UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

AREA SOCIO HUMANÍSTICA

TITULACIÓN DE LICENCIADO EN CIENCIAS DE LA EDUCACIÓN
MENCIÓN INGLÉS

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

TRABAJO DE FIN DE TITULACION

AUTOR: Coyago Carrera, Luzmila

DIRECTOR: Arias Córdova, María Olivia, Dra.

CENTRO UNIVERSITARIO QUITO

2014

APROBACION DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACION

Doctora.

María Arias Córdova

DOCENTE DE LA TITULACION

De mi consideración:

El presente trabajo de fin de titulación: "Factors that affect the English language teaching-learning process in Ecuadorian public high schools" realizado por Coyago Carrera Luzmila ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Enero de 2014

f) . . . .

DECLARACION DE AUTORIA Y CESIÓN DE DERECHOS

"Yo Coyago Carrera Luzmila, declaro ser autor(a) del presente trabajo de fin de titulación: "Factors that affect the English language teaching-learning process in Ecuadorian public high schools" de la titulación de Ciencias de la Educación mención Inglés, siendo la Dra. María Olivia Arias Córdova director (a) del presente trabajo y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos y 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: Coyago Carrera, Luzmila
Cédula: 1712238177

DEDICATION

I want to dedicate this thesis to God for helping me during the process of my career. To

my mother who gave me support in the development of my professional life.

Luzmila

ACKNOWLEDGMENT

I must thank to all the people belonging of the UTPL for collaborating with me in the development of this research study, especially to my thesis advisor, Dr. María Arias Córdova.

Luzmila

CONTENTS

ABSTRACT

This research study is about "Factors that affect the English language teaching-learning process in Ecuadorian public high schools".

The aim to carry out this project was to analyze the factors that affect the English language teaching-learning process in public institutions.

The quantitative and qualitative methods were applied in all of the process. The purpose of using these methods was not only to observe learners and educators in their natural settings but also to present a natural and holistic picture of the phenomena being studied.

The sample was taken from 5 schools in the city of Quito, by applying surveys to fifteen educators, and fifteen learners eight year basic education to third year of high school. The students' age fluctuate between 12-18 years old and belong to a middle social economic status.

After finishing the research, it is important to conclude that the most important problems are the fact that the English teaching-learning process in Ecuadorian public schools is affected by educator's inadequate training, the classroom size, the lack of resources, and the absence of institutions monitoring lesson plans and teaching methods to improve the target language.

Key words: English teaching-learning process, factors-influence

RESUMEN

El presente estudio trata sobre "Factores que afectan el proceso de enseñanza aprendizaje del idioma Inglés en colegios públicos ecuatorianos".

El objetivo principal para llevar a cabo este proyecto fue para analizar los factores que afectan el proceso de enseñanza aprendizaje del idioma Inglés en instituciones públicas ecuatorianas.

Los métodos Cualitativo y Cuantitativo fueron aplicados durante todo el proceso. El propósito de usar estos métodos fue no solo para observar a estudiantes y profesores en su entorno natural sino para presentar un cuadro natural y holístico del fenómeno a ser estudiado.

La muestra fue tomada de cinco instituciones educativas de la ciudad de Quito, se aplicaron cuestionarios a 15 educadores y a 15 estudiantes de octavo grado de educación básica hasta tercer año de bachillerato. La edad de los estudiantes fluctúa entre 12-18 años de edad y pertenecen a un estrato social medio.

Después de finalizar la investigación de campo, es importante concluir que los problemas más importantes que existen en el proceso de enseñanza del idioma Inglés en colegios públicos del Ecuador tiene que ver con el inadecuado entrenamiento de los educadores, el tamaño de la clase, la falta de recursos actualizados y la ausencia de instituciones que realicen un control para la correcta aplicación de los planes de clase, métodos y técnicas que lleven a mejorar el aprendizaje del idioma Inglés como segunda lengua.

Palabras claves: Proceso de enseñanza aprendizaje del idioma Inglés, factores, influencia

INTRODUCTION

In the city of Quito, according to INEC, there are over 20000 high school graduates every year. Most of them enter the university with little or no English language knowledge. They lose many opportunities to get into international applications to study abroad, considering that English is a universal language.

The main reason to perform this research study is to find out the real problems that exist during the English language teaching-learning process in Ecuadorian high schools, in order to take actions that lead to an effective language acquisition.

The specific objectives to develop the present study are to determine the classrooms environment where English lessons take place; identifying the characteristics of public English teachers; and to establish educators' instructional competence.

The topic is quite important and needs to be deeply analyzed, since many graduates from public schools in our country, have to face real problems when they enter the university or want to study abroad and do not have the proficiency in English language.

Previously, other researches in some countries have been done about the same subject. Most of them have similar deficiencies in the language teaching-learning process as it can be seen below.

Intakhab (2011) mentions, that the study had the intention of finding out the problems in Saudi Arabian English language teaching-learning system. Also it

implies that government gives importance to English learning in higher education but not in the basic. Besides, another difficulty that affects the process of teaching-learning in this country deals with the pedagogy educators apply, it is not the adequate. In accordance to the limitations, it was found that English is not learned in the early stages of education and there are a vast number of families that are not interested in letting children to learn and prefer them to work.

Shahriar (2011) made a study with the purpose of getting information about how satisfied are students in Pakistan when learning English. After the research was done, some limitations have come out: The methods teachers apply at schools are uninteresting for students. English classes are not interactive, learners are not motivated, and educators are not properly trained to teach the target language.

Dogancay-Aktuna (2010) states that, the intention of carrying out this research is to know about the importance of English as a foreign language in Turkey's education system. Focusing on social affairs, business careers, and to promote the advance of the country. According to the study, the principal problems that public schools suffer in Turkey are the crowded classes, lack of materials and not properly qualified EFL teachers.

In our country, the research study about the topic was performed, in order to benefit not only learners and educators but also researchers and public institutions, since all of them are involved in the educational system. The aim of the investigation tends to spread the necessity of changes to improve the English language teaching-learning process in Ecuador.

One of the biggest limitations that had to face during the development of the research study was the fact that the time was not enough to observe more classes.

Besides, the survey applied to educators had too many questions. Some of the teachers seemed to be tired and uncomfortable to answer them.

Therefore, it is important to take note that more observations should be made since one visit is not enough to receive further information about the real situation into the classroom. Moreover, it is good to suggest that the teachers' questionnaire must contain specific topics to be answer in a short period of time.

METHOD

Setting and Participants

This research was performed in five public high schools in the city of Quito. The most relevant aspects found in the samples profile were focused on teachers and students. The study was made within teachers and students that belong to public high schools in the English area. The student's age oscillate between 12 and 18 years old and course 8th grade of basic education to 3rd year of high school. They form part of a middle social economic status.

Procedures

The applied methods were Quantitative and Qualitative. Regarding to the Quantitative research, it is a systematic process. The objective of this study is to develop and employ mathematical models that belong to a phenomenon. Quantitative data is expressed in numbers or in percentages.

To collect numerical data, specific questions are asked from participants who answer the inquiries. Later, the information is analyzed with the help of statistics, and the results can be generalized into larger populations.

The Qualitative process was made by determining the universe of all the public high schools in the city of Quito. At this point a sample was established from the environment. Then five public high schools were selected randomly. Following with the research, ten visits were made so that teachers and students could fill out the information and also the observations were done.

The tasks were accomplished during class hours and face to face with students and teachers who were also picked at random. The total number of surveys added up to forty five. After the process finished, the information was tabulated with the use of Excel and the graphs were also made using the same program.

The techniques and instruments applied to collect the information were the use of questionnaires and observation sheets given and approved by the university. Furthermore, the surveys contained open and close questions that were fulfill by both teachers and students. The closed questions helped to determine a pattern of which learners and educators took place in. The open questions on the other hand facilitated more alternatives to make a deep analysis of the research.

Additionally, the procedures used when analyzing the information were, first of all to take into account all of the given surveys as well as teachers and students as observations, to confront conclusions. It also helped to reassure that the answers given by teachers corresponded to the information set by students.

Finally, the literature reviewed settled in the Discussion was considered for the analysis of the results, which gave a solid background for all the conclusions and recommendations placed in this study.

DISCUSSION

Literature Review

Currently there are more than a 1000 public high schools in the city of Quito. According to information from "Ecuadorinmediato.com" the Ministry of Education had access to 600 million dollars in 2012. This money was to work with both public and private educational sectors from preschool up to 3rd and 4th degree levels. With that amount of money they could not attend all of the educational needs specially the English sector. This may be considered why not all public high schools have the necessary material to work in a proper English environment. There are also too many students for the amount of public schools in the system, high schools are obligated to have over 40 students per class; plus the level of importance dedicated to the English language is not high enough making students learn in outdated books.

Analyzing the importance of English language, we can see that everything around us has something very important to do with this worldwide language. As Ecuadorians are beginning to understand the importance of this language, we are slowly becoming a country that is being more recognized in a global scheme. Not only it is significant to know English apart from our mother tongue, we have many more languages that are outstanding in our modern world, however, as we manifested before English is certainly the most important.

The Ministry of Education of Ecuador (2011), reports that the government is drastically trying to improve our education. This means that English as a foreign language is going to be reinforced in a stricter manner than before. As we all know every citizen has the right to learn their own language. The majority of Ecuadorians

understand the importance of English as a foreign language, which as a result has given us the opportunity to be a nation that is growing in English knowledge. For nearly ten years Ecuador has been focused on the development of English learning. Throughout these years there have been many programs whose goal has been to educate teachers in a manner that English can be taught in a functional form.

In order to reach an advanced domination of English we have to focus on the internationally recognized language skills. These skills are speaking, writing, listening, and reading. All of these skills need to be dominated so that the student can be an English speaker with an advanced level like no other. Once we have reached this domination of the language we will have the capacity to use all of these skills to communicate on an international scheme, which will allow us to be productive citizens of our nation.

Teaching Approaches and Teaching Methods

A well-known method we have is a method recognized as language alternation, which means that the students slowly begin the process the information received in the new language and connects the words with his native language vocabulary. As this step evolves the student gains more knowledge of English vocabulary, so in this sense the learner begins to make phrases and sentences that will initially be incorrect. In due course the students will begin to use the language as a form of communication and not only will the students know the grammar, the learners will also have an advanced level of communication which includes pronunciation and sentence comprehension. It refers to how well the listener can obtain the information that is spoken by the learner. Once the pupil has begun to use this method he will create his own conception of the language. In the majority of

cases this is going to make the language meaningfully easier for the student (Brinton, 2003; Marton, 1998; Richards&Rodgers, 2001).

Marton (1998) claims that in addition we have the cognitive method, which argues that when it comes to teaching grammar the strategy is not of great importance, rather, how well organized the instructor is to teach the new grammar and use his own techniques for doing so. When the moment of teaching comes around we do not need to worry about the age group. This is due to that in English pedagogy the age factor does not limit the reception of the information received by the student. Saying this we are explaining that with the correct organization we are able to teach the same things to children, teenagers, and adults with no difference in the amount of information that is received and understood. Another factor that is of extreme importance is the aptitude that a student has for the language. As a student has a higher amount of aptitude the student will give a larger amount of input towards the second language, which is going to have a meaningful effect on the student's success or failure. In conclusion, there will always have students that may be great with one specific branch of the English language and may not do so well with the others.

Furthermore we can include another method which is focused on the task that the student does while being supervised by the educator. In this method we have a reasonable amount of activities that can be used to make students interact with each other in their new language. Some examples we can introduce of these activities, are group activities in which the students have to interact with one another. We also have activities that are human-affective. These are activities that will appeal to the pupil in a personal manner, which as a result the student will be motivated to complete the

task and this way the learner will begin to obtain a higher level of confidence with his English communication. In the evolution of this method the educator should not be focused on the immediate product, instead, he should focus on the process and continue these in-class activities that are going to help the student dramatically. We have to acknowledge that the difficulty of the activity is of great importance. For this we have to take into account the English level of the student, and most importantly the level of vocabulary that will be used in the task. It is always recommended that the educator give the students the type of vocabulary and grammar that is going to be used in the activity. Once the learners have completed the assignment it is highly recommendable to make the students prepare a presentation for the class (Brinton, 2003; Marton, 1998; Richards & Rodgers, 2001).

