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

TRABAJO DE FIN DE TITULACIÓN

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APROBACIÓN DEL DIRECTOR DEL TRABAJO DE FIN DE TITULACIÓN

Magister.

Nina Nesterenko.

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 Pesántez Iza, Nathaly Lucía, ha sido orientado y revisado durante su ejecución, por cuanto se aprueba la presentación del mismo.

Loja, Febrero de 2014

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS

"Yo, Pesántez Iza, Nathaly Lucia 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 Nina Nesterenko directora del presente trabajo; y eximo expresamente a la Universidad Técnica Particular de Loja y a sus representantes legales de posibles reclamos o acciones legales. Además certifico que las ideas, conceptos, procedimientos y resultados vertidos en el presente trabajo investigativo, son de mi exclusiva responsabilidad.

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DEDICATION

I dedicate this thesis to my mother who has always been encouraging me and for her support in everything, especially for her unconditional love that motivates me to set higher targets.

I thank my family, especially my little children who give me courage to get new achievements.

TO MY MOM,

JUAN FERNANDO & ANA PAULA WITH ALL MY LOVE

ACKNOWLEDGEMENT

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RESUMEN EJECUTIVO

Hoy en día la calidad de aprendizaje es el principal objetivo del sistema nacional de educación, por lo tanto de colegios, escuelas y universidades también. La enseñanza del idioma Inglés como segunda lengua se sumerge dentro de este objetivo.

Con el fin de garantizar el éxito del aprendizaje de esta lengua, es necesario identificar los factores que limitan el rendimiento académico de los estudiantes. La siguiente investigación aborda los "Factores que influyen en el proceso de enseñanza- aprendizaje de la lengua Inglés en las escuelas privadas del Ecuador".

La investigación se enfocó en las razones por la cual los estudiantes se sienten desmotivados y se analizó los factores que se deben tener en cuenta para lograr mayores niveles de aprendizaje de inglés en los estudiantes.

Se aplicaron métodos cuantitativos y cualitativos. Estos métodos implican encuestas que se realizaron a través de cuestionarios con el fin de obtener información necesaria y confiable para esta tesis.

En las recomendaciones se propone algunas alternativas como soluciones y también algunas recomendaciones hacia los profesores para mejorar su metodología en la enseñanza.

PALABRAS CLAVES: Educación, proceso, motivación, métodos.

ABSTRACT

This study aims to know factors that influence the English language teaching-learning process in Ecuadorian private high schools which that must be analyzed in order to determine the English level of students and teachers and support if needed in educational insufficiencies.

In this research, scientific method (observation and analysis) and specific method (Collect, process, interpret numerical data) were applied. For the study were used surveys, questionnaires and observation sheets. These were conducted to fifteen teachers, which identified their level of proficiency.

The principal conclusion was that the major factors that affect the English language teaching-learning process are the correct motivation and the method of imparting education.

The results of the study proof that the majorities of teachers are not familiar with the methodological techniques and some of them apply the most traditional methods as a result, students become bored.

One conclusion was that the number of students in classrooms is remarkable, exceeds the appropriate, the results revealed that 53, 33 % have students from 16-23, but others exceed 40 students.

This situation produces discomfort for the reason that teachers cannot work or be comfortable and it contributes for the teaching –learning process and when they graduate from a high-school, they do not have an appropriate level of English.

KEY WORDS:Factors, methods, teaching-learning process, motivation.

INTRODUCTION

This research comes up from the desire to improve the level of English of the students and identify the needs of students and teachers in order to increase the quality of English language study.

The UTPL, through the School of Sciences of Education, Language Department, at Distance system, proposed a field research called Factors that influence the English language teaching-learning process in Ecuadorian private high schools.

Although English is not the native language spoken in Ecuador, it is very important due to its influence on our environment, because we live in a globalized world in which we have to communicate daily. People who do not know how to use a computer and do not have knowledge of English would have a gap in relation to education and profession.

Students spend twelve years of their lives in school and college and most of them have a low level of English, which is an obstacle to their professional development, especially in a world in which the language is essential to acquire scholarships, jobs and basic information.

It should be noted that the growth of the middle and upper classes improved living conditions, helped to provide increased emphasis on English education, especially in Private High Schools. In spite of it, there are some reasons why students are not motivated to learn English language.

For that reason we are going to analyze the factors that influence the English Language teaching-process in Ecuadorian private high schools.

The factors that cause this knowledge deficit deserve to be investigated since they will guide to find out better solutions to this problem and improve the English knowledge of students in Ecuador.

