classroom layout to assure all learning activities. Consequently, different arrangements are appropriate for different activities and one should not be restricted to one permanent layout. There is no perfect classroom design that accommodates all types of activities. Students learn in diverse ways, the classroom should be designed to promote various ways in which students acquire knowledge.

### **3.1.7. Classroom and/or teaching resources.**

McGrath (2002, p.7) contends that materials could include realia: real objects such as a pencil, a chair or a bag and representations such as a drawing, a photograph of a person, house or scene. The author also confirms the important role that a textbook has in lessons, because it can be a good source of support to the teachers. Normally, this kind of material reflects the attitudes and beliefs of the teachers.

Books are an important part of education, although some educational reformers have raised questions about the necessity of textbooks in classrooms. For instance, Davis (2006) highlights such difficulties and says that many books are expensive and sometimes contain inaccurate information. Another argument against books is that teachers rely on them as the only instrument of education. Nevertheless, he also indicates that textbooks are important tools for all teachers to use as reference and teaching material. The author stresses that

teachers should note that the important thing in utilizing instructional materials is not how many of them are utilized in a lesson but how well they are arranged to be able to bring about better learning effectively. There are also other essential resources for the continued success of students which can arouse the students' interest during the class. Teachers can use, for example, visual aids, such as whiteboards or chalkboards, charts, maps, flash cards, and calendars. Presentation tools such as bulletin boards, audiovisual equipment, and overhead projectors are also utilized frequently along with multimedia displays and computers which have become popular teaching aids, but overhead projectors still have a place in the classroom.

On the other hand, there is no doubt that these supplementary materials have brought a new trend of teaching and learning English as a foreign language. Satya (2008) on the other hand, argues that we should not forget the drawbacks of visuals before we start working with them, mainly, when they may capture students' attention and distract them from the class. The best way to avoid this is to use the technology as aids for the teacher because using creative teaching aids will enhance the learning process and will allow for students to pay more attention to the lesson.

#### **3.1.8. Classroom observation (institution monitoring).**

Studies on classroom observation began in the 1980s and one of the most important was COLT, which stands for Communicative Orientation of Language Teaching developed by Nina Spada, Maria Fröhlich and Patrick Allen in 1984. This was introduced for observing classroom behaviors and learning outcomes in several second language settings. Nunan (1989, p.76) pointed out that "if we want to enrich our understanding of language learning and teaching, we need to spend time looking in classrooms". He also indicated that one of the most appropriated strategy in order to improve the learning process is to include an observation scheme with the aim of identifying unnoticed patterns of teachers in classroom. In addition, Wajnryb (1992) suggests that observation is commonly used in education as a tool to support understanding and development. His basic argument is that teachers can develop their own teaching through constantly monitoring and observing the lessons. The main objective is that teachers can obtain a better understanding and awareness of how to create a successful learning environment in the classroom. Additionally, he explains that observing teachers is a way of discovering the classroom from a perspective other than the one we actually engage in; it is a way of providing focus and clarity; it is a means of collecting classroom-observation data and information about teaching.

### **3.1.9. Learning styles.**

The term of individualized "learning styles" began in the mid of 1970s and has achieved popularity in recent years. The meaning refers to various approaches or ways of learning identified as applied modes of learning. Lightbown & Spada (2006) stated that there are several competing theories about how people learn and these studies involve analysis of individual differences which indicate that people have different styles of thinking and different methods of representing information.

Gardner (1983) theorized that there are multiple intelligences, and that we all use one or two for the most effective learning. His study gave a great importance to the idea that the traditional understanding of intelligence by means of IQ testing is far too limited. He proposed eight different types of intelligences consisting of Logical/Mathematical, Linguistic, Musical, Spatial, Bodily-Kinesthetic, Naturalist, Interpersonal and Intrapersonal.

On the other hand, Taylor & MacKenney (2008) state that learning styles do not guarantee academic achievement because the variables that affect learning in general education, and in second language learning in particular, are complex and we must consider several other factors, such as students' prior knowledge, capabilities, attitudes, motivational levels, interests, strengths, and instructional needs.

Weinstein, K. (1999) recommends that teachers recognize that each student will have developed his or her own preferred learning style. To improve the learning process, good teachers must apply the most appropriate method, a good strategy and available resources. They will also encourage students to experiment with different learning methods in order to develop their ability to use methods with which they are less familiar. A good teacher will also be aware of students' specific needs.

### **3.1.10. Students' intelligence or aptitude to learn English.**

It is important to emphasize that the term "intelligence" is a very complex factor, because nowadays we know that there are several kinds of intelligences and therefore individuals have different abilities and strengths. As we said before, Gardner, proposed a theory called "multiple intelligences", because a person who is good at mathematics is not necessarily good at languages or in music.

Furthermore, from the point of view of Lightbown & Spada (2004, p. 52) "The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests". According to these authors, studies have found that intelligence is "more strongly related to certain kinds of second language abilities than to others" (Lightbown & Spada, 2004, p. 52). For instance, someone with a high intelligence quotient can be better at language analysis and rule learning than at communication and interaction.

Additionally, Lightbown & Spada give us an overview of good learner characteristics. As they point out, the characteristics can be classified in several categories (motivation, intellectual abilities and learning preferences). In their study, they relate many theories of second language acquisition that were elaborated in order to explain the learning mechanism that a person uses when learning a second language.

Ability is 'language aptitude'. It is generally related to intelligence. This term refers to an acquired or natural capacity or talent that enables an individual to perform a particular job or task. It has been suggested by Ellis (1997, p.730) that some people vary in the extent to which they possess a natural ability for learning a second language.

According to Lightbown & Spada (2004, p.53), language aptitude is composed of different types of abilities: "(1) the ability to identify and memorize new sounds; (2) the ability to understand the function of particular words in sentences; (3) the ability to figure out grammatical rules from language samples; and (4) memory for new words."

#### **3.1.11. Previous studies.**

Another important component of our literature review is the theoretical support of previous studies regarding the main topic which has attracted the attention of linguists and educators in the twentieth century. They have conducted some studies in order to establish these factors and attempt to determine their importance in an educational setting.

With regard to qualitative studies, they can be used to triangulate with either quantitative or qualitative form of data but the volume of words generated on this kind of research could be overwhelming. For instance, in the study conducted by Huang (2005, p. 611), he stated that "the original data set totaled 352 entries in English by 72 diarists in three classes". When he presented the findings, just four entries were used to discuss three main findings: (1) Students' perceptions or difficulties; (2) their responses to linguistic difficulties and (3) socio-psychological constraints in EFL learning. The results appear to indicate that the students' learning difficulties are mainly with their linguistic competence, but on the other hand, another analysis of the results revealed that their linguistic difficulties could be a product of the relationship between their linguistic competence and the demands of the tests.

Bala, Phil & Bamba (2012) conducted another study in order to identify factors affecting the quality of teaching-learning of English reading. They considered several variables to do this. Authors based their research on the analysis of a range of factors such as factors related to education system, factors related to methods and techniques and factors related to socio-cultural system. They used a survey method by generating a list of items and the instrument was applied to teachers which were chosen randomly. Identifying the most contributing variables in quality of academic performance is a very complex and

challenging job. However, summarizing their findings we can say that the factors related to methods and techniques have noticeable effect over the teaching - learning of reading of English. Finally, they also argued that a good training for teachers is also a necessary element for a student to be successful.

Aduwa-Ogiegbaen & Iyamu (2006) focused their findings mainly on the need of improving the instructional materials in the teaching-learning process, as a determinant factor for the success. This type of material should be suitable for the students' learning level and learning style because with inadequate use it will hinder the teachers' ability to teach and the students' ability to learn. Another established factor is the correct use of technology as a support in the teaching process. The authors recommended providing a wide range of resources for improving the learning experiences for students. Teachers should be able to facilitate interaction among students and teachers during the learning-teaching process, as well as to help students to learn, broaden students' learning experiences and meet different learning needs.