In similarity with the method explained before we have the cooperative method, which informs us that not only it is important to ask our students to work in groups, but also we have to encourage the learners to make their arguments with formal ideas, this way all of the students will work together and each one will give his opinion. Having stated this manifestation we go against the problem that is very common in group work, which is that there usually exists one or two leaders and the rest of the members are left out and do not interact. Resulting from this method, will be a stronger connection between the students which means that they will begin to help each other. This means that after a short amount of time we will no longer have the "weak" or the "strong" students, which is how they were referred to in the past. A difference will no longer exist due to that all of the students will benefit from each other and if one suffers they will all suffer and if one succeeds they will all succeed equally. With this method not only are we helping the students improve their second

language, we are also confronting the competition factor and we are helping our students in their social and psychological lives(Brinton, 2003; Marton, 1998; Richards & Rodgers, 2001).

Content of a lesson is a very important factor to the success that the student is going to have. Not only does the educator have to make sure that the student comprehends grammar, vocabulary, and so on. The educator also has to introduce real life content as this is done the pupil will obtain a wider range of knowledge from the new vocabulary that will he is going to be exposed to. As a result of this method the student will learn the new language through a wider point of view with the introduction to new contents that should be wisely chosen by the educator. When the subject that is being used in class is of real world content, the student is going to learn the language in a more natural form. It is also ideal for the content to be of a topic that is not of their community or culture. This way, not only does the student learn the new language, but he is also being introduced to new topics in English. All language lessons are always going to involve content. However, it is proven that people have higher probabilities of learning a language when they use to acquire new information. Likewise what was stated before, classes are normally prepared to obtain participation from all the students, and furthermore it would be great to use these activities with the content that will be studied. (Brinton,2003; Marton,1988; Richards & Rodgers,2001).

Another method that is recognized as the grammar translation method is one of the methods that have existed for the longest amount of time. According to some educators this method may seem a little leaned towards writing and doesn't focus much on the other aspects to the language. The use of this method is mainly through

the translation of the composition or article to the native language of the student. Using this method classes are usually going to be conducted in the native language instead of the new language. One of the main goals of learning a foreign language is to have the capability of reading and more importantly comprehending what we read. The grammar translation method focuses on perfecting the grammar rules as its first step. As a result of this highly important first step the learner will be capable of creating sentences and have a better comprehension of what is read. This method was thought by many people to have disappeared due to the new methods of communication that are used in the classroom, nowadays. One of the main objectives of this unique method is to relate the grammatical rules of the new language with the grammatical rules of the student's native language.(Brinton,2003; Marton,1988; Richards & Rodgers,2001).

Teaching Techniques

As we all know one of the main and the most important part of a language is speech. By using the speech technique it is the educator's responsibility to pronounce all the new words correctly. Another important role of the teacher using this technique is that he should always try to keep a record of how each student is advancing with the language. Using this technique is going to give the students the opportunity to be introduced to the new languages' vocabulary. Given that the student is learning new vocabulary he is going to obtain a better domination of the language as time passes. Apart from teaching the student more vocabulary and the correct form of pronunciation, this method is also going to bring the class together. This is due to that the students are going to want to practice their new vocabulary as a group (Billow, 1981; Lewis & Hill,1990; Sauer,2006).

When it comes to the ear training technique the educator has the possibility of getting the students used to new, or strange sounds that at the beginning may seem somewhat difficult. The goal set to be reached by this technique is for the student concentrate and pay complete attention to what is being said. In this form the student will not only obtain the new knowledge, but will also improve pronunciation. In the listening part of a new language many skills are involved. Such skills come to be the capability of relating what is being listened to with knowledge that the student obtained in the past (Billow, 1981; Lewis & Hill, 1990).

In the class-room there should always be images. This is due to the visual aid technique. Using the mentioned technique is going to obtain the student's attention, which as a result will call for a greater amount of academic progress. This is one of the most useful ways of teaching. As result the student will be capable of relating the visual with the word. This will cause the student to comprehend the language in form that will be more exciting and easier for the learner (Billow, 1981; Sauer, 2006).

Another principle technique we have in the language learning world is the "Teacher and Text" technique. In this technique the material that is mainly used is text as its name states. We cannot forget that many different kinds of texts exist. In this sense the main goal is to give the student the capability of handling anyone of these texts. In addition to this, in the text we will always have reinforcement exercises that will help the student improve his language skills. Teachers and students must always have a textbook. This is due to the reason that the textbook is going to contain different types of activities that will help the student learn in a more interactive form (Billow, 1981; Lewis & Hill, 1990).

Managing Learning

Instructions given in a class are of extreme importance. It is stated that instructions always need to be completely clear to the learner. In order to achieve for all the students to understand the instruction the educator has to pay close attention to how fast he pronounces words. As a result all the learners will be capable of accomplishing the task without any problem. It is normal for a student to stop paying attention to a long list of instructions. In order to avoid this loss of concentration, it is recommended that the instructions be demonstrated one at a time. In addition, something of significant importance is the body language we use to give the instructions. The quantity of words used to give instructions is going to affect the students no matter how high or low their English level may be (Numan, 1998; Penny, 1996; White, 1991).

In order to manage learning, educators have to use feedback with their pupils. Likewise it is also recommended that the pupil give the educator feedback, this way there will be a wider range of communication. Normally the learner is going to be motivated by feedback. Asides from all of the benefits that feedback may contain it also forms an assessment that will be formative for the student. Feedback is always going to cause the learner to improve his knowledge and to correct his mistakes. As we all comprehend feedback can be either positive or negative. As a result of using feedback in the classroom the educator is going to accomplish for his students to motivate and support one another (Numan, 1998; Penny, 1996; White, 1991).

Timetables will always be of great importance when it comes to organization. As a result of this organization teachers and students will have a benefit due to the reason that there will be a reduction of problems, and everything will flow smoothly.

Timetables are important to give so that they can be used in different subjects, which will give the learners a broader organization in the language. Timetables are one the most important aspects of educating. Timetables must be easily comprehended by all the students. By using a timetable the students and teachers will know what to do next (Numan, 1998; Penny, 1996; White, 1991).

Lesson Design

Many steps exist in the lesson planning process. Such steps come to be the teaching of new words or phrases. In addition the lesson must include grammar, which is a fundamental aspect of the language. Furthermore the educator needs to plan the amount of exposure the learner will have to the language. The planning of a class is one the most important parts of the class. With a good class planning the students and the teacher are going to work at a better rate. In lesson design the learner should be helped by the planning the educator has made. The educator's responsibility is to demonstrate the new topics, and create exercises for the students. Finally there shall be an evaluation to test comprehension. Educators have to take into account the English level of the student before planning the class. In addition to the English level the educator must also consider the materials that will be used to help the student (Cunnningham & Billingsley, 2000; Wajnryb, 2001; Woodward, 2001).

Class size (number of students)

As time has passed many educators have recognized the fact that most teaching techniques and methods are more effective with a small group of students. When it comes to class size most educators worry about many different problems,

within these problems, one of them is that there is not the same amount of attention from the students. Unlike the majority of small classroom educators, most large classroom educators feel the need to use group activities. This way there is more involvement from the students. It has been proven that in a smaller classroom there will always be more interaction between the learner and the educator. On the contrary in a bigger classroom there is more interaction between the students themselves and the teacher spends more time explaining a subject. In addition it has also been proven that if class sizes are reduced, the learners will be able to receive the knowledge which as a result will improve their English abilities (Bruhwiler & Blatchford, 2009; Waldemar, 1998; Woodward, 2001).

Classroom Space (physical space)

Classroom space is a very important aspect of teaching, given that when a classroom is well arranged as a result there will be less behavior problems. In a well arranged classroom all the students should have access to materials and the teacher must have access to the students as well. It is highly recommended for teachers to create areas that are for a specific use. By doing this the students are receiving organization skills apart from what is taught in class. A classroom is going to have better results when the learners have more space to move around and feel more comfortable. The main goal of a well arranged classroom is for the teacher to have visibility of all the students. As a result this will cause for the students to behave better and for the teacher to know what each student is doing (Casson,2001; Evertson & Randolph, 2001; Mdgegror, 2002).

Seating Arrangement

In order to achieve an organized seating arrangement the teacher needs to take into account how the students behave and interact with one another. When organizing these seating arrangements teachers must consider that the students who sit closer to the teacher interact more with the teacher, on the other hand as students sit further back there seem to be more problems when it comes to behavior.In addition a teacher must take into account that if he sits a student with behavioral problems next to a very responsible student, these problems may begin to rub off on the responsible student. When the time comes to deciding how the seating arrangement will be, the teacher must not forget that the classroom has to remain comfortable. By making the correct decision of a seating arrangement the students are going to feel comfortable and this will reduce the amount of distractions in the classroom. (Evertson & Randolph, 2001; Ramsden, 1999; Wajnryb, 1992).

Classroom and/or Teaching Resources

Educators have access to large amounts of different resources that can have all types of uses. All these resources must be used by the teacher in an effective form promoting the student's comprehension. When it comes to a new language teachers most commonly use presentation resources, these resources include videos which can give the students an image of what is being said. As stated by many educators one of the most important resources that a teacher may possess is the course book. This book is extremely important given that inside of it educators have all the information that needs to be taught. Given that English is a subject of communication, the resources that are used should have the objective of helping students understand the

message that is being explained by the educator. (Philips & Walters,1995; Nunan,1990; Woodward,2001).

Classroom Observation (institution monitoring)

Classroom observation is a fundamental part of the learning process. By using classroom observation teachers are always going to obtain a positive result. This is given to the reason that as the observer takes note of the behavior the students have in class, he can later give the teacher advice to improve the learning process. When the class observing time comes around either the institute or the teacher invites a fellow co-worker to the observation. Principally the goal of this observation is to provide the best learning environment for the students, as well as providing a comfortable environment for the teacher. During the observation the observer may look not only for the positive aspects but also for the negative, this will only cause a negative effect given that the observer is there to take account of situations that are actually critical. (Barr,1994; Bellon & Eaker, 2001; Richards,1995)

Students' Motivation

Motivation is a highly recognized aspect of the learning process, if a student is not motivated he will never obtain the same results as one who is motivated. A student who is absolutely motivated will take advantage of any situation in order to expand his English knowledge. Many different forms exist for a teacher to help motivate a student. Within these forms we have setting goals. By setting a goal for a student the student will want to prove himself, consequentially he will reach the given goal. In addition a teacher can use personal topics to help a student get motivated. Motivation is the desire a student has to continue learning. Most of the

time educators do not have a precise understanding of what motivation comes to be. These misunderstandings may make it more difficult for a student to get motivated, given that the teacher is not going to know what strategies to use in order to cause motivation and the desire to learn. (Biehler & Snowman,1997; Lewis & Hill,1990; Wajnryb,2005).

Learning Styles

First of all a teacher has to recognize that a learning style is the condition in which a student is capable of receiving the language information. Once a teacher has comprehended this issue, he needs to remember that learning styles are how a student prefers to learn rather than what he learns. In modern day teaching, we have a variety of learning styles. Some of the most recognized are audio styles which refer to the student learning better when he listens to a recording. In addition we have the identification style, which is when a student can identify with a situation and feel more comfortable. A teacher must focus on determining a student's learning style. As a result of this assessment the student will obtain greater achievements in the language (Biehler & Snowman, 1997; Pashler & Ashler & McDaniel, 2009; Stewart & Felicetti, 1992).

Students Intelligence or Aptitude to Learn English

A large variety of factors exist when it comes to successfully learn a second language. Intelligence and aptitude for learning is commonly referred to as the amount of time that is needed for a student to comprehend the language that is being taught. There is no difference in whether a student can learn the language, the only difference that exists is the time it takes for a student to learn the language. It is

known that four abilities exist when it comes to learn a foreign language. These abilities are to have the capacity of remembering new sounds, to be able to remember the functions that word may have within a sentence, the ability to understand the grammatical rules of the language, and finally the ability of memorizing new vocabulary. Despite the belief of these abilities it has been scientifically proven that intelligence may have something to do with the learning of reading, grammar, and vocabulary. However, when it comes to pronunciation, intelligence is completely unrelated.(Carroll & Stanley, 2002; Hahnn,1994; Lightbrown & Spada, 2006).

As continues a series of studies have been elaborated with the topic of "Factors that affect the English language teaching- learning process". Following we will be introduced to a large variety of information from different parts of the world. Within these studies we have gathered information that is of great importance to the language teaching world. This is said due to the reason that it is always recommendable to know what is happening on an international level in order to be able to give the students a broader point of view, rather than a bias one. We must take into account that the main goal of a teacher is to achieve for the student to have the ability to use English as if it were the student's mother tongue.