Previous research on factors that affect the English language teaching-learning process has settled that students, teachers and environment are the major factors that need to be considered for good results.

Rene Ramírez, (2013) Senescyt, who is head of the Ministry of Higher Education, Science, Technology and Innovation, announced the extension of the program budget named "Teach English" that will pay up to $ 41,430 for each student. "Now, education learning English is basic. Much science knowledge is in that language", said Ramirez, who

lamented that language teaching in public institutions is of poor quality and indicated that scholarships "Teach English", are programs for teachers of English public schools, which consists in promoting the teaching of this language in schools and high schools of Ecuador.

There were not many limitations in the development of surveys and classroom observation, perhaps the only limitation was the teachers' time when they had to answer the questionnaire. In addition, teachers did not know exactly the methods described in the survey and indicated only the most traditional approaches like communicative language teaching and cooperative language learning. Consequently, the results were not as accurate as it was expected.

For this study it was established a specific goal and specific objectives listed below.

Among General Objectives will be analyze the factors that influence the English language teaching-learning process.

As specific objectives will be identify students' English level and their needs in the classroom, the characteristics of in –service English teachers, the classroom conditions in which English lessons take place and determine institutional facilities and norms regarding quality education.

The identification of the factors that affect the English language teaching-learning process will help students, teachers, educational institutions, and authorities to plan interventions in order to address students 'needs, teachers training, institutions equipment, and policies development that will change our reality.

At the end of this research, general and specific objects were identified and determined; therefore the proposed objectives were achieved as it can be observed in the data provided below.

METHOD

Setting and participants

The following research was carried out with the assistance of fifteen teachers from five Educational Institutions that are around of Valley of Tumbaco and Cumbayá to the East of the Quito City. Chosen schools are particular, of upper and middle class families. In these schools, there is a common problem which occurs in most private schools, indiscipline and bullying.

This research had the collaboration of seventeen students, who were selected randomly from different institutions. For achieving the necessary information for this thesis, observation in each class was used, with the purpose to reflect on the teacher's teaching strategies and class environment.

In this research were gathered bibliography and 5 previous studies on the topic: "Factors that affect the English Language teaching-learning process", in order to write the literature review.

This research includes the population and sampling, sampling procedure, data gathering procedure, research instrument and the statistical treatment of data.

Procedures

During the research process, quantitative and qualitative methods were applied. These methods involve surveys which were conducted by questionnaires and supported me in order to get the necessary information for this thesis.

Descriptive method is based on the data obtained in the literature review and five case studies, so it was obtained a framework for the proposed theme: Factors that influence the English language teaching-learning process.

Also, the method of direct observation was used. It was conducted by means of a systematic registration and reliable information on the necessary in relation to the topic.

The techniques used in this research were: *Surveys, Interviews and Observations.*

The surveys were applied in order to determine the level of education of teachers, and their teaching methods used in class. This research survey showed a series of closed-ended and open-ended questions. Close-ended questions were answered by a simple "yes"

or "no," while open-ended questions required more thought. The surveys applied to students intended to know their opinions about English class.

The interviews were applied to fifteen teachers, with the purpose to identify their level of proficiency.

The Observation used for this investigation was direct because teachers were interviewed and they were observed while conducting their lessons.

The Instruments applied in this investigation were three: Teachers' Questionnaire, Students' Questionnaire and an Observation sheet.

These questionnaires consisted of a series of questions, these were of two types: open-ended and closed-ended; so the answers were concrete and focused on the research topic.

The Observation Sheet was used to know some variables such, factors concerning students (needs, level), teachers (proficiency, methods, techniques, lesson design, managing learning), and classroom (size, space, teaching resources).

Once applied the research instruments, it was possible to proceed to the organization, analysis and interpretation of the empirical information (survey data, observation guide).

The Methods used in this research were Scientific Method and Specific Method.

The scientific method is used to know observable empirical reality in the most objective and reliable as possible. Scientific method involves a combination of induction and deduction and the scientific method involves a combination of induction and deduction.

Deductive, because part of realities and experiences of students and inductive, because it is done by direct observation and experience acquired.

This investigation consists of the following segments:

It consisted in the recognition of the area, there was a preliminary analysis of the schools located in the valleys of Cumbayá and Tumbaco, and then proceeds to survey each of the teachers and students.

Data were collected from the implementation of surveys and interviews with students, teachers, and direct observation through personal interviews, using the instrument of the survey form provided by the University of Loja and Internet.