In contrast to their work, there is another study conducted by Atanda (2011, p. 99), whose findings indicated that there was insignificant relationship between instructional materials and students' achievement in English Language. He also highlights the impact of schools and teachers in influencing academic achievement of the students learning English. He also states that teachers' effectiveness has powerful effects for improving the teaching process.

Narayanan, Rajasekaran, & Iyyappan (2008) stated that attitudes towards learning such as opinions, beliefs, motivation, language anxiety and gender have an obvious influence on students' behaviors and consequently on their performance. It is argued that those students who possess positive beliefs about language learning have a tendency to increase more positive attitudes towards language learning. Similarly, they said that motivation is indeed a crucial factor in foreign language learning which ought to be taken into consideration. However, it is important to mention that in their study only some factors, such as opinions, beliefs, motivation, language anxiety and gender, were taken for assessment.

Finally, many studies have been conducted to explore the factors with different results, but these differences have also influenced relevant research and the findings have had a profound effect on language education.

### **3.2. Description, analysis and interpretation of results**

The following section contains a quantitative analysis of the factors involved in this research. To do this, it was necessary to collect data from five different private educational institutions through the application of three data collection instruments: teachers and student's questionnaires, classroom observations and teacher's interviews. After collecting, comparing and analyzing the results, these are presented with the aid of charts in order to illustrate the frequency and percentage of the variables involved in the study.

There will be also a comparative and descriptive analysis between the obtained results with the corresponding interpretation and their relation to findings of previous studies.

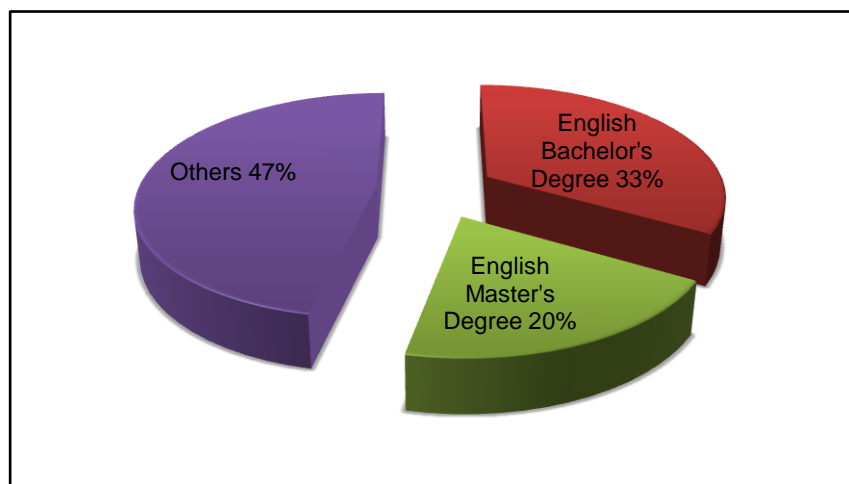
The results will be represented with a circle graph that shows how a category of data compares to the whole. The circle is divided into sectors . Each sector represents a category. Each category represents an specific percent of the whole.

### 3.2.1. Quantitative analysis.

#### 3.2.1.1. Factors concerning teachers.

##### 3.2.1.1.1. Which level of education do teachers have?

Graph 1. Teachers' education level



Source: Private Educational Institutions of Quito

This question allows us to determine the number of teachers with formal education in teaching English. This information is expressed as a percentage of the total number. The results reflect that 33% of English teachers have Bachelor's degree. On the other hand, 20% of teachers have English Teaching Master's degree. This quantity is a good indicator that teachers are improving their formal instruction.

A matter of concern is the percentage of those English language teachers (47 %) whose academic background corresponds to “others” category. This includes teachers with a proficiency certificate in English.

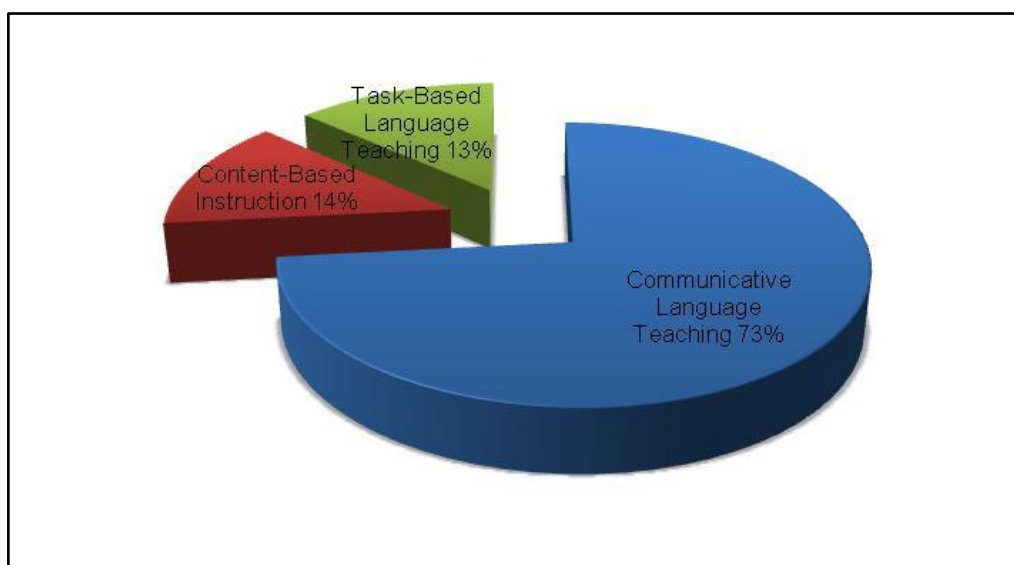
However, despite their linguistic competence, this group stated they are interested in gaining training in methodology strategies for improving their teaching process. Inside this category, we have one teacher who is studying the last semester to obtain an English Teaching degree. Finally, it is necessary to emphasize that most of the interviewed teachers have learnt English outside of Ecuador. It shows the tendency to leave the country to learn this language.

In numerical terms this means that nearly half of the teachers do not have received a formal instruction in language teaching.



### 3.2.1.1.2. Which of the following methods were used in the classrooms?

Graph 2. Methods used in the classrooms



Source: Private Educational Institutions of Quito

The method with the highest percentage is the Communicative Language Teaching with 73%. This result might be practical evidence that holds and supports the new tendency of the Ecuadorian Ministry of Education (2012), because this approach is recognized as the most accepted in the field of language teaching. This is stated by Littlewoods (1981) who also argued that Communicative Language Teaching method could motivate the students to be active and had a great participation in speaking activity during teaching and learning process in classroom.