Ogiegbaen & Iyamy, (1984) report that his study has reviewed the reasons for the non-acceptable quality of English teaching in Nigeria. In order to achieve for this study to be successful three principal questions were presented. In Nigeria some of the methods used in order to teach, are methods that were used several years ago like: Chalkboards, and posters. When it comes to teaching techniques the only ones that are used are lectures and the reading of textbooks. To conclude, the study analyzes that teachers must take a more creative role in the classroom. In addition the

majority of students have agreed that their classrooms are not comfortable learning environments. Furthermore the public schools in Nigeria should be helped with instructional supplies.

Intakhab (2011) claims that English teaching in Saudi Arabia, is not of great purpose. Despite this statement English is very important socially and technologically speaking. English education in Saudi Arabia focuses on first giving the learner a foundation and then once the student goes on to specialize in a career he will be introduced to the more formal form of the language. In methodology Saudi Arabia has a positive aspect, which comes to that the teachers are Arabs. As a result the teacher will be able to communicate with the students in his native tongue. However, these teachers do not revise their student's work, which means that the teacher does not know if the student is improving or not.

Shahriar (2011) reports that the principal purpose of this study was to obtain information from the English students in Pakistan. The information that was sought out comes to be, how satisfied they are with their learning. In addition their situation and motivation were also studied to obtain a better idea of how the situation was. In Pakistan the methodology used seems very uninteresting for the students due to that the teacher talks all the time and does not allow them to intervene. Furthermore the text books are a waste of time given that they do not have useful reinforcement exercises. In conclusion it was discovered that the students have many to reasons to learn the language, however, the main problem is motivation.

Mattheoudakis & Alexiou (2009) claim that in a study held in Greece both students and teachers were tested about the English language teaching in Greece.

Students were mainly asked about their progress in English. On the other hand teachers were asked about the influence a teacher has on the students learning process. When it comes to teaching methods, Greeks prefer to use workbooks and in-class activities to motivate their students. As the students grow grammar is emphasized more strictly. As a conclusion, in Greece the amount of English knowledge a student obtains depends highly on his family economic situation given that it is not very cheap to obtain English lessons. In Greece the majority of students receive private English classes, which is the main reason why some families do not have the financial capability of obtaining a private teacher for their children.

Dogancay - Aktuna (2010) states that the purpose of this survey to obtain knowledge about the importance of foreign-language in Turkey's education system. In addition, data was gathered about the information of English in Turkey's society. In turkey the quality of English education is not of a bad level given to the materials used, and that the teachers are mostly native speakers. In conclusion English is taught in turkey on a business level or to improve career opportunities. Furthermore it is learned to promote the countries' advancement on an international level. As a result of this motivation the students begin their English learning at the age of eleven and continue on until they reach their careers.

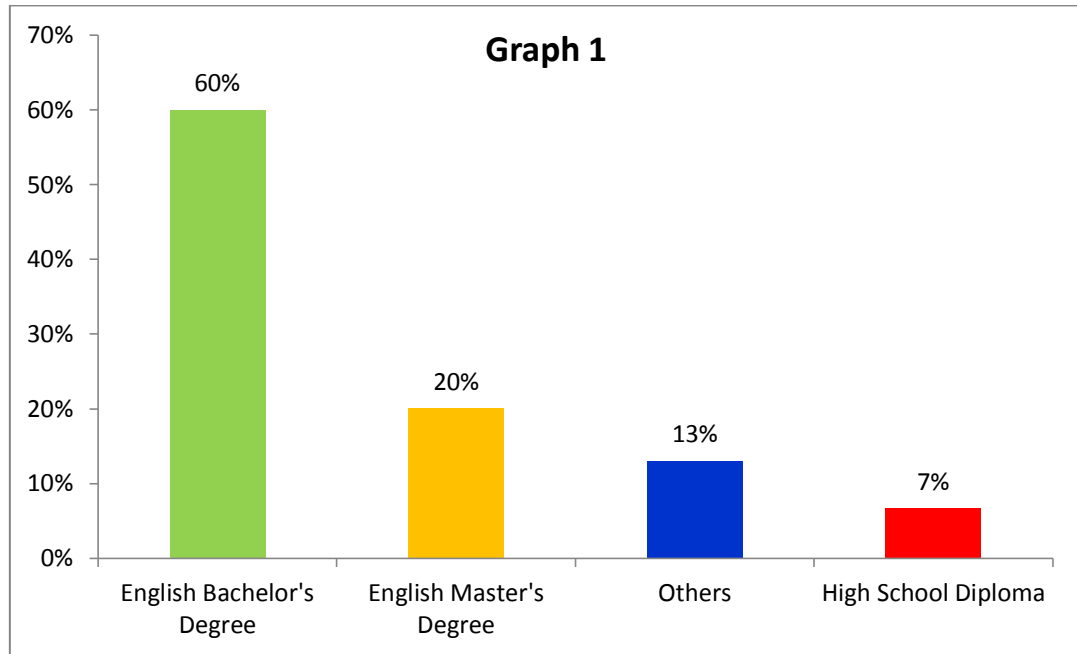Description, Analysis, and Interpretation of Results

The current research study was made with the purpose of analyzing factors that affect the English language teaching- learning process in public high schools in the city of Quito. To carry out the process of investigation, four factors were taken into account concerning teachers, students, classrooms and educational institutions. For this reason, it was chosen at random 5 public high schools from the city.

In each institution, it was applied surveys to three educators and three students. Then, three English classes were observed in three different grades using to this object, observation sheets. Thus the classroom environment was studied what take us to understand the real situation in which English lessons take place. The total of surveys added up to forty-five. Later this information was tabulated in Excel and presented in bar graphs, to be analyzed so that conclusions would emerge.

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1

70%
60% — 60%
50%
40%
30%
20% — 20%
13%
10% — 7%
0%

English Bachelor's Degree | English Master's Degree | Others | High School Diploma

Author: Luzmila Coyago Carrera

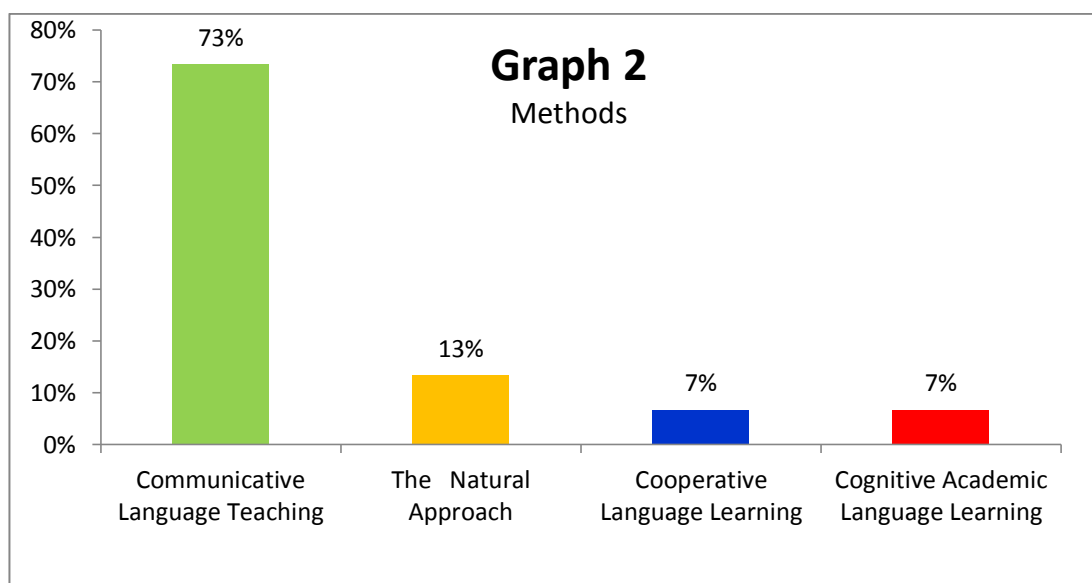Source: English Teacher's Questionnaire

As can be seen in graph 1, 60% of the teachers currently possess an English Bachelor Degree, 20% of them have achieved a 4th level degree in English teaching-language competence; 13% of public educators own Masters´ Degree in Spanish and in Projects. Finally, a 7% of them were only High School Graduates.

Although, after all the regulations made by the new Ministry of Education, there were teachers that have not received adequate preparation to become a proper English teacher. According to the results stated in chart one, 20% of the interviewed teachers do not have the proficiency and the correct training to be in front of an English class. This is showed when the students become boring and tired, because of

the lack of teachers´ professionalism observed during the research study. Also, the results of this inadequate preparation can be reflected in teachers English level filled out in the observation sheet.

Related to the analysis made above, out of all the interviewed teachers, 67% of them had an A2 English level (Basic 2) while 20% of them had a B1 level (Intermediate 1) and 13% of them had a B2 level (Intermediate 2). None of the teachers had a C1 (Advanced 1) nor a C2 (Advanced 2) English level, which should be the adequate for their degree of preparation, according to the information stated in Graph 1.

Which of the following methods were used in their classes?

Graph 2
Methods

Author: Luzmila Coyago Carrera

Source: English Teacher's Questionnaire

Regarding to Graph 2 and according to the survey applied to teachers, 73% of them considered they were utilizing Communicative Language Teaching Method;

13% of them used the Natural Approach; 7% employed Cooperative Language Learning, and 7% applied Cognitive Academic Language Learning.

In contrast, with the information mention above, the observation sheet demonstrated that only 47% of the teachers used Communicative Language Teaching, another 26% employed Task-Based Language Teaching Method, while 20% utilized Grammar-Translation Method, and Cooperative Language Learning Method was used by only the 7% of the observed teachers.

After analyzing the results, it was noted that most of the teachers do not have a clear understanding of the methods they were applying in English classrooms according to the direct observations made during the research study.

Although most of the methods applied by educators in English classes are the adequate, and it is supposed the students to succeed must acquire the four language skills, the time of a class hour is not enough to make a correct use of them. Besides, the application of Grammar-Translation Method is being utilized in a high percentage during the class, and professors will be conscious that this method takes the learners to improve only writing skills.

Do teachers use whole-group activities to teach their lessons?
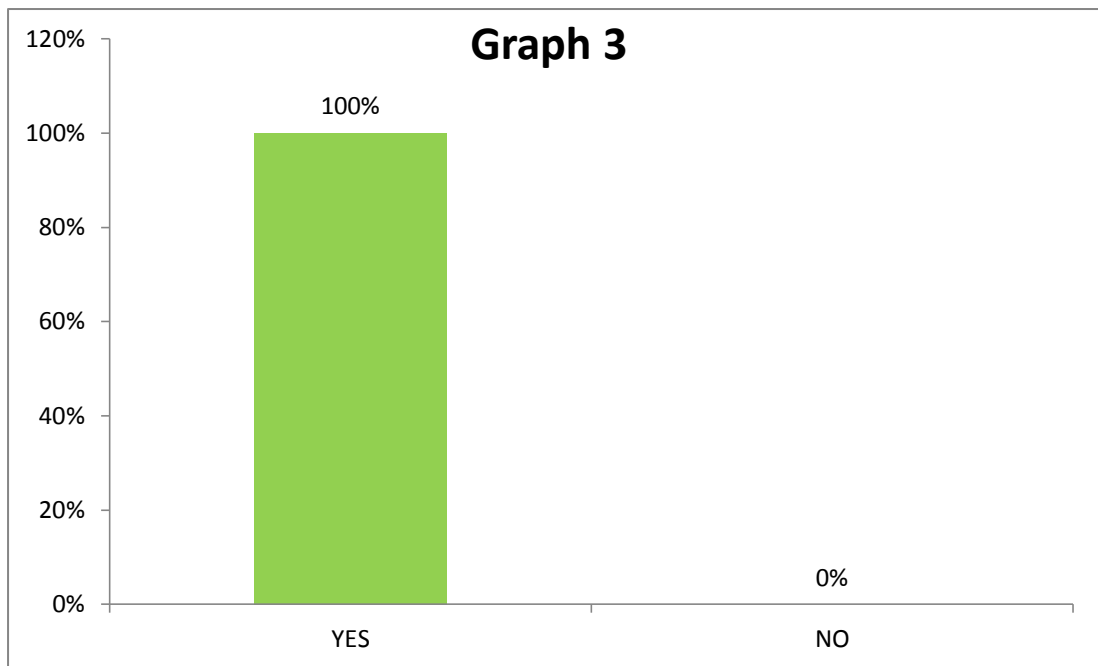
Graph 3

Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

As it was stated in Graph 3, the total of the interviewed teachers said they have applied whole group activities during the lessons, meanwhile the observation sheet showed that 87% of them used this technique. Only 13% was not using this strategy.