The data obtained from surveys were analyzed and interpreted, reducing them to percentages and graphs through EXCEL, according to the four important aspects considered for this case of study.

These aspects or variables are related to:

Factors Concerning Teachers.

Factors Concerning Classroom.

Factors Concerning Educational Institutions.

At the end of the research, the results of this study were presented by charts and data table with its respective analysis, recommendations and conclusions in order to state the factors that influence the learning process of English in Ecuadorian high schools.

DISCUSSION

Literature Review

Today more than ever is essential to learn the English language. Moreover, it is even said that being not fluent in this language would be like being illiterate. Every day English is used in almost all areas of knowledge and human development. It is affecting more or less directly the various fields and professions. With all these antecedents, the English language becomes very important in the education. English is not an alternative language anymore; it is becoming an obligatory foreign language because its increasing expansion and importance.

English is the official language of more countries than any other language. The use of English language in schools, universities, and government offices is rapidly expanding. It is the universal language in areas such as aviation, medicine, computer science, diplomacy, sport and tourism. Now, English is the most widespread of the world's languages, for that reason it is very important to learn to speak English properly and the responsibility to teach it falls on teachers who must find techniques and methodologies for make pleasant its study so learning will be easier for students.

The relation of technology and English is interconnected. The person who is good at English language can easily access technology; so to talk about technology is to talk about English. The world is changing very fast. In order to keep step with the development of the present world, it is imperative to know English well. So the necessity of learning English is a must.

People who are learning English sometimes do not get the appropriate training. In the context people whose mother tongue is not English, find it hard. Without having a good methodology to teach English, students will not be able to learn this language efficiently.

To discuss these factors it will be analyzed some points like:

Teaching English as a Foreign Language in Ecuador

The English language teaching in Ecuador begins at the early age since kindergarten until the senior year; approximately 12 to 14 years. However, the most people do not know this language.

In Ecuador, English is studied in majority of public schools with an obsolete methodology and a few techniques; after twelve years of study many students graduate from high school without acquiring even the basic knowledge. Many institutions have many deficiencies including lack of academic preparation of the staff and little training for teachers.

In spite of this, some teachers have an acceptable level. Definitely, English should be learned with new and innovative methodologies.

Regarding this matter, teachers are being evaluated in order to improve the teaching of English Language all over the country, in order to determine the real situation. All English teachers will be considered to appoint the Test of English as a Foreign Language -Toefl. In total, 4000 teachers will be evaluated in the four skills: writing, reading, speaking and listening.

Rene Ramírez, head of the Ministry of Higher Education, Science, Technology and Innovation (Senescyt) announced the extension of the program budget that will pay up to $ 41,430 for each student; this program is named "Teach English". Ramirez said: "In education now, learning English is basic. Much science knowledge is in that language", besides, Ramirez indicated that scholarships "Teach English", program for teachers of English public schools, consists in promoting the teaching of this language in schools and high schools of Ecuador.

Some techniques like listening to music, watching videos, reading magazines in English have helped to teachers and students to improve their English, there are also programs in the internet where everyone has access.

There are also different teaching approaches and methods, especially on the teaching of the English language. The study of approaches and methods provides teachers with a view of how the field of language teaching has evolved.

Approaches and methods can be studied not as recommendations on how to teach but as a source of well-used practices, which teachers can adapt or implement based on their student´s needs.

There are five general orientations among modern second-language methods and approaches.

Various authors suggest that communicative language teaching is a method of counseling support, which has an advisory counseling and remark that communication is important; the feelings and emotions are part of this method as humanistic art of language learning. Coveñas (2012) points out "Teacher should have special training", in the classroom activities students may work in groups to produce their own material such as scripts, dialogues, mini –dramas, translation. Negative Points in this method is lack of syllabus, unclear objectives, evaluation is difficult to accomplish, focus on fluency rather than accuracy. Positive points: it is stresses the humanistic side of language learning.

Richard, & Rodgers (2001) defend the redefinition of the roles of the teacher (the counselor) and learners (the clients) in the language classroom, in lay terms, counseling is one person giving advice, assistance, and support to another who has a problem or is in some way in need.

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning.

Moskowitz (1978) defines humanistic techniques as those that blend what the student feels, thinks and knows with what he is learning in the target language.

Richards & Rodgers (2001) point out that the natural approach method is based on "how learners acquire both first and second languages in non-formal settings". When this method is used, native language must not be used, because it is based on communication, repetition and accuracy. In general, it is based on communication rather than grammar teaching.