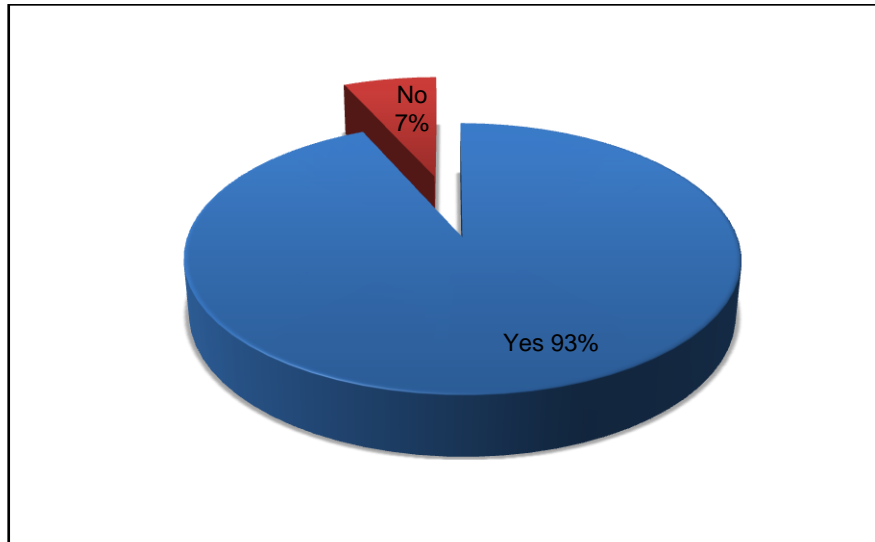
The second highest value is obtained by Content-Based Instruction with 14%. Finally, we have the Task-Based Language Teaching with the least percentage of 13%.

As we can see, various methods are used in language learning. Stryker and Leaver (1997) pointed out that meaning is 'contained in' and 'conditioned by' the form in which it is inserted. Form alone is useless for communication if meaning is not attached to it. How to keep both of them active when learning is a real challenge for the limited capacity of human beings.

In contrast with the results, it is very important to highlight that during the classroom observation, teachers emphasized the academic content of the subject matter and most of them developed several activities focused in Task-Based Language Teaching and Grammar Translation.

### 3.2.1.1.3. Do teachers use whole- group activities to teach lessons?

Graph 3. Whole-group activities used to teach lessons



Source: Private Educational Institutions of Quito

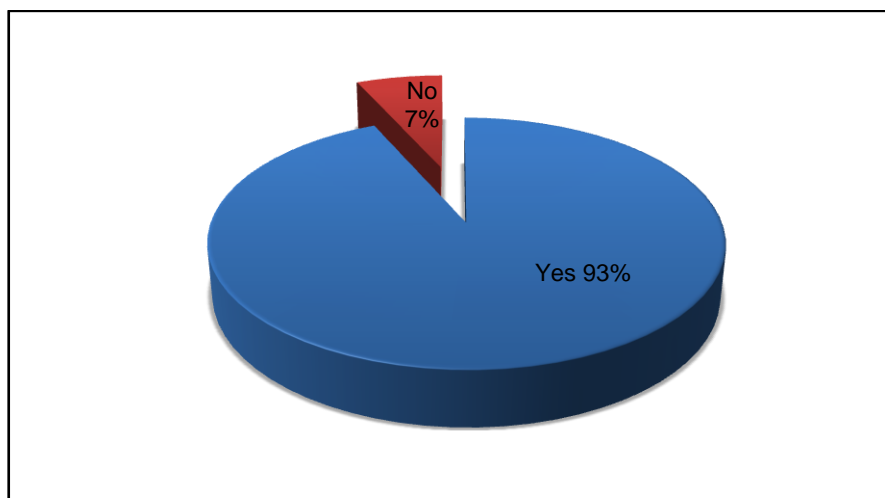
The use of whole-group activities is almost a generalized strategy for teachers during their English lessons. This is clearly showed in the graph with an indicator of 93%. Only one teacher does not apply this kind of activities which represents 7%.

During classroom observation, teachers often switched between whole-class activities and group work, depending on the nature of tasks and the availability of resources. They generally use whole class strategy to introduce or summarize a lesson while group work for its development and extension. Students feel comfortable with both methods.

The whole-group activities are supported by Raimes & Darus (1983) because they state that this is a helpful strategy to achieve a better organization during lesson through structured activities.

#### 3.2.1.1.4. Do teachers use individual activities to teach their lessons?

Graph 4. Individual activities used to teach lessons



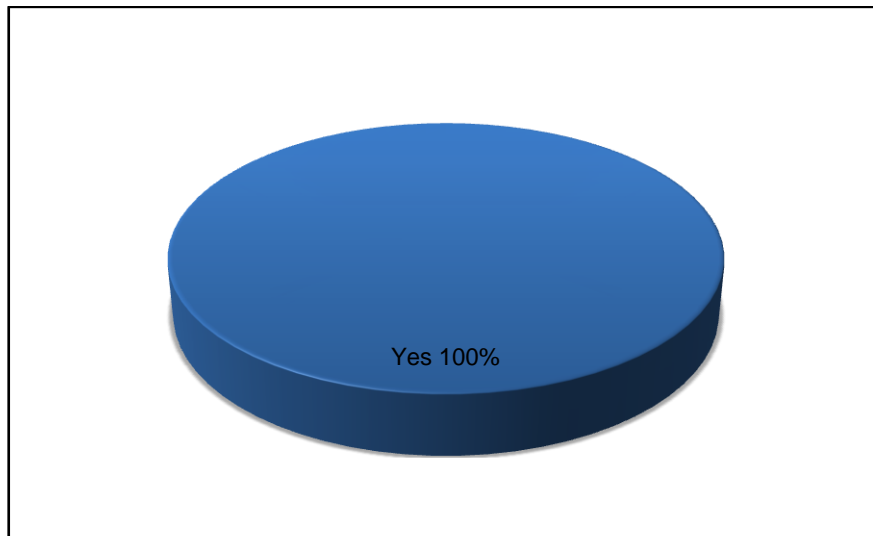
Source: Private Educational Institutions of Quito

This graph is descriptive by itself because it shows that 93% of teachers indicated to use individual activities during English lessons. They provided several reasons for doing this, such as individual needs, learning styles and weakness identification. These criteria could be related with some theories and approaches that have achieved popularity in recent years. For example the theory of multiple intelligences, proposed by Gardner (1983).

During the classroom observations, teachers distributed their time between interacting with children individually, in groups and as a whole class. The atmosphere created teachers was helpful during the class. In this context, their experience was an important factor.

### 3.2.1.1.5. Do teachers use group work activities to teach their lessons?

Graph 5. Group work activities used to teach lessons



Source: Private Educational Institutions of Quito

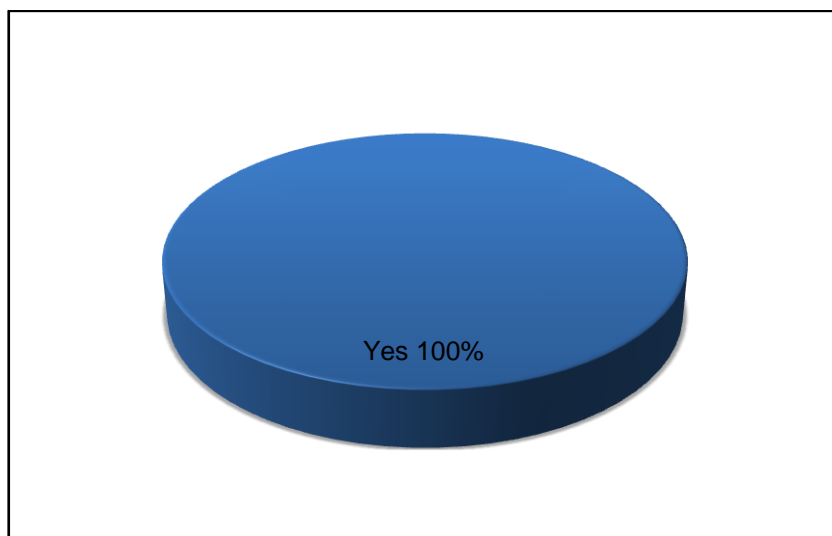
When the teachers were asked if they use group work activities during their lessons, 100% of the teachers said yes. Students stated that this kind of activities increase their development in class, because they can talk and communicate more readily in groups. They learn how to interact and share ideas.