It is known that all of the group activities take the learners to feel motivated, more comfortable and involve them in an interactive class. The whole group activity allows educators to get the attention of the total class and let them to explain the subject in a more effective way, as it was sustained in the discussion.

To analyze the results, it is important to consider the reasons teachers gave when they filled out the surveys. Most of them agreed the use of this strategy make

the students confident at practicing the activity since all them have the same opportunity to participate. Also they stated they have got more attention and the students were motivated during the class. Besides, they mentioned they apply this technique when teaching new vocabulary.

In addition, it is important to note that learners agreed with teachers about motivation and how they feel during whole group activities in class, as it was stated in student's surveys.

To corroborate the analysis made in the above paragraphs and according to the observations made during the class, teachers actually performed the activities, so students were high motivated and ready to learn.

Do teachers use individual activities to teach their lessons?
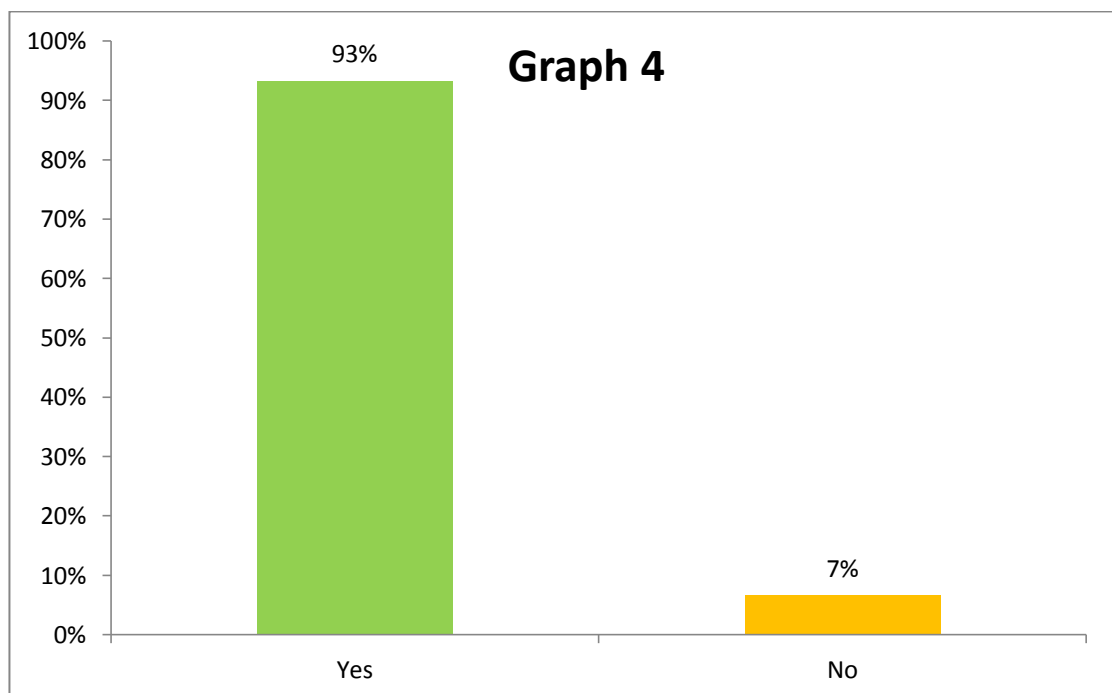
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

When asking the teachers about if they use individual activities 93% of them considered that they used this strategy while 7% accepted they did not use the technique. By looking at the observation sheet the real situation was different; only 60% of the teachers applied individual activities in their classrooms and 40% did not reach the target task.

In general, the reasons why teachers used this strategy, according to the information given in the surveys, were that this kind of activity showed them the students understanding and demonstrate a real improvement of their individual learning.

As teachers said, activities such as writing can only be learned in individual tasks. Finally, they implied that by doing this task they have a great opportunity to reinforce the lack of language knowledge individually by encouraging the students to make personal assignments of their interest.

In accordance with the observation sheets, it was realized that a real problem that was found at applying individual tasks was due to the short period of time the class last and to the large number of students per classroom the educators have to manage.

Concluding, as it was mentioned in the discussion, most techniques and methods applied in the process of English language teaching-learning have more positive effects in small classrooms that in large ones. Unfortunately, public educators have to face a great number of students in class during their daily work.

Do teachers use group work activities to teach their lessons?
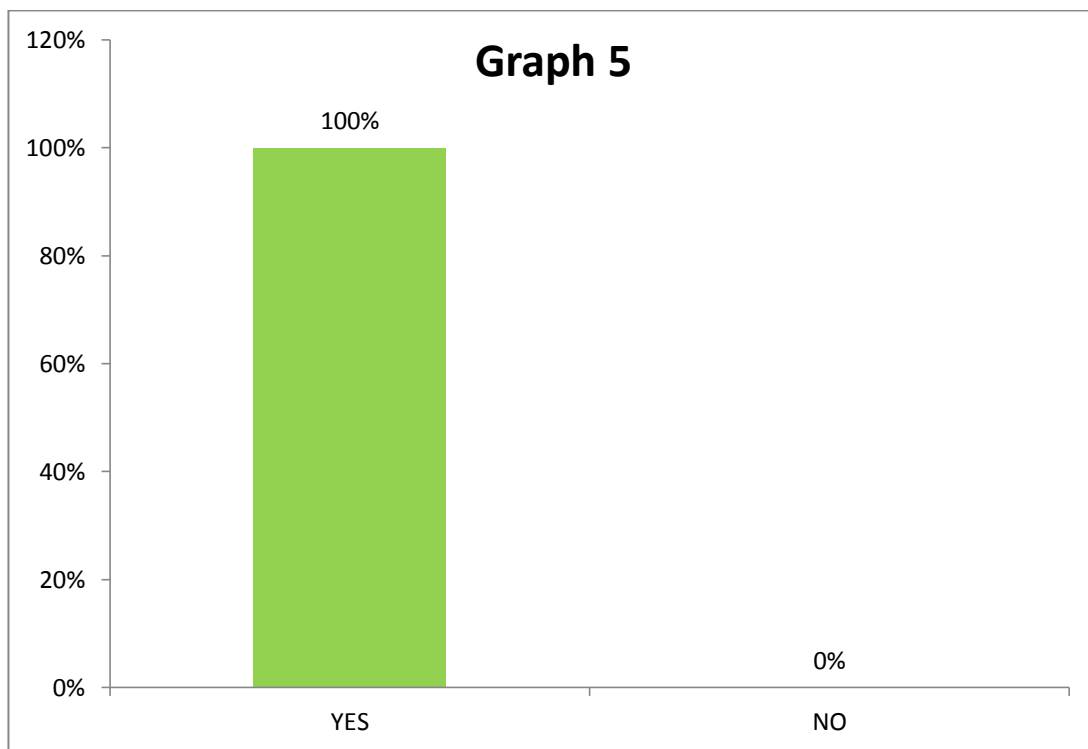
Graph 5

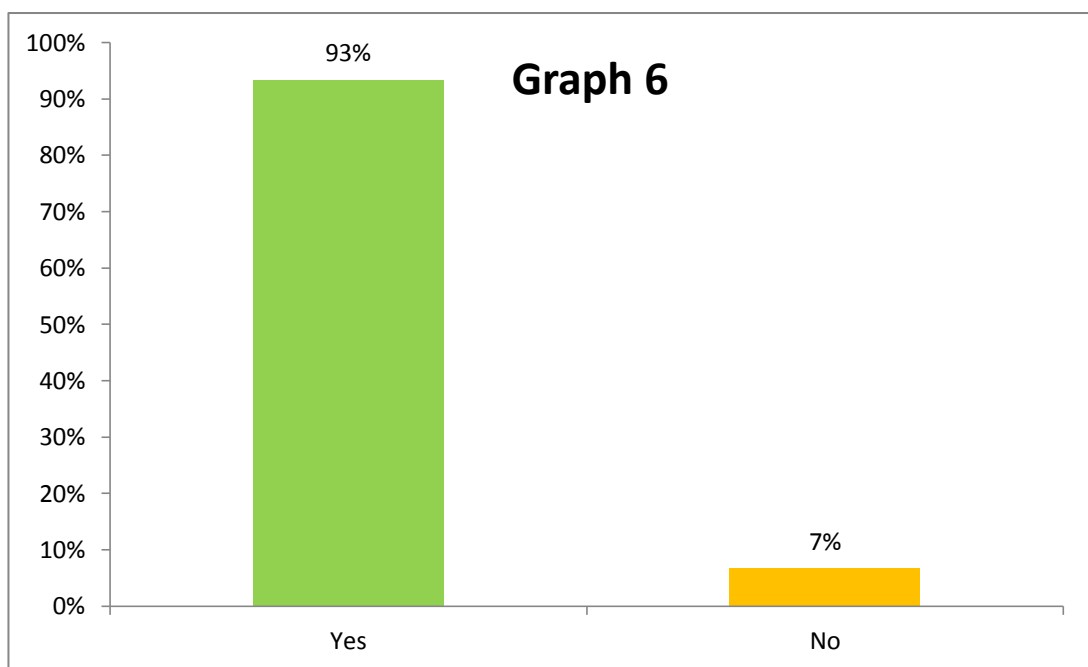Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

As can be observed in Graph 5, a 100% of the interviewed teachers asseverated that they have applied group work activities in their classes. Thus, many reasons were expressed by them to explain the useful of using this technique. In contrast with the information placed before, when doing the observation sheets it was realized that only 7% of the teachers used the strategy.

This research study was performed in 5 institutions in the city of Quito, as it was stated at the beginning of the present investigation, but only in one of them it was observed teachers apply group activities to the learners in order to get a better understanding of the target language.

Although teachers are conscious that the application of this strategy creates opportunities for students to exchange ideas between them, in an environment where they feel comfortable so they can acquire the ability to use practical language and will be able to reinforce what was learned, as they expressed in the surveys they were taken. But when English classes were observed it was noted that some factors like space, time and others do not let them to accomplish this goal.

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

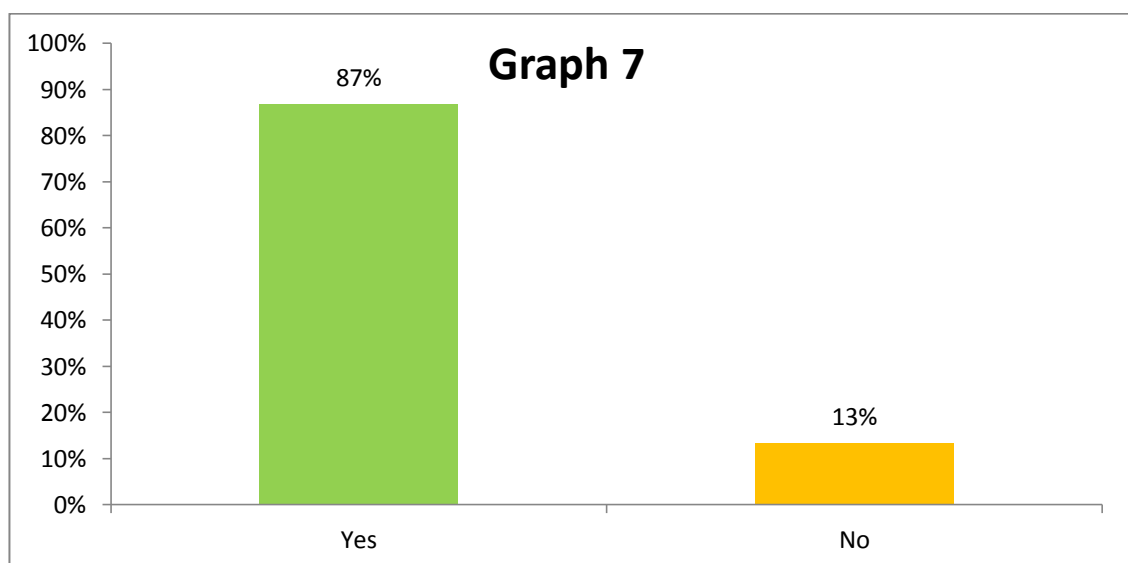Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

Analyzing the graph 6, and taking into account the information from the teachers´ surveys, it was said they used English language most of the time in their classes. 93% answered yes, while only a 7% assumed not to speak English during the whole class hour.