Indeed this method is based on the observation and acquisition of the language in non-formal contexts.

The Natural Method is another term for what by 1900 had become known as the Direct Method. The Modern Language Association in 1901 says about this that "In its extreme form the method consisted of a series of monologues by the teacher interspersed with exchanges of questions and answer between the instructor and the pupil, all in the foreign language. A great deal of pantomime accompanied the talk. Which the aid of this gesticulation, by attentive listening and by dint of much repetition the learner came to associate certain acts and objects with certain combinations of the sounds and finally reached the point of reproducing the foreign words or phrases".

The Natural Method is one of the communicative approaches to language teaching of the present time. It is based on the work of Tracy Terrell and Stephen Krashen who published their book The Natural Approach in 1983. Krashen and Terrell saw the approach as a, "traditional approach to language teaching [because it is] based on the use of language in communicative situations without recourse to the native language."

Brinton, Snow, and Wesche (1989) state that content – based instruction method is "the integration of content learning with language teaching aims. This method indicates that to motivate the students, the professor should know which the student's needs is and according to this to choose and use the appropriate topic, using authentic material.

Students are exposed to a lot of information through stimulating content, especially when they are interested in a particular topic. When they explore interesting content they get to participate more fully in language-dependent activities.

Teachers must be good knower of the subject, besides of only English that they select, they must adapt authentic material for class use; analyze the student's needs , develop high –level of student esteem, and use appropriate techniques.

In summary, learning is believed to be more motivating when students use topics of their particular interest and they can explore the content that they find interesting besides.

Task –Based language Teaching method is based on real learning and consists of such activities as phone conversation calls, etc., calling customer service for help. These activities can be summarized as learning by doing; similarly it focuses on the use of authentic language and on asking students to do meaningful tasks using the target language. The idea of getting learners to acquire English in process of doing other tasks was developed in India by N.S.Prabhu. He divided these tasks into three stages: pre-task; task and post task. Rod Ellis (2007) in another context refers to four tasks, add "gap" it consists in engaging learners in task work provides a better context for the activation of learning process.

Therefore, this approach emphasizes the importance of planning in learning activities to engage students, for example, in real communication performing a telephone conversation.

Total Physical Response method is based on responding to verbal commands. It is aimed at teaching the language through some activities such as commands, or the use of imperative mood, because the brain is programmed to learn any natural language in the same way as a small child internalizes the language. The commands are used in order to get students follow the instructions or commands such as: "relax", "sit", "stand up", "walk", "open and close the door" and so forth, with no verbal response from the students.

One of the main characteristics of this method is that the teacher is the one who decides what to do, teach and what techniques to use. Besides, in this method there is a special attention to feedback which is essential in each class in order to know if it was internalized.

Managing Learning

The teacher's role in the classroom is changing. Traditional methods of instruction such as the chalk and talk are no longer relevant or engaging for twenty first century learners. The transition of pedagogy is happening fast and teachers need to be accomplished Information and Communication Technology (ICT) users, modelers and instructors. Teachers need to speak the language of their learners and model to them using natural, safe and ethical means and interactions. Teachers should use a good pedagogy. The Online Encyclopedia Britannica (2008) provides a definition of pedagogy: "the study of teaching methods, including the aims of education and the ways in which such goals may be achieved." This definition describes how we need to approach teaching ICTs and how learners learn them.

The instructions are very important for the student in order to develop a good activity because when you have clear objectives and understand what to do and how to make; it will be easier to perform an excellent work. From other point of view, following instructions appropriately and listening are skills that will guide us in every aspect of our lives.

Perhaps the most important point that determines the success with students to learn is the way instructions are formulated, and sometimes this is the point that distinguishes good teachers from the bad. It is important, therefore, that the direction of teachers related to academic and behavior are clear, precise and effective.

The success of any task is based on the instructions, otherwise if students do not hear or do not understand the instructions properly, they will not receive the message that the teacher wants to transfer. If the student does not receive the correct information it will difficult for them do their homework and the teacher will not be satisfied with those results.

Importance of feedback

Feedback is a very important factor too. It should be provided at the end of a class because the students know how much they have learned so they will be able to get more achievement and they will gain confidence. Besides, students learn from their mistakes and correct them.

According the online page Marked by Teachers (2012), *Importance of Following Instructions,* education experts say that "teachers have the responsibility to monitor feedback", while others researchers state that "It would be more efficient if the whole class can share in the monitoring process and the feedback".