However, some authors such as Gower, Walters & Phillips (1983) highlight the importance of taking into account the empathy between students during these activities and they also suggests that the seats organization must be designed by instructional strategies.

This result lead us to believe that teachers need to use more pair and group work in their lessons in order to develop the oral fluency and communicative skills.

### 3.2.1.1.6. Do teachers use *English* most of the time in their classes?

Graph 6. English language



Source: Private Educational Institutions of Quito

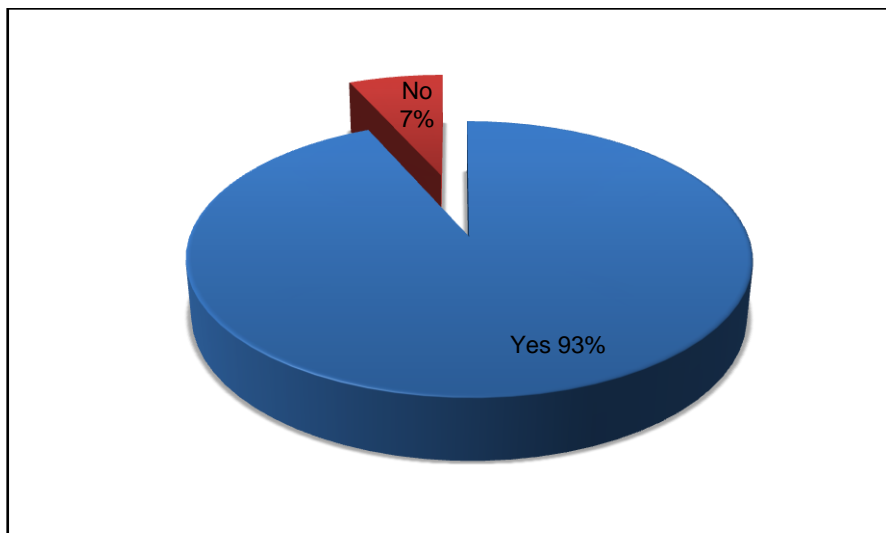
Teachers indicate the complete use of English language in their classrooms. This was confirmed during the class observation. There were only two teachers that used their mother tongue for all instructions.

Students support these results, because they indicated that teachers use English language most of the time.

According to (Bourdieu, 1977) a teacher's speaking ability is crucial because only with it can s/he become a students' speaker model and facilitate the learning of communicative skills. He also states that this kind of interaction helps learners develop language learning and social skills and so maximizing interaction in the classroom is an important part of the teacher's role.

### 3.2.1.1.7. Do teachers plan their lessons?

Graph 7. Lesson plan



Source: Private Educational Institutions of Quito

Based on this result, most of the teachers plan their lessons (93%). Only one of them indicated the use of improvisation in the class. In contrast, during the observation, majority of the teachers did not make use of the guidelines detailed in the lesson plan.

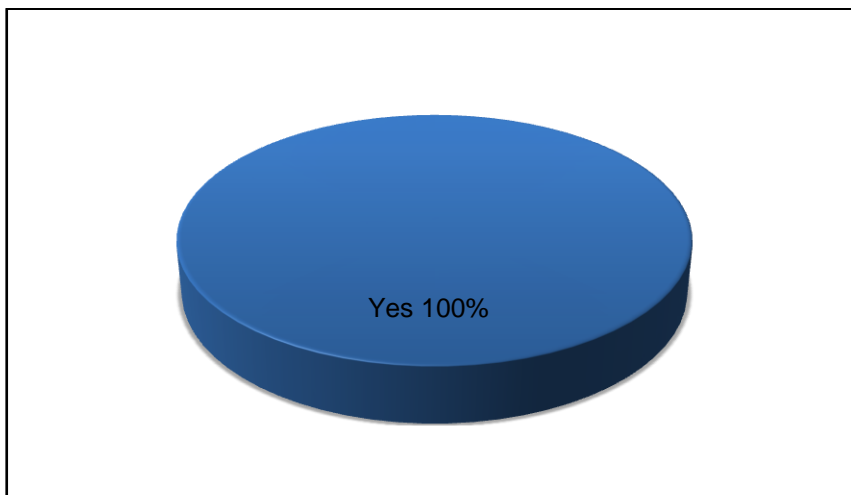
For instance, they frequently omitted warm-up activities and use poor feedback. The teachers corrected mistakes when it was not necessary. Lesson phases should have been shorter. It was difficult to understand when one activity immediately followed the other. This was a general fact, except for one educational institution where all teachers followed the logical sequence. This could be attributed to the internal factors of the school related to monitoring and control of the educational authorities.

In this context, (Richards and Lockhart, 1994) argued that regular observation of teachers can provide positive feedback on teaching as well as help identify areas that might need attention. At the same time, they stated that during the process of planning, potential problems can often be identified and resolved.

Bruner (1966) also argued that lesson plan should focus less on the outcomes of learning and more on the knowledge and skills learners need to develop.

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

Graph 8. Aspects considered to teach lessons.



Source: Private Educational Institutions of Quito

The best way to deal with discipline issues in the classroom is to have a good lesson that is active and encourages the participation of every student in the room.

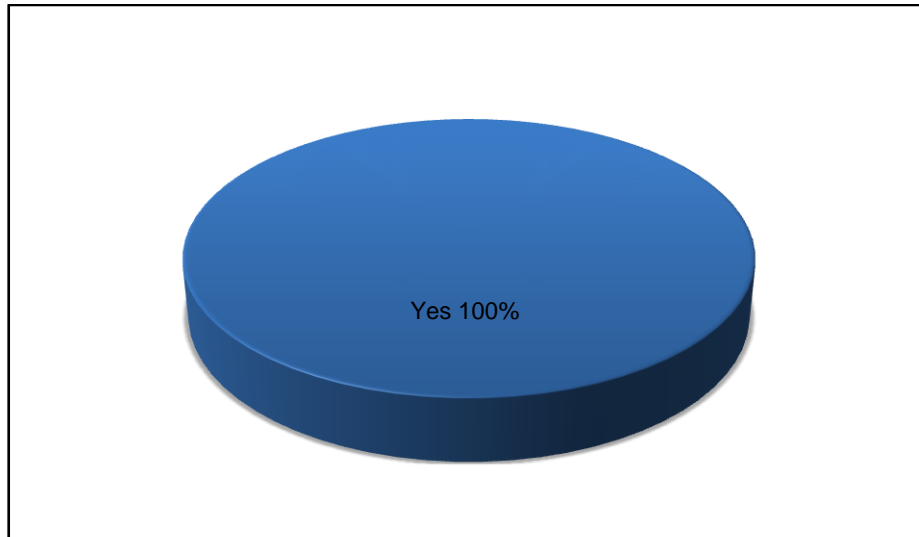
This score indicates that 100% of teachers consider these aspects during the lesson. However, my perception was very different for many reasons. For example, during almost 50% of the observed lessons the learners were not interested in what the teachers presented to them and the attention of the learners was easily distracted.

I also noticed that teachers did not give students the correspondent feedback. Around topic, Brookhurt (2008) suggests that teachers must avoid giving broad or general suggestions to students because feedback must be specific to the each activity.

### **3.2.1.2. Factors concerning students**

#### **3.2.1.2.1. Do teachers consider students' needs to teach English successfully? (age, personality, attitude, aptitude, motivation and learning styles)**

Graph 9. Students' needs.