During the observation it was noted, that 53% of the teachers spoke English during only 25% of the whole class hour. Thirty three percent of them used English in a 50% of the class time and a 14% used it 75% of the class time.

When students answered the questionnaires, they agreed with teachers surveys. It is noted that they did not show interest in doing their best. A dichotomy was generated between what was said and what was seen.

Therefore, it is important to mention that teachers and students wrote down only positive comments in their surveys, even though the real situation is opposite. Deducting it can be inferred that teachers are afraid of being fired. They did not have English proficiency and they were ashamed of being heard and seen by strangers into the class. On the other hand, students think the surveys are going to be read by teachers and they were only trying to evidence their teachers are good.

Do teachers plan their lessons?

Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

As you can see in graph 7, 87% of the teachers said they plan their lessons and 13% of them mentioned they do not make lesson plans. Regarding to the observations made in class, it can be stated that teachers not always followed the lesson design, only some aspects of the plan were applied during the whole class. For instance, some of them accomplished their lesson plan respecting to time, warm up activities, feedback, reviewing and evaluating within the class hour.

To continue with the observation sheets, it was seen that only a few of the educators make use of the materials needed for a specific topic, introduce a new lesson in a proper way and manage the timing correctly.

As it was placed during the observations, some educators do not have a correct idea of how to make a lesson plan or the importance of using it during the class.

Not to plan lessons can be attributed to the fact that some teachers receive the same course during their whole professional career and they have memorized all of the contents and activities that are taught in class. This occur due to they have been used the same English book for many years.

To this concern, as it was set in the Literature Review, lesson plan is the most important tool in education since it is designed in order to the students must able to speak, listen, write and read in the target language.

Following a well done lesson plan, using the appropriate resources, take into account the timing, teachers and pupils are going to work at a better rate, which increase the benefits for students learning.

Do teachers consider aspects such as discipline, timing, feedback, and instruction to teach their lessons?
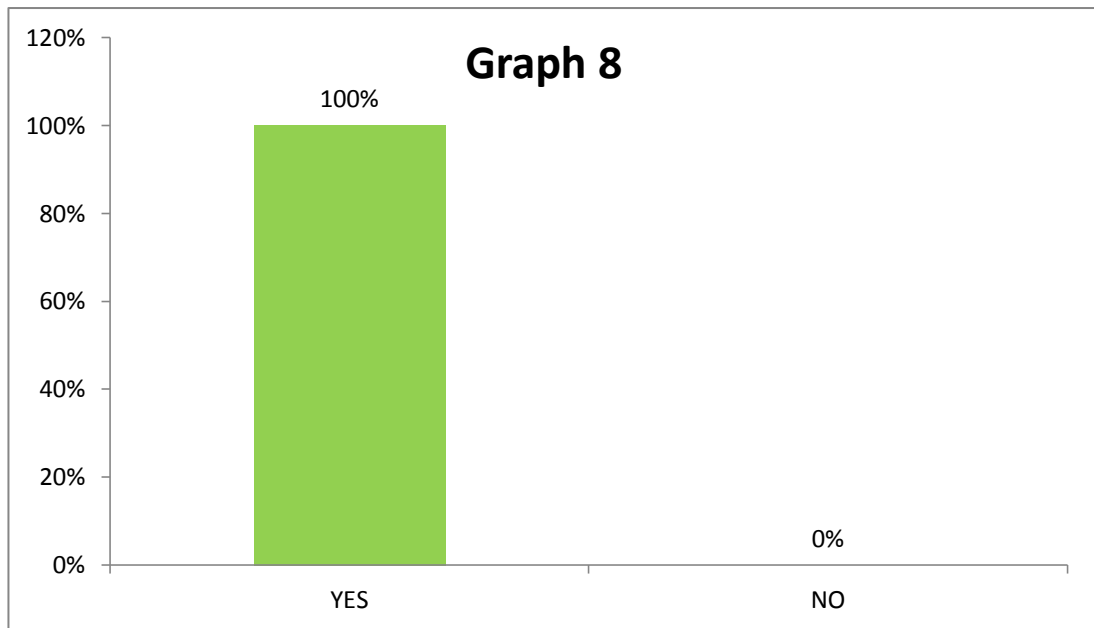
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

Concerning to discipline, and according to the teachers' surveys answers, it was stated that in a 100% they manage the students' behavior into the classroom. Students also considered that there is a high management of discipline in the classroom as it was showed in student's questionnaires in which they agreed totally with what teachers said.

When the observations were made, it was proved that there is a real control of the discipline inside the classroom. It occurs, being that students that do not behave are sent to the inspector's office and discipline grade is highly affected.

Besides it is important to imply that many of the classrooms being observed are large size and teachers must take control of their learners discipline in order to give the lessons appropriately.

Analyzing the factor timing, as it is showed in Graph 8, teachers manages it in a 100%. This information is corroborated by students' surveys in which they stated teachers apply timing during the class.

Continuing with the analysis, it is to say that the results of the direct observations that were done during some English classes as well in basic education courses as in the last years of high school showed, that teachers effectively administered the time for each activity when they gave their classes.

As it is mentioned in the discussion, to organize students subjects it is essential to control the time that each activity should last, since it will benefit both teachers and pupils. In this manner students do not waste time and they are always to know what to do next.

When analyzing feedback 100% of the teachers said that they considered this aspect. However, only 7% of the students agreed that the teachers gave feedback. This means that only one from the total of the interviewed pupils received helping when he/she had any trouble during the class.

As it was observed during the research study, most of the educators did not administer this aspect of the lesson plan as students mentioned in their surveys. The main reasons teachers said they had to not reinforce the students knowledge, is because of the time is not enough and there are too many students in each class to help them properly.

To this concern, the discussion implies that to manage learning, it is necessary educators have to give feedback to their pupils during the class. This is a very important aspect since it will take the students to a better understanding of the lesson and to have a good communication between teachers and learners.

Regarding instructions, 100% of the teachers said that they explain the tasks to the students during the class, according to the lesson plan. Ninety-three percent of the students agreed with this information. Nevertheless when the observations took place, only a 27% of the educators manage the instructions adequately. Most of the time students did not understand directions. It was noted especially when teachers tried to explain the activities in English language.

In accordance with the literature review, one of the most important aspects at English language teaching-learning process is instructions. Teachers must consider how well they pronounce the words in order to get a total understanding of what students have to do to accomplish the required tasks. Also it is important to take into account that one instruction at a time should be given in order to not affect students' comprehension, since it is common to see how students are distracted when they have to receive a lot of instructions at the same time.

Do teachers consider Student's needs to teach English successfully?
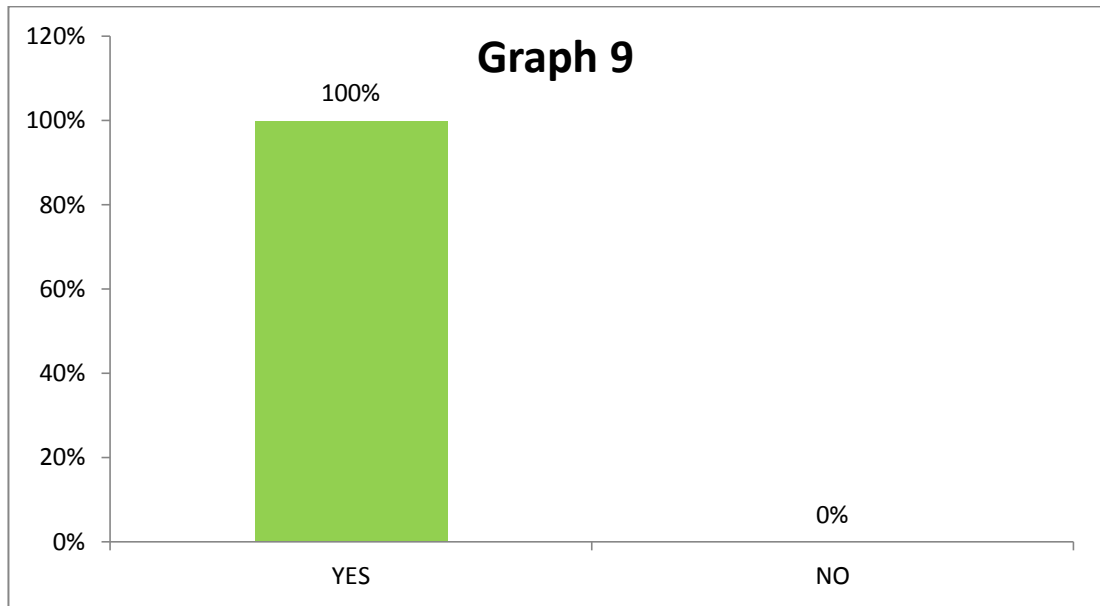
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

Analyzing graph 9, 100% percent of the teachers imply that they take into account student's needs when teaching English to their students. However, when classes were observed it was showed that only 14% of the educators considered the different students' needs, in order to increase their motivation to obtain better results at learning the second language.

It was demonstrated when classes were observed. Some teachers applied other kind of activities, by using resources such as a CD player, real objects and others to involve the students in an enjoyable learning environment. The students were highly motivated at using different materials during the class.

As it can be read in the Literature Review, motivation implies encouraging student's interest to obtain meaningful learning. A student who is motivated will find ways to learn English and will form a more effective learning process.

Students have different learning styles to get knowledge. There are various learning styles, for instance, musical is one of them, some learners when listening to music they do not find it only as a distraction, they learn in a better way when the information is presented through music.

Another example is linguistic learners. These students learn by using language listening, reading, speaking, and writing. The amount of time needed for a student to learn English depends on his/her aptitude. Teachers have to be very versatile to be able to adapt students learning according to a specific group or age.

Do teachers consider students' level to teach English successfully?
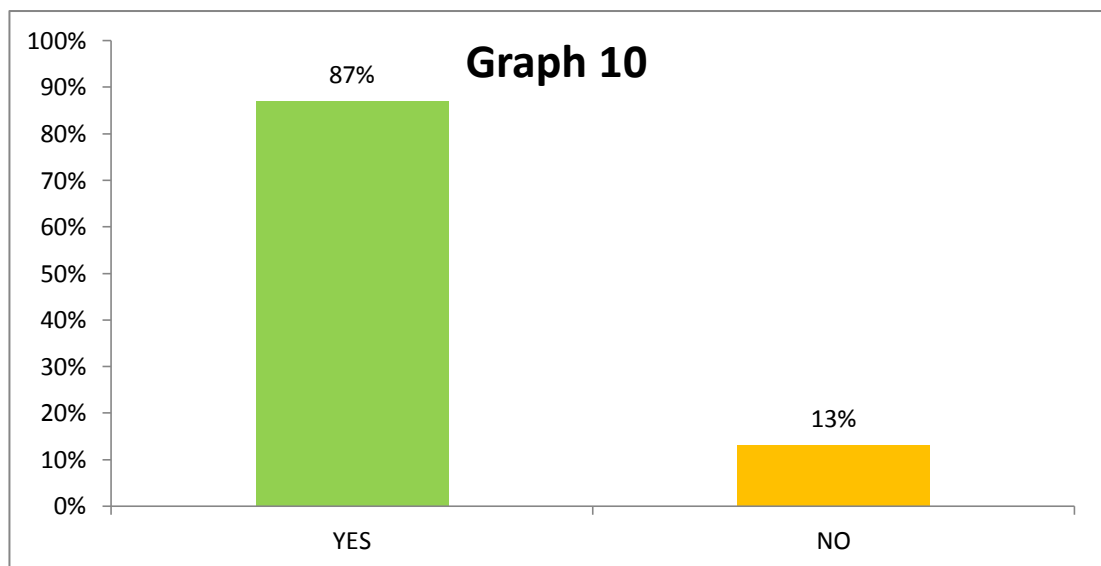
Graph 10

Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

As can be seen in the graph 10, 87% of the teachers assured they considered students' level of knowledge when teaching an English class and 13% said they did not take into account this factor, as it was pointed out when looking at the teachers' surveys.

To analyze this topic, it was observed that most of the students from public high schools where the sample was taken have almost the same level of English knowledge. Only a few of them have a higher level. However, teachers are very versatile and able to adapt and maintain the students with different levels of knowledge in the same English course.

It is important to mention that teachers do not take placements tests to their students at the beginning of the school year to have a clear idea of their learners' English level or they are not asked to do it by any director or school authority.