In conclusion, feedback is very important in any time of the class and the teacher and whole class are capable to carry out this activity in order to assess the student's knowledge.

Setting time is another important area in the learning process, because students have to learn to distribute it in order to complete their tasks properly.

It is important to manage time so it can fit subjects that might otherwise be overlooked.

An important aspect in management of time is the transition from one topic to another, so it is necessary for the teacher to ensure that students have established procedures and verbal and non-verbal signs so that they do not waste time taken books out or any items that they need in the next class.

In another aspect in which time is essential is when assignments are programmed. Time management is important in relevant aspects of goal setting, for example, how much time will take students to perform a task in order to achieve the objectives set by teachers. If students want to get the objectives proposed, they must be organized and do not accumulate a lot of homework at the last minute.

Another important aspect is to establish appropriate exam times. The teacher must elaborate the tests according to the time set for these, and the time that will take the teacher to correct them.

Hence, scheduling time for learning must be effective and productive will be part of the planning that teachers should consider. Teachers must take into account the time needed for their classes; they should allow time for students to complete their tasks and measuring the time required for students in order for them not to get bored and get discipline problems.

Within the lesson design, planning is important in order to have a successful class, because if there are clear goals and properly used methodology, class will be manageable, so it is necessary to use materials suitable for teaching.

Researchers indicate that all teachers should prepare their class and that teachers - beginners should put more emphasis in the topic that they want to explain, analyzing the issue,   teachers or beginners should have a good lesson plan developed.

There are some reasons why we would want to plan our courses and lessons beforehand, including the following:

Thinking things through before you teach helps to reduce feelings of uncertainty or panic and inspire sense of confidence and clarity in the same way.

It can inspire confidence in students who pick up a feeling of purpose, progression and coherence.

The lesson plan ensures that the class you are teaching gets a balanced mixture of different kinds of materials, content and interaction types throughout the course.

How much attention do students get in the school? Class size is one factor to consider when evaluating a school's effectiveness. It is not the same a class with forty students that a class with fifteen. However, if the class is small, it does not ensure a good education or the quality of the teaching.

Even though most studies do show a relationship between small class size and increased student achievement, researchers disagree on how to interpret the results but in any case there are so many variables in the average classroom, for example the quality of the teacher, the home environment of the students, the quality of the curriculum and the leadership of the school.

Other very important factor in the quality of teaching is how the class is arranged because it influences the discipline. Classroom Space and Setting Arrangement is very important too. For instance, if students work alone convenient configuration could be Rows and Columns, so there will not be any distraction; in the same manner, the chairs in circle is also a good tactic to focus attention and it is very important that students can see the blackboard . All these factors are important in order to strengthen the learning activities and that the teacher may facility to control the group and give instructions directly.

In conclusion, there are many ways to arrange the seats in a classroom according to the activities that were planned, arranging the desks can be beneficial to promote a warm and safe learning environment in specific situations such as watching videos or debates.

Classroom and/ or Teaching Resources, is a very important factor to attract students' attention. Within the teaching resources used in a class there are materials that the teacher brings or provisions that we find around the class which we can create with imagination and make useful materials. There are a lot of tools like videos, flashcards, interactive games, photos and even field observations, visits and excursions: visits to museums, monuments, contact with natives, etc. All these tools are also useful and very practical.

Educational resources in general are usually classified into three main groups, each of which includes several subgroups:

- Printed books, photocopies, newspapers, documents.
- Educational Boards: slate.
- Manipulative: cutouts, cardboard.
- Games: architectures, table games.
- Materials Lab: Audiovisual materials.
- Still images projectable: slides, photographs.
- Sound materials: cassettes, records, radio.
- Audiovisual materials: audiovisual presentations, movies, videos, TV shows.
New technologies: Computer programs, telematics services: web pages, emails, chats, forums, TV and interactive video.

The most common tools in class are flashcards, cardboard, cutouts, records, radio, videos, and games.

Flash cards are an educational tool to help people memorize information by means of repetition, very effective for students in primary, secondary and higher education.

Though technological advances have enhanced many learning devices, simple flash have remained a vital part of the learning environment. Flashcards are cards with words, numbers or pictures that are shown by the teacher to a class.

Games help the mental and physical stimulation of children, and contribute to the development of practical and psychological skills. Games engage in class to the point that learning of grammatical rules is effortless.

Videos, cassettes, cutouts and cardboard are tool that save time and effort into learning the simple but confusing English grammatical structures.