Source: Private Educational Institutions of Quito

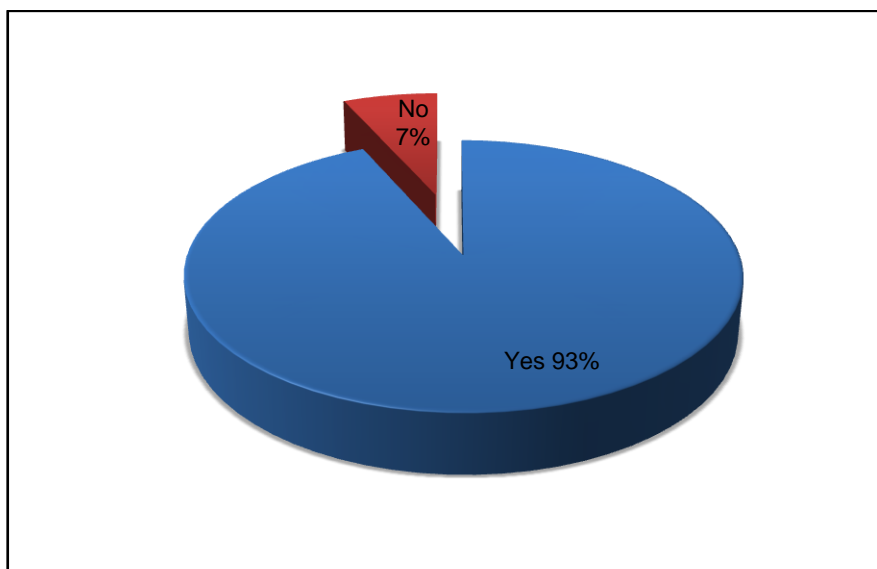
All respondents expressed an overall interest in students' needs. Teachers state that when students know educators understand and want to address their needs and interests, they are motivated to learn. This is supported by Nunan (2003) who emphasizes, that "steps should be taken to ensure that teachers are adequately trained in language teaching methodology appropriate to a range of learner age and stages" (p. 610).

However, it is important to mention that the lesson plans used by the teachers during the observation classes did not covered the specific students' needs.



**3.2.1.2.2. Do teachers consider students' level to teach English successfully?  
(Basic, Intermediate, High Intermediate, and Advanced)**

Graph 10. Students' level.



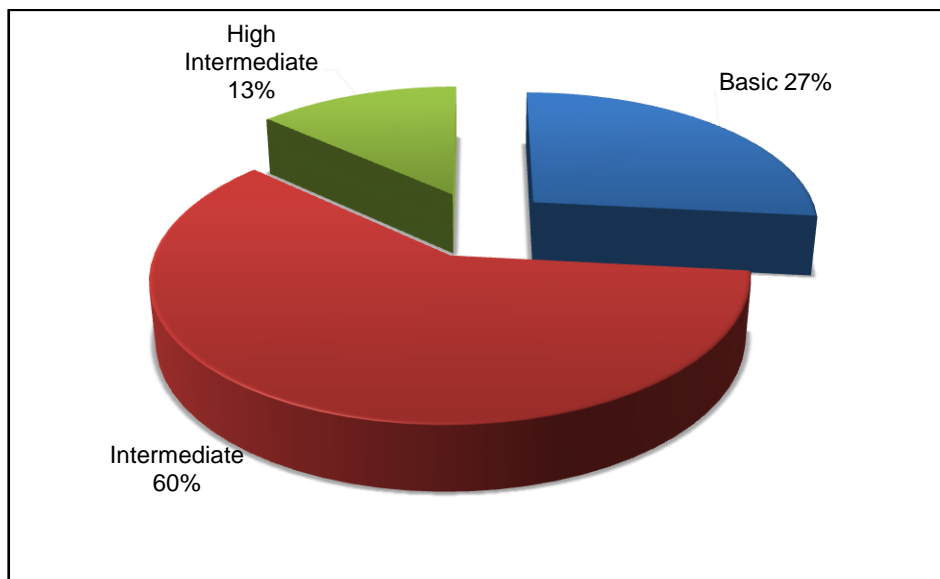
Source: Private Educational Institutions of Quito

The majority (93%) of the teachers indicated that they take into account students' level to teach English with only 7% answering that they do not. This last percentage slightly contrasts with the previous indicator related with students' needs where 100% of the teachers consider students' needs during lessons.

According to students' responses, English classroom activities are easy. It appears that students may perceive from their own point of view, that they need more difficult exercises according to their levels.

### 3.2.1.2.3. Which is the English level of the students?

Graph 11. Students' English level.



Source: Private Educational Institutions of Quito

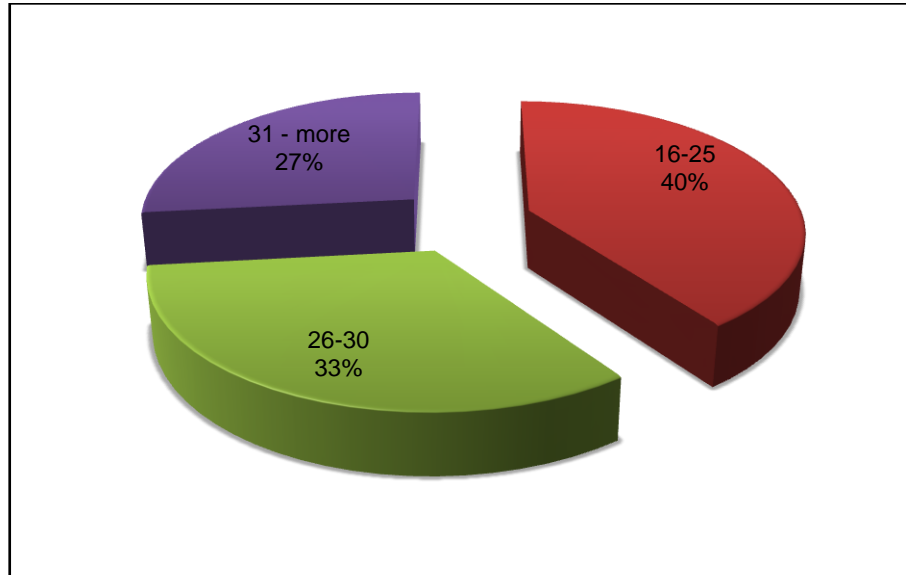
The results indicate that 60% of the students have an intermediate level. Graph also shows that 27% of the students have basic linguistic competence and 13% corresponds to the higher intermediate level.

Another concern was also expressed by one student, who emphasized that teachers should take the difference in the students' levels of competence into account. Additionally, it is important to highlight that some students with basic English level were afraid of making mistakes.

### 3.2.1.3. Factors concerning classroom

#### 3.2.1.3.1. How many students do teachers have in the class?

Graph 12. Number of Students in class.



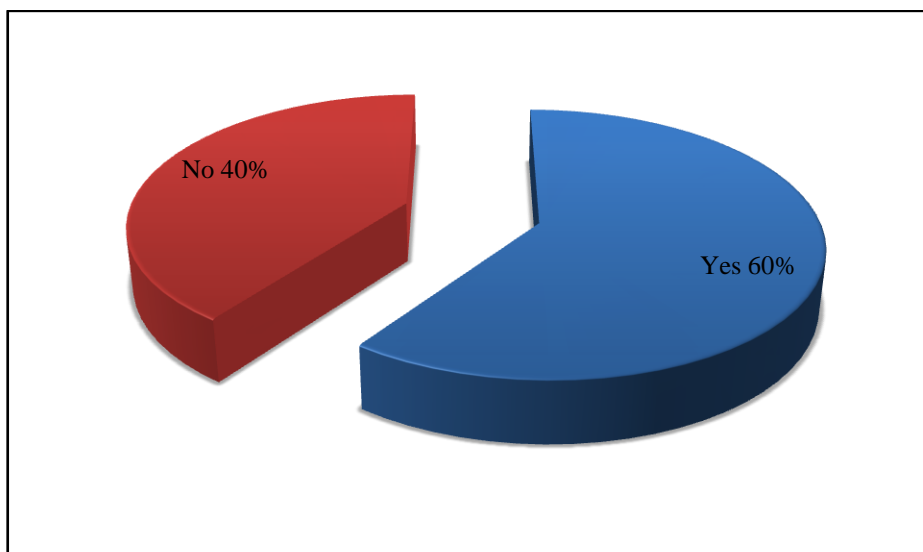
Source: Private Educational Institutions of Quito

As can be seen from the chart, the most frequent size is between 16 to 25 students with 40%. This was followed by 33% obtained for the next size (26-30). Fewer but still significant percentage is obtained by the largest class number (31 - more) with 27%.