Which is the level of their students?
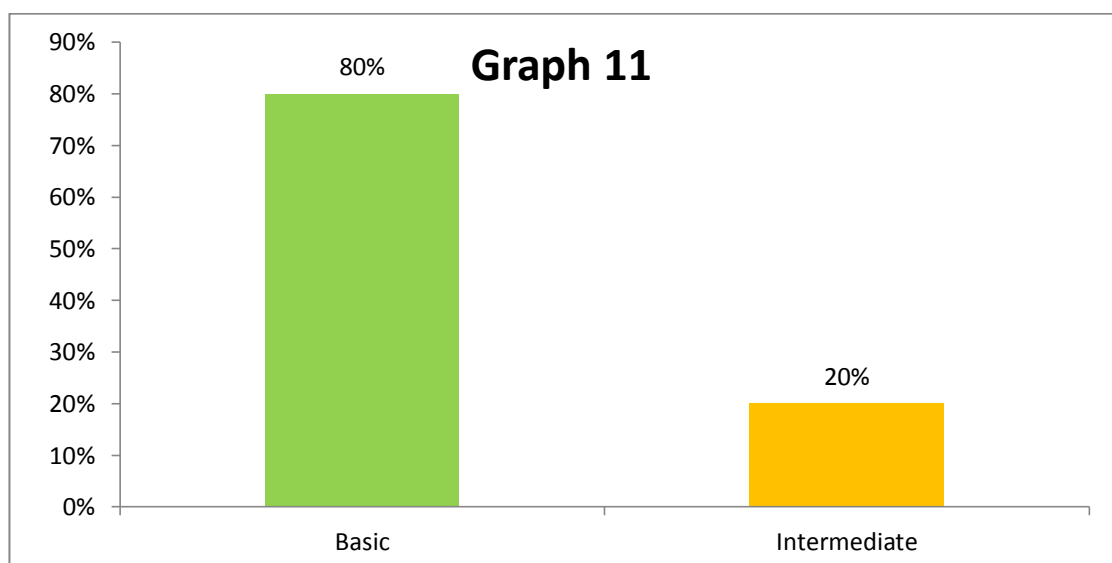
Graph 11

Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

As can be seen in Graph 11, most of the teachers' surveys set that 80% of the students were in a basic level. While 20% of the questionnaires implied that the students had an intermediate English language level.

Taking into account the observation sheets, it was noted, despite of teachers said, that all of the students from different courses, were in a basic level of English knowledge. This constituted a 100% of them.

To analyze the above information, it is to say that English programs that are developed for these schools normally are chosen for small English learning groups. So, when educators have to deal with groups of more than 30 students it becomes in a difficult task to teach English in an effective manner.

Factors Concerning Classrooms

How many students do teachers have in their classes?

Graph 12

73% — 31 or more
7% — 26 to 30
20% — 16 to 25
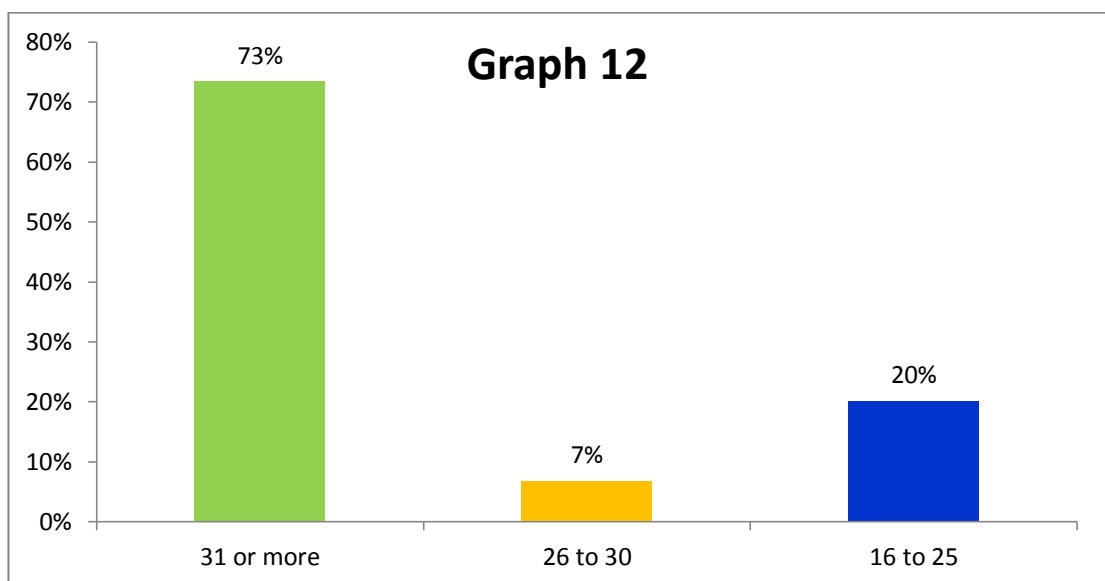
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

The graph 12 showed that 73% of the interviewed teachers agreed that classrooms have more than 31 students, 20% of them stated there are classrooms with 16 to 25 pupils, while 7% of them set that classrooms have 26 to 30 students.

At this point, the observation sheets gave almost the same results. 80% of the observed classes had 31 or more students in an English class, 13% had between 16 to 20 learners per schoolroom and a 7% of the observed classrooms contained 26-30 pupils in their class.

The analysis considers that although most of the teachers have to manage big groups of students in their classrooms, teaching techniques and methods are more effective when working with small groups of students, as it was set in the literature review.

In addition, the Literature Review implies that in large schoolrooms teachers do not get the same amount of attention from learners when they explain the themes. In large groups teachers will tend to take more time to explain theme. Moreover, in small classrooms students and teachers have more opportunities to interact each other in a proper way to get a better understanding during the class.

Do teachers feel comfortable working with this number of students?
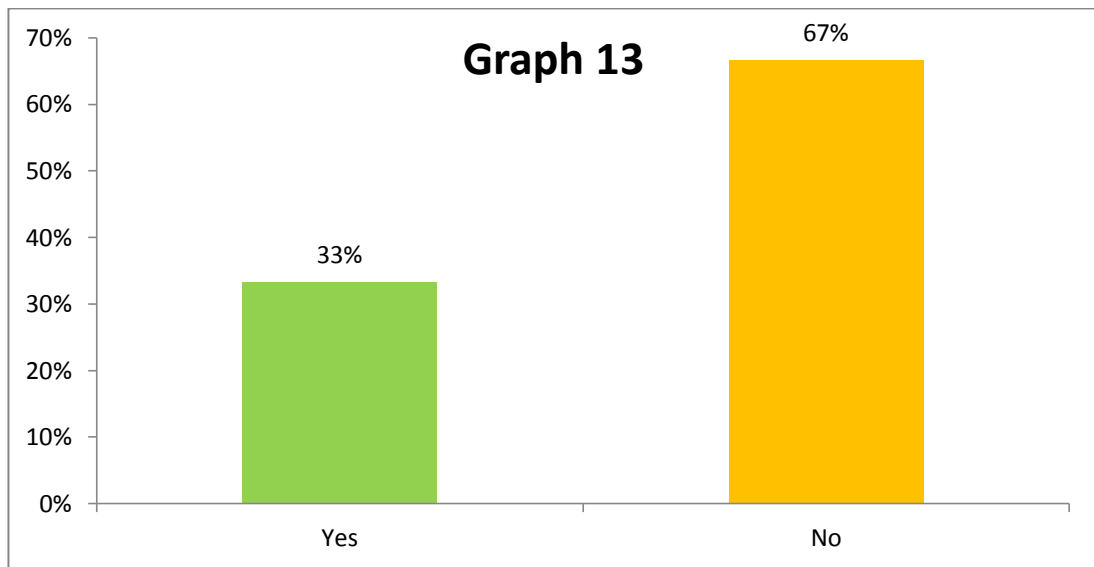
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

According to the graph 13, teachers' questionnaires show that only 33% felt comfortable working with large groups of students and the other 67% felt uncomfortable at teaching in large classrooms. According to what was observed and relating to the graph, teachers who agreed with that number of learners were those who work with small classrooms while educators that did not agree were those that teach in large schoolrooms.

To analyze what students said respect to this topic and regarding to the information obtained from their surveys, 93% agreed that it does not matter the number of students in the classroom because they can work and learn well in it. Only a 7% of them disagreed with working with a large group of classmates. It was noted students did not have a clear understanding of what the question was.

Analyzing this factor, and according to the observations it was realized that most of the teachers do not feel well with the number of students they have to manage per classroom. This situation may take the educators to feel unmotivated affecting directly the teaching learning process.

It is important to mention that some teachers accept to work with big groups of students, because of their economic reasons and because of the high unemployment rate in the country not because they really want to teach at this environment.

As it was stated at analyzing graph 12, unlike most of small schoolrooms educators, the majority of large classrooms teachers face problems of interaction when teaching a second language, since students are not be able to acquire knowledge they need to improve their English abilities.

Do teachers have enough space to work with these groups of students?
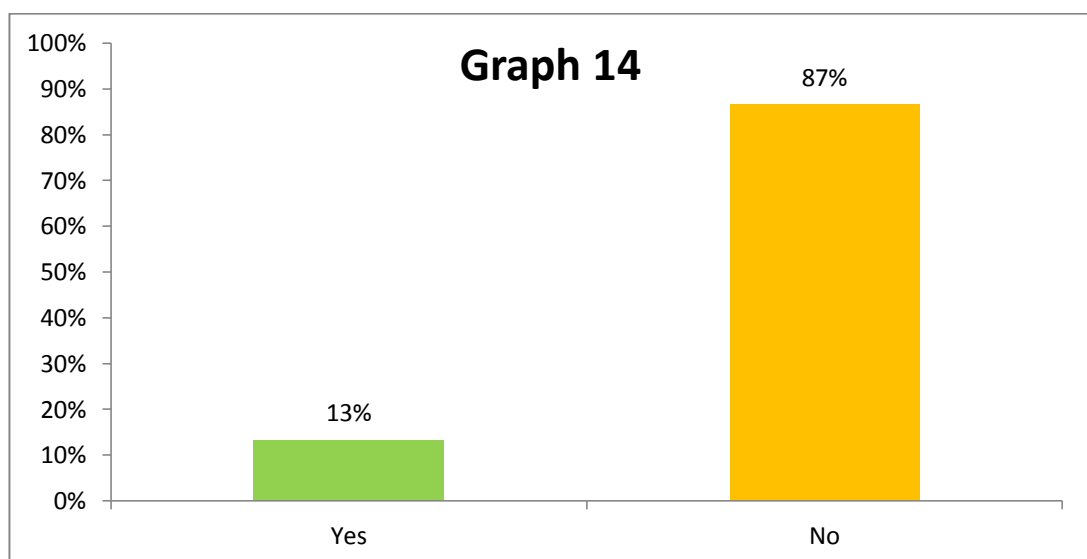
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

According to the survey applied to teachers 87% of them considered there was not enough space to work with large classrooms, while the other 13% thought in a different way. On the contrary, from the students' questionnaires, it is to say that 73% of the interviewed learners agreed they have enough space to move around while 27% said they do not have the adequate space to work.

To this respect it is important to state that most of the students have attended to the same kind of institutions during their lifelong education, so they do not know any other learning facilities to access and have more space to help them to acquire knowledge in a better way.

At making the observations, into the different groups of classrooms, it was noted that both teachers and students do not have the necessary infrastructure to develop a good environment to apply the correct techniques and methods to improve students' knowledge and obtain better results at English language teaching-learning process.

As set forth in the Literature Review, if teachers and students have more space to move around, they will have access to the materials, to acquire a sense of organization that shall benefit the students' learning.

Most of the educators, who teach dividing the class into groups to obtain better results, need to move in a bigger space in order to have a good visibility of the class and control students' behavior.