All didactic material helps to be located within the larger context of English grammar in a simple way, avoiding confusion, frustration and desertions.

Educational resources that can be used in teaching - learning process may be or not didactic means. For example, a video to learn about volcanoes and their dynamics will be a teaching material. Whereas a video used only to inform about a topic of general way it is not in itself teaching material.

In summary, the learning – teaching process uses a lot of didactic material. Many of them are made by students, like posters and flashcards.

Class observation is a useful practice to see how students are progressing and detecting errors and correcting them; this is very confidential. The classroom observation is important in order to receive feedback from an objective and practical observer. Observation is descriptive, not evaluative. This does not serve to give advice or complaints but to exchange information. The trained observer will have a different point of view which will help to analyze more about what students learn in the classroom.

This factor has various aspects which will be examined, such as routines, use of time, schedule, participation, teaching strategies, management strategies, learner interest, and much more. A teacher will naturally look for support on a subject that presents some degree of challenge, but it is often a great opportunity of being exposed to a new and different approach to teaching.

Observation plays a central role in practice teaching, both the supervisor who observes, as the teacher who is being observed. The student teacher may "over prepare" for a visit by the supervisor in order to show the best of one. The teacher may also feel tense knowing that the observer is there to evaluate how well he/she is doing. Teacher may find the presence of supervisor distracts. Teaching is a complex and dynamic activity, and during a lesson many things occur simultaneously, so it is not possible to observe all of them. The presence of an observer in the classroom sometimes influences the nature of the lesson, making the lesson untypical of the teacher's usual style of teaching, so teacher should discuss this with the observer both before and after an observation.

Other school staff may also observe one class from time to time, such as the principal, the vice-principal, or a senior teacher, so the teacher needs to prepare well for every lesson in the event that someone asks to observe the teaching teacher. The class observation will be focus on how the teacher to teach, on how the teacher creates a positive atmosphere for learning, on the strategies and procedures used by the teacher in setting up activities, on the way the teacher gives instructions and explanations, and how teacher gives feedback to learners.

These observations will give teachers a chance to get familiarized with materials the teacher is using, the teaching methods and strategies the teacher uses, how teachers interact with students, how the learners respond and interact with the teacher and between themselves, and the kinds of language they understand and produce. These observations will help teachers prepare for some of issues and problems that they may have to face while teaching the class. Teachers can see what methods and strategies the teacher uses. As Gaies (1991) has pointed out, "What we see, when we observe teachers and learners in

action, is not the mechanical application of methods and techniques, but rather a reflection of how teachers have interpreted these things" .

All students have different learning styles and learn more effectively when teaching respects the individual dominant style, therefore the teacher should identify the learning style of each student and work to adapt it to his teaching. The challenges will be the number of students, the class size and the teaching method. According to Despins (1985), there are six several styles such as:

1) Intuitive style, 2) experimenter style, 3) analytica,l 4) formal style, 5) practical style, and 6) convergent style. According to Gasteñum, E., Cortes, M. A. (2012), there are seven learning styles:

Visual styles (spatial) which use pictures, images, and spatial understanding.

Aural styles (auditory-musical) which use sound and music.

Verbal styles (linguistic) which use words, both in speech and writing.

Physical styles (kinesthetic) which use your body, hands and sense of touch. Logical styles (mathematical) which use logic, reasoning and systems.

Social styles (interpersonal) to learn in groups or with other people.

Solitary styles (intrapersonal) to work alone and use self-study. Any of them if properly focused will succeed.

Many people recognize that each person prefers different learning styles and techniques. Everyone has a mix of learning styles. Some people may find that they use different styles in different circumstances. There is no right mix. By recognizing and understanding their own learning styles, teacher can use better these techniques.

Students have their own learning styles. These styles should be taken into account because each person has a unique style of learning. Some students prefer to learn in groups or with a partner. Other students prefer to work alone and use self-study, whatever style they decide will help to that the learning is quick and of quality.

Learning aptitude is one of the personal factors involved in the process of learning a language. As with everything worth learning a language requires much time and energy. There are many things students can do to reinforce what they learn, such as listening to foreign radio or watch movies in their original version. Even reading a book is helpful. Everyone learns in their own way, so teachers must try different approaches and see which is most suitable for students. Students should have an organized schedule as set time aside each day or each week to study a language.