Students surveyed admitted that class size is a factor that contributes to their learning process. Reviews of the research literature, on the other hand, have provided mixed messages on the degree to which class size matters for student achievement. According to Byram (2004) there is not enough support to prove class size does not impact in the teaching-learning process.

**3.2.1.3.2. Do teachers feel comfortable working with that number of students?**

Graph 13. Teachers' feeling.



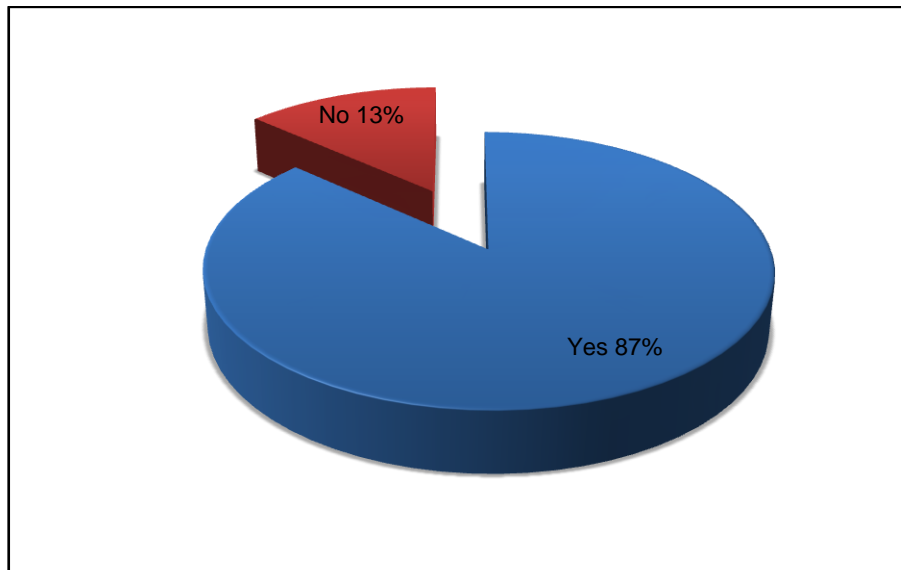
Source: Private Educational Institutions of Quito

The results revealed that 60% of teachers feel comfortable with their class size, whereas 40% criticized the large quantity of the students.

These scores are related with the previous question, because the least percentage was provided by the teachers with more than 30 students in the class. This criterion is also supported by students.

**3.2.1.3.3. Do teachers have enough space to work with the group of students?**

Graph 14. Space in the classroom.



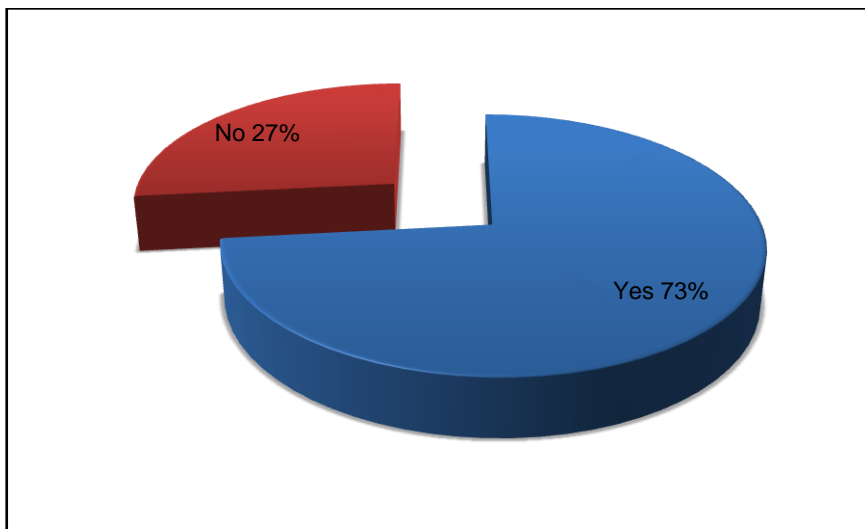
Source: Private Educational Institutions of Quito

Graph shows that 87% responded that they have enough space in the class for working with their students. Only 13% gave a negative answer. As we can see, these responses are related to previous results.

This result could be considered satisfactory since it supports that most of the lessons observed were conducted in special classrooms, and these rooms satisfy the needs of students and teachers. Some students used this question as an opportunity to suggest the need of supplementary material in the classroom.

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

Graph 15. Seating arrangement.



Source: Private Educational Institutions of Quito

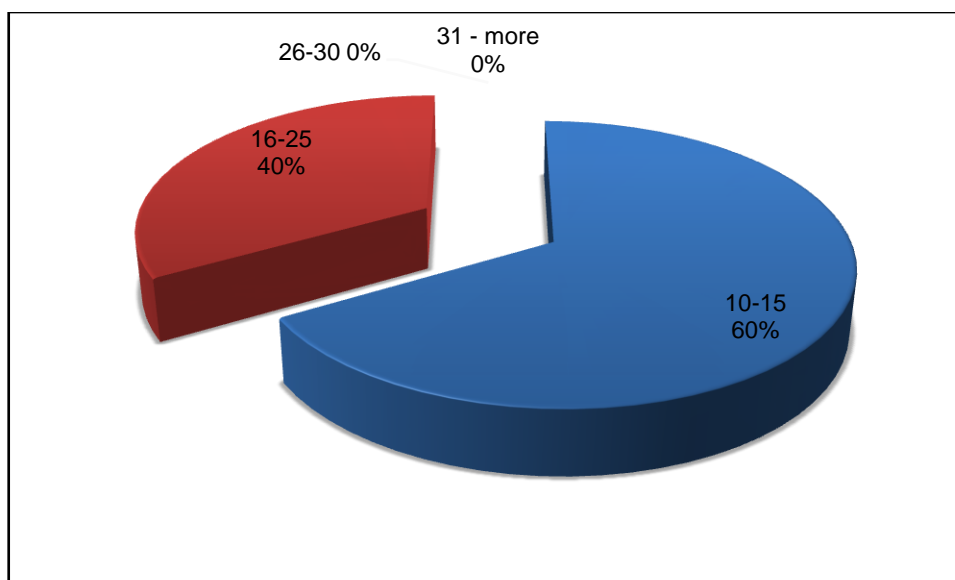
With regards to this question, 73% of the teachers arrange students' seats during activities. These teachers also stated that this factor limits what and how students learn because seating arrangement enables students to face each other while giving teachers an opportunity to move around students.

My observation confirmed that each student has unique needs and that communication with these students is the most important factor in understanding these needs. Lindberg, Kelley & Swick (2005) argued that effective communication in the classroom is essential to the success of both the student and the teacher. The kind of communication as well as the amount of communication that occurs in the classroom has long been thought to be partially a function of the seating arrangement of students.

On the contrary, the other 27% said that they do not arrange the seats because it takes a lot of time and makes it difficult to prepare these kinds of activities. Brown (2007) stated that there is not a special classroom seating arrangement that guarantees academic outcomes for all tasks, because the nature of the activity should indicate the arrangement.