Do teachers arrange student's seats in relation to the activities planned for their classes?
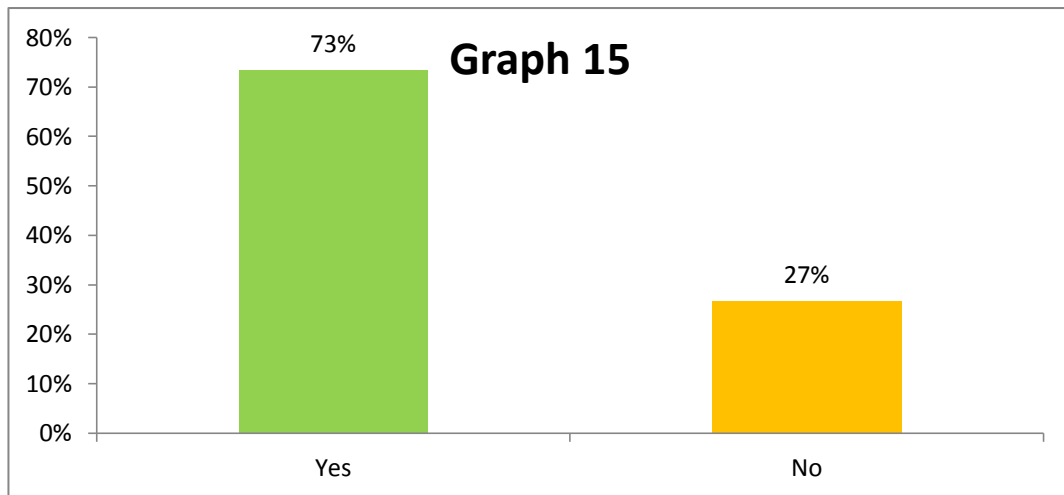
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

As it was set in Graph 15, teachers in a 73% percent said they organize their students according to their activities, but 27% accepted they do not organize the class for these purposes. This information is corroborated by students' questionnaires where it was displayed that 73% of the learners expressed that educators arranged the classroom to carry out activities during the class, while 23% said that their teachers do not make any arrangement to develop activities into the classrooms.

When looking at the observation sheets it was noted that there is not an adequate seating arrangement of the class, due to the lack of space room between students, teachers do not have enough space to walk around the classroom. Besides, students cannot take part in group activities. Students have to seat so far away from the blackboard, not all the students can interact with the teacher, students cannot

move from their seats. Therefore teachers cannot manage student's behavior in a correct way.

Regarding to the discussion, seating arrangement is an important tool at the time teachers manage their classrooms. If students are not well organized they cannot comprehend the class in a proper manner. They do not have the same opportunities to interact with the teacher and with each other. This requirement will decrease the amount of distractions the students have during the English lesson so they are able to receive more information of the target language.

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

Graph 16

Category	Percentage
10 to 15	53%
16 to 25	40%
26 to 30	7%
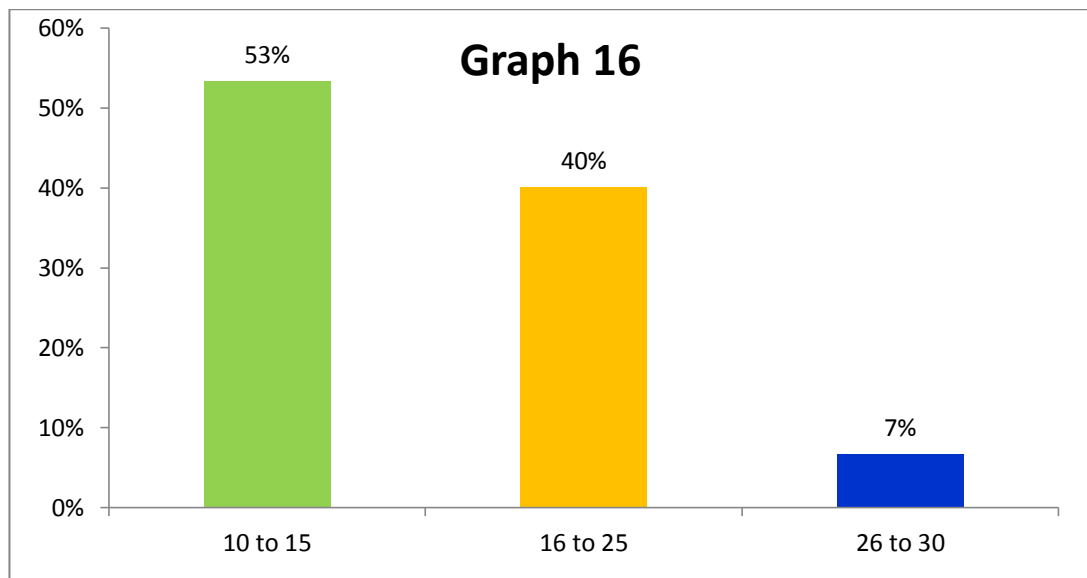
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

Analyzing the graph 16, 53% of the teachers considered the appropriate number of students to manage an English classroom are about 10 to 15. Forty percent of them stated that 16 to 25 students per class is a good average to work into a

schoolroom. While only 7% considered that 26 to 30 is the adequate number of students to teach English successfully. According to the students, a great 93% of them considered that the number of learners affected positively their learning experience while 7% of them thought otherwise.

On the other hand, it is important to take into account that at performing the direct observations, it was confirmed that in crowded classrooms the attention was difficult to maintain, while in small ones teachers could motivate and get more attention from students almost the whole English class hour.

Specialists recognize that most of the teaching techniques are effective with small groups of students. In large groups teachers find problems like different level of attention and behavioral mistakes. It is also proven that there is more interaction between the teacher and the student in smaller groups. In bigger groups the interaction between students and the teacher does not take place.

Do teachers use teaching resources?
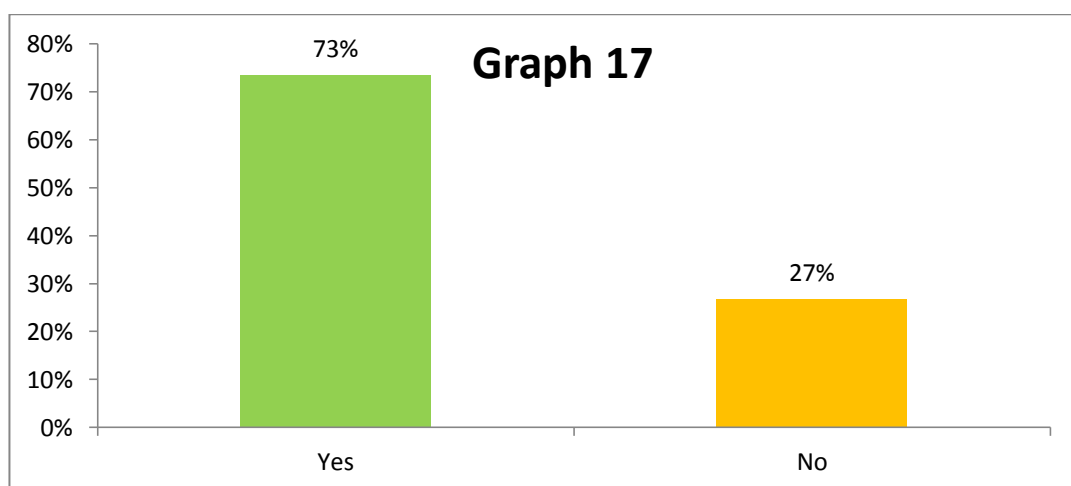
Graph 17

Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

After having tabulated the results according to the teachers' surveys, in Graph 17, educators implied that 73% of them used teaching resources such as cd players, internet, and others, while, 27% denied the use of any teaching material during the English class. In contrast, students mentioned that only 33% of their teachers have utilized resources when teaching English. The other 67% said teachers did not use materials during the class.

At performing the observations, it was realized that only 13% of them applied the use of some materials such as charts, supplementary material and cd recorders. The last ones were provided by the school, but the charts and supplementary material were made and brought by teachers.

Another thing that was found when classes were observed was a misconception of information about what is considered teachers resources. Some necessary material such as a marker and the board were considered supplementary materials by several teachers.

As can be read in the discussion, resources are an effective way to improve student's comprehension. When it comes to language learning most teachers use presentations. Some use videos. A video is a helpful tool because it can show an image of what is being taught. Some authors consider that the most important resource is the use of a book. The book gives to the student all the information that needs to be taught. But it is not enough when teaching a second language, it is necessary to use other materials to achieve the desired goal.

Do teachers consider appropriate the resources they have in class?

Graph 18

120%

100%

80%

60%

40%

20%

0%

100%

0%

YES

NO
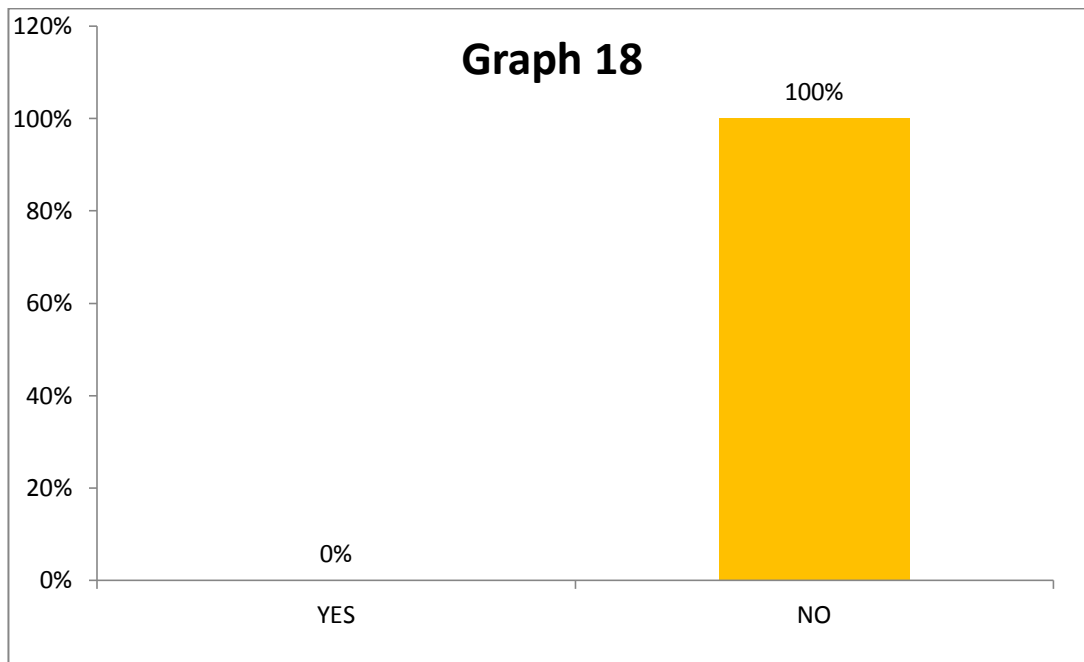
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

According to graph 18, teachers all agreed that they have no access to resources so that students could learn in an appropriate way. Some of the teachers said that they do not have materials like CD recorders or an English laboratory. They also mentioned that when they do access to some material it is old fashioned or it is damaged.

During the observations it was seen that teachers do not have the right materials to succeed in English classes. Only some teachers brought to the class adequate resources for improving their teaching and get from the students enough motivation and attention during the class. Besides they complained that they have been used for a long period of time the same obsolete materials such as the book

which is given by the Ministry of Education and it is compulsory for them to teach English at public high schools following the material mentioned above.

Factors Concerning Educational Institutions

Do the institutions review teachers' lesson plans?
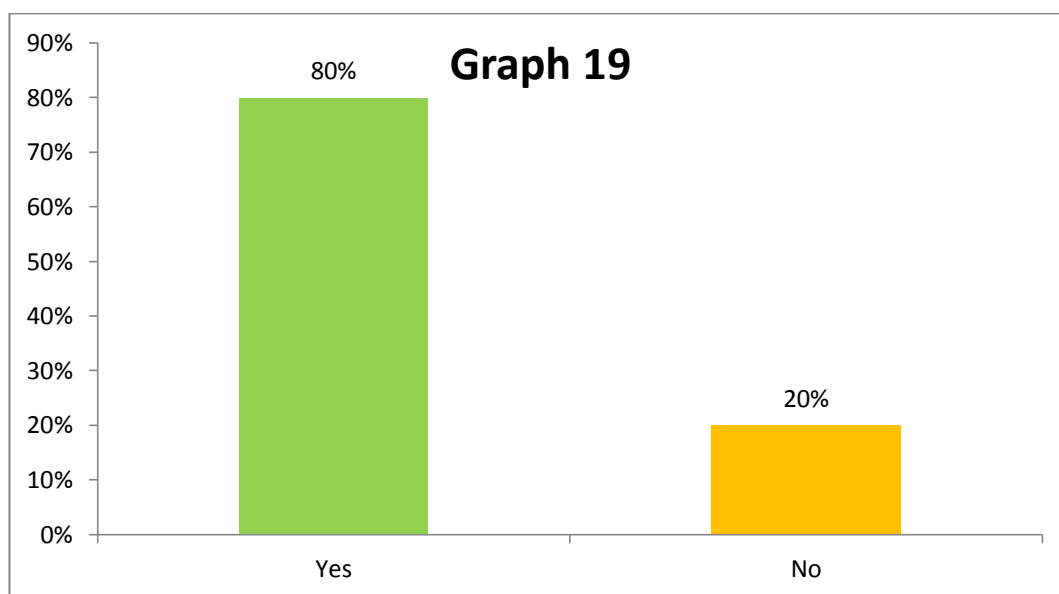
Author: Luzmila Coyago Carrera

Source: English Teacher's Questionnaire

Regarding to graph 19, 80% of the teachers who were asked said that their lesson plans are monitored. While 20% stated they did not receive the necessary control. When looking at the frequency of monitoring, 40% of the teachers said that they were monitored once a week; 13% of teachers accepted they were being monitored once a month, so they had to hand in plans each month; other 13% mentioned the lesson plans were controlled once a year, at the beginning of the school year; and finally a 14% of the monitored teachers suggested that their lesson plans were reviewed sometimes during the school year.