However, a factor that greatly influences the aptitude toward language is not only age but also the internal and external motivation students have, therefore teachers must work

exploring the skills of their students. So there are   many things to do to reinforce what has been learned in the course, such as listening to foreign radio or watch movies in their original version. Even reading books to children is helpful .Remember that everyone learns in their own way, so try different approaches and see which is most suitable for each student.

Other points of view about the topic related to factors that influence the teaching-learning process in other latitudes are being described in the following studies investigated by different authors.

Aduwa & Iyamu, (September, 2006) examine the factors that influence the low quality of teaching English as a second language in public schools in Nigeria.

In order to develop research the authors Aduwa and Iyamu, used two instruments. The survey -which had four sections- and observation in which the features the characteristics of the learning environment were detailed.

A questionnaire was used in the surveys, which were distributed to 3000 senior secondary school students across the six geopolitical zones in Nigeria.

Nigeria is a developing country, in disadvantage regarding other cultures because of poverty. This significantly influences teaching and learning of the English language that is and the main reason why so many students are not prepared for college.

It is necessary to point out that the studies revealed that English teachers in Nigeria rarely use modern technologies, and also it was found that students learn in a tough environment. Therefore the conclusion is that public schools teachers in Nigeria should be trained with a variety of teaching methods and means of how to use the new technology, computers, and videos, audio in order to get motivation.

It is strongly recommended that the learning environment in public schools in Nigeria should be given priority attention by state and federal governments so that children can learn well.

The following study was done by Arguello (2011), who explains that the object of this study concerns "pedagogical factors of the communities competence of the English language in the students of the third high school of the College Angel Polybius Chaves, from the city of Guaranda, Bolívar province-school year 2010". The initial purpose is to develop a methodological guide to stimulate a culture of learning and support teaching and learning in the communicative competence of English language of the College Angel Polybius Chaves which has been using traditional teaching resources that do not allow adequately develop their skills in English language proficiency.

To conduct this research certain methods were used; among the methods used as a strategic tool in search of establishing the internal and external environment of the

development of the fact or phenomenon and these are the following: scientific method, experimental method, Historical Method Synthetic Logical analytical method. In other words it used surveys and the literature review.

Of the total surveys half said that the development of communicative competence in English is normal, while the other expresses that is active.

To summarize, the results of this study show that the traditional method is being used for the development of communicative competence between teacher and student; therefore results are limited.

The lack of language practice is a major obstacle to develop fluently communicative competence.

We conclude that these results are because the methodology of teaching English by the teacher is outdated, so the students have a low level of understanding of the English language.

Aguilar, G.M., & Hernández, P. (2011) mention about impact of the application of motivational strategies on the teaching-learning process of English to improve the academic performance of the language students in the eighth year of primary school,San Carlos, Orellana Province, during the first quarter of the school year 2009-2010.

The purpose of this study is to improve significantly the academic achievement of English average during the first quarter of exams eighth grade studying in campus on a minimum of 13 points and find a strategy based on a set of actions by which the quality motivational of teaching and learning of English increases.

The main instruments used for this study were questionnaires and observation. Through these instruments the reality of schools in Nigeria was known and after collecting systematic information, according to a previously established design that ensures the accuracy of the information obtained was proceeded to answer the issues set in the hypothesis factors influencing the teaching-learning process.

It can be concluded from the data obtained that learning strategies were not applied by English teachers. It also shows the lack of students' ability to interpret paragraphs and communicate information analyzing failure school referred to the English language.

After applying techniques like the lecture method and intensive reading of textbooks it was observed that students improved their skills in writing, reading and listening. It also shows that one of the strategies more valuable like tool in the teaching-learning process is the motivation.

Hets Online Journal (2012) mentions factors influencing the implementation of an educational innovation in technology.

The purpose of this case study was to implement educational innovations that integrate technologies.

It explored factors such as aptitudes, perceptions, situations and reactions that were generated in the process of adopting technological innovation in education.

In essence, it aims to study and understand the characteristics of the administrative process to implement educational innovations that integrate technologies, to develop strategies in the implementation of educational technological innovations and level of teachers' understanding of these technologies.

The researchers used in this research the case study that provides more comprehensive evidence that quantitative study. Cresswell & Plano (2007), suggest that with this type of design all data collection tools available can be used, rather than being restricted by one method or the other.

The instrument used in this study in order to collect data was a structured questionnaire which perceived concerns of teachers and the tools and analysis protocol.

Then, in the order to analyze the data collected was used the model of Harry F. Wolcott, who described, analyzed and interpreted the data collected with various instruments (Lucca and Berrios, 2003).