**3.2.1.3.4. According to teachers, which is the appropriate number of students to teach English?**

Graph 16. Appropriate number of students.



Source: Private Educational Institutions of Quito

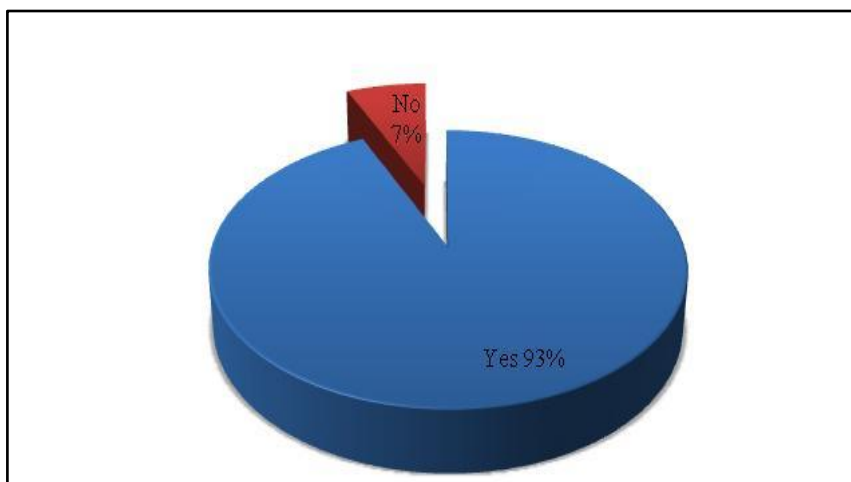
Teachers' opinions about the most appropriate number of students in a class are reflected in the graph, where they are represented in the order of frequency in the respondents' rankings.

From the standpoint of the teachers, the majority (60%) said that they prefer working with the least number of students (10 to 15). The rest of them (40%) chose the other option (16 to 25). The difference between these percentages is significant.

According to the regulations stated by the Ecuadorian Ministry of Education (2012) classes should not have more than 25 students. However, based on the results most English teachers are not satisfied with groups larger than 15. One teacher explains: "You see it was easier to teach them, because working in a small group you can pay attention to each child. And now if you have a larger group, a child may use just a few sentences per lesson, or perhaps say nothing". Clearly, class size is perceived by some teachers as an important factor that could alter many aspects of their classrooms. Nonetheless, the general consensus among researchers examining this issue is that the optimal class-size needs for each type of course should be established based on teacher, learner, and school factors.

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

Graph 17. Teaching resources.



Source: Private Educational Institutions of Quito

It is shown in the graph that 93% of teachers expressed that materials were always used in class whereas only one of them did not use resources often.

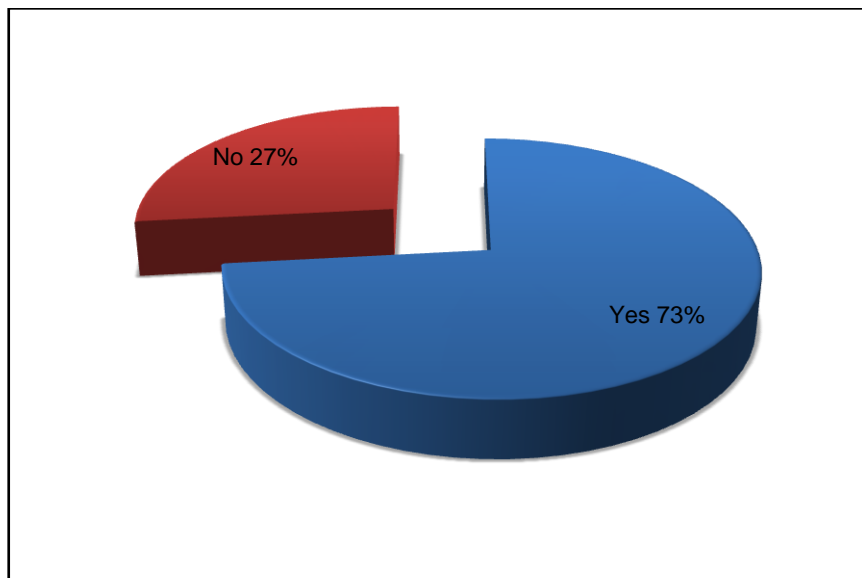
According to the teachers' answers, it can be concluded that they use these types of supplementary materials to make the language more real to the students and provide students with authentic ways to practice the grammar from the textbook.

According to the observed classes, it was observed that visual materials such as flash cards, Power Point presentations, pictures, handouts, and whiteboard were used as supplementary material. The material used in the classes was used appropriately because it helped the teacher to explain the topic better and the students to understand. Also, since the material was used to introduce the topic, it caught the students' attention and therefore students focused on the class.



**3.2.1.3.6. Do teachers consider appropriate the resources they have in class appropriate?**

Graph 18. Teaching resources in class.



Source: Private Educational Institutions of Quito

When the teachers were asked if they consider the materials existent in classroom appropriate, about 73% of them said yes. Furthermore, 27% of the teachers indicated that they do not.

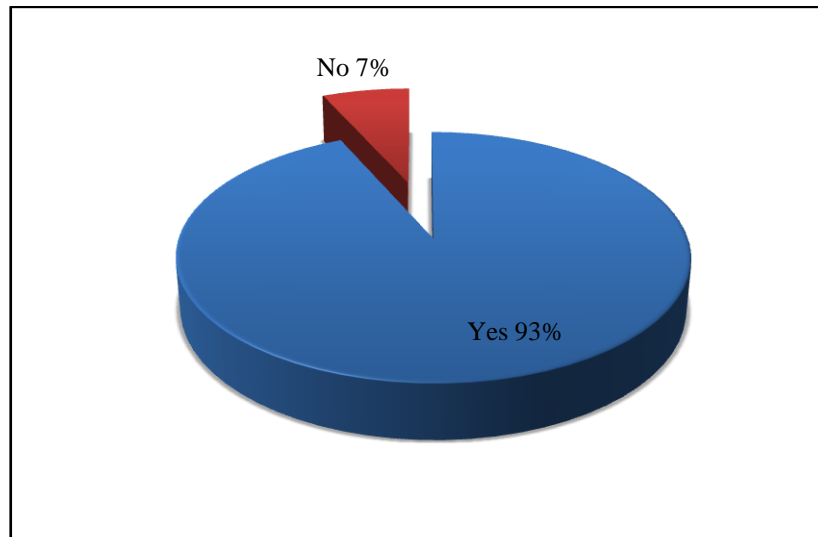
The observed lessons illustrated that there is a large percentage of teachers who use TV and Tape/cd recorder in the classroom because they are included in a course set; whereas it can be easily said that textbooks are used as a main resource.

However, there are a few teachers who stated that they are not content with current materials and insisted that they should have new materials in the classrooms, and receive adequate training in how to use them.

Most comments were supportive of using supplementary material in the classroom and ranged from "It lets English be more interesting" and "It's funny to see something out of book".

### 3.2.1.3.7. Does the institution review teachers' lesson plans?

Graph 19. Lesson plans.