As it was set in the Literature review, to plan the English lessons, and to follow the steps during the teaching-learning process is one of the best part of a successful second language acquisition. During the planning teachers must consider the resources they will need to introduce the new topic in a correct way in order to make the learners acquire English language knowledge.

Does the institution monitor their teaching?
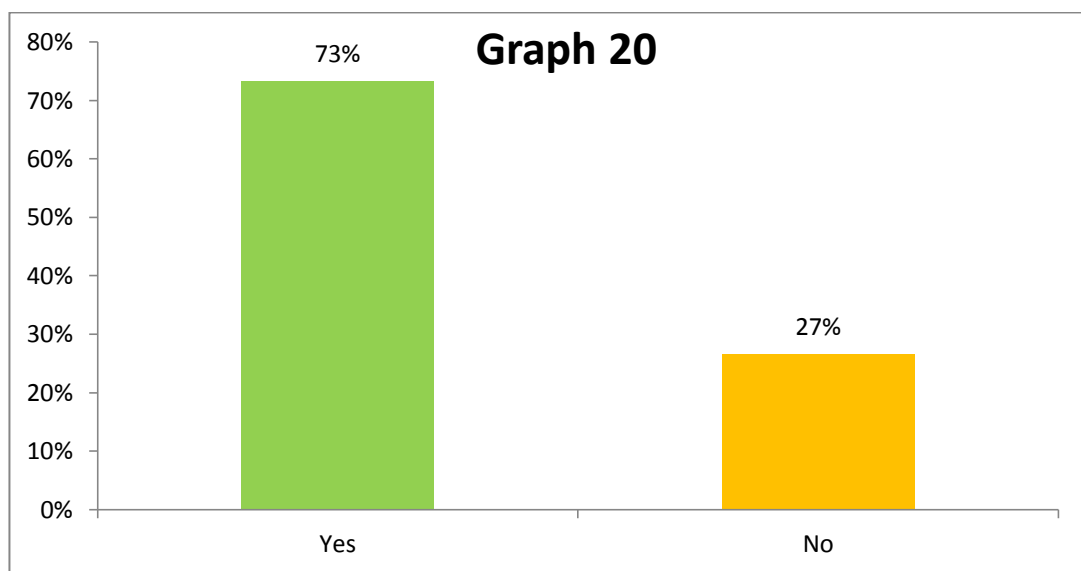
Author: Luzmila Coyago Carrera

Source: Teacher's Questionnaire

In graph 20, it was stated that 73% of the teachers said that at some point the institution monitored the way they taught in class. On the other hand, 27% said they had never received any control over their teaching. Those who answered positively said that they were monitored once a week (33%), once a month 27%), and others 13%.

During the observations, it was realized that there were no coordinators, directors or any other authority reviewing the execution of the English classes in a proper way in order to safeguard the students learning process.

As it was stated in the Literature Review, classroom observation is a fundamental part of the teaching-learning process given that the teacher can receive positive feedback from a fellow coworker or an authority. It provides a better environment as well for students as for teachers. The classroom observation has to take into consideration both positive and negative aspects so that the teacher does not perceive only a negative effect on the use of this process.

Conclusions

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

- This research demonstrates that public high school institutions for a long period of time have had unqualified English teachers, who did not possess the adequate degrees in Educational affairs and did not have the proficiency in the language to carry out an efficient teaching-learning process into the classroom.

- Regarding to the use of methods, it is important to state that most techniques and methods applied in the process of English language teaching-learning have more positive effects in small classrooms than in large ones. Unfortunately, public educators most of the time have to face a great number of students per class which do not allow them to apply the strategies as well.

- The present study states that most of the teachers plan their lessons taking into account, timing, discipline, feedback and instruction. However these aspects are determinants when teaching English, so students know what to do next, most of the educators do not reflect the application of them according to the students' results.

- This research study suggests that not only students but teachers did not have the correct infrastructure to receive and dictate classes adequately. They do not have enough space to participate in dynamic activities and cannot access to resources as well, and definitely, they do not learn in a proper environment where the English language teaching-learning process must take place.

- This research implies that concerning to the resources teachers have access, most of the times they are old fashioned or do not exist. Besides they are required by the government to use for a long period of time the same obsolete English teaching program. Teachers sometimes bring materials to the class from their own to get a better understanding of the target language, but it occurs only in isolated cases.

- This research shows that although classroom observation is a fundamental part of the learning process, high school authorities do not follow a right process to give a positive feedback to English educators in order to upgrade teachers' profile which will benefit learners' education.

Recommendations

- There should be an adequate selection process designed by the Ecuadorian government, when hiring English teachers, so that public high schools will have an excellent staff in order to improve students English language proficiency that allow them to get into international programs to study abroad.

- Education authorities of Ecuador should constantly train teachers about the methods and techniques they have to apply in classrooms, monitor the lesson plans and to ensure that most of the activities stated on it, are performed into the class and carried out properly.

- Also it is important to mention that the state should provide adequate resources for English teaching such as internet, smart boards and others if they actually want to improve English language education in our country.

- The government should promote the creation of new public high schools with broader spaces and English labs with the appropriate number of students in each classroom in order to get a better environment for students so they can achieve the desired goal.

REFERENCES

Barr, K.,(1994). *Classroom visit by another teacher.* Retrieved from:

http://www.ehow.com/list_7638769_protocols-classroom-visit-another-

teacher.html#ixzz1uUx4f8cO

Bellon, J. &Eaker, R. (2001).*Classroom Supervision and Instructional Improvement.*

Iowa: Kendall/Hunt Publishing Company.

Biehler, S. & /Snowman, R. (1997). *Psychology applied to Teaching*, (8[th]ed.).

NewYork: Houghton Mifflin Co.

Billow, F.L. (1981).*The Techniques of Language Teaching,* London:

Longman Group.

Brinton, D. (2003). *Practical English Language Teaching,* New York: McGraw Hill.

Bruhwiler, C. & Blatchford, P. (2009).*Learning and Instruction: Effects of class size*

and adaptive teaching competency on classroom processes and academic

outcome. Cambridge: Cambridge University Press.

Carroll, B. & Stanley, R. (*2002). Modern Language Aptitude*. Bethesda:

Second Language Testing, Inc.

Casson, K. (2001). C*lassroom space.*

Retrieved from www.learnnc.org/articles/Environ2

Cunningham, C. A. & Billingsley, M. (2000). *A Practical Guide to Weaving into*

Teaching and Learning Planning Lessons and Courses. Graham School of

General Studies: University of Chicago.

Dogancay Aktuna, S. (2010). *Journal of Multilingual and Multicultural*

Development: The Spread of English in Turkey and its Current Socio

Linguistic Profile, 24 -39.

Evertson, S. & Randolph, P. (2001). *Planning Class Space for Learning.* Retrieved

from www.edu.gov.mb.ca/k12/specedu/documents.html

Gower, R., Philips,D. & Walters, S. (1995). *Teaching Practice.* Oxford:

Macmillan Publishers Limited.

Hahnn, C., (1994). *Teacher development making the right moves.* Washington, D.C:

English Language Program Division, United States Information Agency.

Intakhab, A.K. (2011), *Learning difficulties in English*: Diagnosis and pedagogy in

Saudi Arabia King Abdul Aziz University Community College, 248-1257.

Lewis, M., & Hill, J. (1990). *Practical Techniques for Language Teaching.*

London: Language Teaching Publications.

Lewis, M., & Hill, J. (1990). *Practical Techniques for Language Teaching.*

Cambridge: Language Teaching Publications.

Lightbrown, P.M. &Spada, N. (2006). *How Languages are Learned.* Oxford:

Oxford University Press.

Mattheoudakis, H.S. & Alexiou, T. (2009). *Early foreign language Instruction in*

Greece: Socioeconomic factors and their effect the English teaching –

learning process on young learners' language, 227-252.

MdGregor, J. (2002). *Organization and Management of the Class.* Retrieved from

para.unl.edu/legacy/Organization/lesson1.ph.

Ministry of Education of Ecuador, (October 2011). National Curriculum Directorate.

Division of Foreign Languages. CRADLE Project. *National English*

Curriculum Amendment.

Marton, W. (1988). *Methods in English Language Teaching, Frameworks and*

Options (1sted.). Hertfordshire, England: Prentice Hall International Ltd.

Numan, D. (1998). *Designed Tasks for the Communicative Classrooms.* Cambridge:

Cambridge University Press.

Nunan, D., (1990). *Designing Tasks for the Communicative Classroom.* New York: Cambridge University Press**.**

Pashler, H., & McDaniel, M. (2009). *Learning styles: Concepts and evidence*. London: Peter Honey Publications.

Penny, U.R (1996). *Course in Teaching Practice and Theory* .Cambridge: Cambridge University Press.

Ramsden, A. (1999). *Seating Arrangements.* Retrieved from

http://ematusov.soe.udel.edu/EDUC390.99F

Richards, J.C., (1995). *Reflective Teaching in Second Language Classes.* New York: Press Syndicate of the University of Cambridge.

Richards J. C., & Rodgers, S. T. (2001). *Approaches and Methods in Language Teaching* (2nd ed.). New York: Cambridge Language Teaching Library.

Sauer, L. (2006). *Ideas and Techniques for Teaching English Learners.* Maryland: University of Maryland.

Aduwa-Ogiegbaen S.E. & Iyamy, E.O.S. (1984). *Language problems in teaching and learning science in Nigeria,* 8-36.

Shahriar, A. (2011) *International Journal of Academic Research in Business and Social sciences*: The Extent of Satisfaction on the Key Factors that Affect Learner Motivation in English Teaching and Learning in Pakistan, 55-108.

Waldemar, M. (1998). *Methods in English Language Teaching.* Great Britain: Cambridge University Press.

Wajnryb, R. (1992). *Classroom Observation Tasks.* Cambridge: Cambridge University Press.

Wajnryb, R (1992). *Classroom Observation Tasks.*Cambridge: Cambridge

   University Press.

Woodward, D. (2001). *Planning Lessons and Courses.* Cambridge:

   Cambridge University Press.

Woodward, T. (2001). *Planning Lessons and Courses* (11[th]ed.).Cambridge:

   Cambridge University Press.

ANNEXES

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   ( )

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
YES   ( )   NO   ( )

4. Which is the level of your students?

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

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

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

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

YES   ( )   NO   ( )
Why? _____

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

YES   ( )   NO   ( )
Why? _____

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

YES   ( )   NO   ( )
Why? _____

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

YES   ( )   NO   ( )
10. Do you plan your lessons?

YES   ( )   NO   ( )
11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?

YES   ( )   NO   ( )

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

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

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

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

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

YES ( )   NO ( )

Which ones? _____

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

YES ( )   NO ( )

Why? _____

19. Does the institution review your lesson plans?

YES ( )   NO ( )

If yes, how frequently?

Once a week   Once a month   Other_____

20. Does the institution monitor your teaching?

YES ( )   NO ( )

If yes, how frequently?

Once a week   Once a month   Other_____

Thanks for your cooperation!!!!!!

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

EDUCATIONAL INSTITUTION:
DATE:
YEAR:

1. ¿Te gusta aprender Inglés?

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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?

YES   ( )   NO   ( )
   ¿Por qué?
_____
_____

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

YES   [ ]   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

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

YES   ( )   NO   ( )

GRACIAS!!!!!

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   ( )