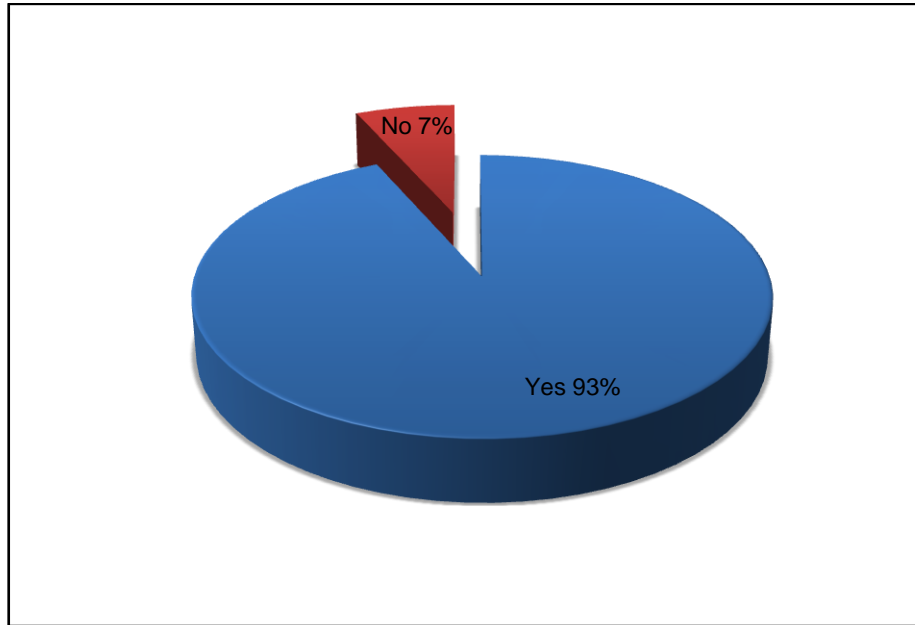
Source: Private Educational Institutions of Quito

The data illustrate that 93% of institutions have the policy of reviewing lesson plans. According to teachers' responses this process is done generally once per week. Only 7% indicated a negative answer.

Despite the fact that the curriculum is subject to ongoing review, there is not any interest in identifying strengths and weaknesses and bringing about improvements in the aspects of the curriculum. On the other hand, educational institutions do not design and evaluate the English curriculum according to the guidelines of the communicative approach: learning objectives, annual plans, contents, and the methodologies of the English teaching learning process, study of materials, instruments of learning evaluation, outcomes and others.

**3.2.1.3.8. Does the institution monitor teachers during teaching process?**

Graph 20. Monitoring teaching process.



Source: Private Educational Institutions of Quito

From the chart, it can be observed that 93% of teachers are monitored by their institutions. It is an indicator that school administrators have a positive attitude towards English teaching process, and they are ready to support English teachers.

According to Richards (1988), monitoring is a continuous process and any monitoring effort has three basic components: collecting information on a regular basis, analyzing and evaluating that information, and taking action to improve student performance.

## CONCLUSIONS

- The majority of English teachers, who participated in this study, do not have an academic degree in language teaching. However, there is a considerable percentage of the teaching staff who has only obtained a Certificate of Proficiency in English. The needs for learning effective methodologies were voiced among them.
- The analysis of the results reveals that all fifteen observed classes were predominately focused on content based instruction in contrast to teachers' responses reflected in the questionnaires where they indicated the use of a different method based on communicative language teaching. Language learning tasks also promoted discussions of academic concepts. Despite the content based instruction, one interesting finding is that the teachers are consistent in their orientation to communicative language teaching approach.
- The results support the conclusion that teachers use English language most of the time during the classes. With regard to the aims and stages of the lessons, in general, the lessons were planned, and organized. Some of the lessons lacked a logical sequence, and did not have clear aims and stages.
- The observed lessons were a mixture of both teacher-centred and student-centred styles. But, the curriculum design and evaluation of the English language teaching in the educational institutions do not respond to the demands of the students that are related with the achievement of their linguistic competence. At the same time, the results of the study also revealed that the students' interactions and participation differed based on the types of instruction used in the classroom. However, students were generally active and took a large part in all types of grouping arrangements.
- Lesson observation data shows that the majority of teachers work with groups of 16 to 25 students, which is very suitable for foreign language teaching. Less than half of students actually have groups with more than 30 students, which is satisfactory. The data also reveal that there is a variation in the number of pupils at different schools. College teachers seem to be satisfied with the classrooms they teach in and the size of the groups.
- High schools vary greatly in the amount they have invested in equipment and technology. Some schools make extensive investments in such things as computers, smart boards, CD players, video recorders, etc; recognizing that these are essential tools for teachers and can have a positive effect on teaching. Where such investment is lacking, there will be a negative impact on teachers' work.

- As a result of the analysis, the existing teaching conditions are not completely sufficient to satisfy the need of the students, for instance many English language learners struggle with feelings of inadequacy, fear of failure, low self-esteem and isolation. These feelings are associated with issues such as heavy accents that are mocked or ridiculed, grammatical errors in their oral speech and limited vocabulary. In addition, lack of knowledge in each teacher's class toward the use of teaching methods emerged during the observed lessons.

## RECOMMENDATIONS

The main fact is that educational institutions need to provide teachers with a constant updating of English teaching approaches to be used in the classrooms.

On the other hand, the curriculum design and evaluation of the English language teaching is an essential practice that is related to the teaching, it is necessary to improve the curriculum and to design it according to the guidelines of the communicative approach: learning objectives, annual plans, contents, and the methodologies of the English teaching learning process, study of materials, instruments of learning evaluation, outcomes and others.

Regarding the background differences between students' level, it would be recommendable to develop a level-based classification system for students. This method would address the teaching process honestly and responsibly in all educational institutions. It could be a good alternative, because it would help them to identify the level of academic language proficiency that is needed for students to function in academic environments where both instruction and assessment are offered only in English.

This study also demonstrates that educational institutions need to create an environment in which teachers can further develop their teaching skills and subject-matter knowledge, deepen their understanding of teaching and themselves as teachers, and have the opportunity for further professional development. For instance, courses, educational seminars and conferences. In addition, teacher exchange programs could serve as a cultural learning experience for teachers and as a means for expanding and enriching an educator's pedagogical expertise.

Some aspects should be taken into account, for instance the current language proficiency may differ from teacher to teacher, depending on their individual purposes and language learning experiences in the past. Therefore, prior to training a placement test depending on these factors may also be important.

This report also highlights that resources and equipment need to be more evenly spread across the different educational institutions. New technologies such as overhead projectors, interactive whiteboards, laptop computers and wireless internet have opened up the classroom to the outside world. Teachers should learn to use these resources and to change their role from an authoritarian source of knowledge to a friendly facilitator of learning.

Similarly, students' learning styles should be taken into consideration while teaching process and activities to be developed in the class because every student processes information in a different way. The teachers should provide individual support to the students if this is necessary, and draw attention to the most frequent mistakes. They also need to be aware of the individual characteristics of the students. This process includes analyzing students' needs and their learning styles during the activities designed in the lesson plans.

Undoubtedly, the education system itself has an important role to play. The Ministry of Education needs to address the question of teaching methods and approaches at secondary school levels. A greater implementation of information technology (IT) in teaching should be seen as an immediate requirement if the goal of working towards international standards is to be achieved.

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# **ANNEXES**



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**STUDENT'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

**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 ( )
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**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 ( )
--------	--------



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**TEACHER'S QUESTIONNAIRE**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR:</b>	

**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?**

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

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

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

**4. Which is the level of your students?**

<b>*Students' Level</b>			
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 the resources you have in class appropriate?**

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 _____



**UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA**

*La Universidad Católica de Loja*

**MODALIDA ABIERTA Y A DISTANCIA**

**CARRERA DE INGLES**

**OBSERVATION SHEET**

<b>EDUCATIONAL INSTITUTION:</b>	
<b>DATE:</b>	
<b>YEAR</b> (desde 8vo básica a 3ro bachillerato):	

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

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

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

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

<b>*Students' Level</b>			
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 were 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. Which is the percentage of English language used by the teacher during the 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	( )
----	-----	----	-----	----	-----	----	-----	----	-----	----	-----