It is necessary to identify and determine the educational organization involved in the process of adoption and implementation of technological innovation in education, and in turn, the organization should consider economic factors and infrastructure necessary to support the process, and share with all who must adopt and implement innovation.

In conclusion, as regards the social system, teachers must consider integrating an educational innovation that involves technologies.

Another investigation was done by Gomez, M. M. (2003), who emphasizes characteristics and motivational learning activities in school students of chemistry but guides us in the teaching-learning process. This investigation requires assessing what are the main characteristics of the students who have contributed to their academic success and know methods and tools to detect these features in these students.

The methodology used in this research was adaptable, descriptive and explanatory because it has permitted to adjust to unexpected situations and allow changes, when they have been considered necessary.

At the same time, this methodology seeks to discover and explain the reality of mental representations of people through the interpretation and understanding of the actions of these individuals and study their cognitive processes, styles, habits, beliefs, intentions, motivations and other characteristics related to the process education.

This research has enabled the identification of different types of strategies and skills that these students used to make significant their studies.

In conclusion, this investigation about characteristics and motivational learning activities in school shows the diversity and complexity of the variables that affect learning and characteristics that students must possess or develop to become good students in college.

Description, analysis and interpretation of results

The following research was conducted with the collaboration of fifteen teachers (who represent 100% of the sample) from five Educational Institutions that are around of Valley of Tumbaco and Cumbayá.

During the process of researching were observed five classes and interviewed fifteen students in order to know factors that influence the teaching-learning process of English in Private Schools of Ecuador.

FACTORS CONCERNING TEACHERS

GRAPH 1

Which level of education do teachers have?
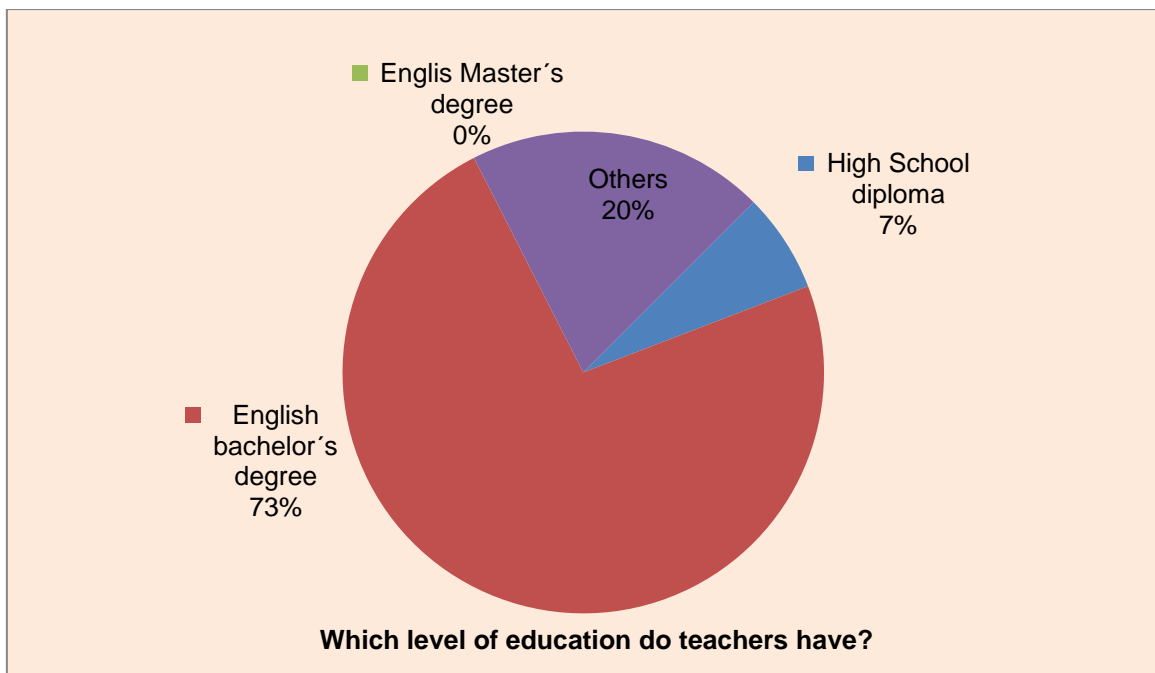
Source: Private High Schools

The data presented above showed that 73,3 % of teachers have got High School degree while teachers who have got sufficiency and TKT 20,0% , but only 6,7% have got High School diploma and it was observed that nobody has got English Master´s degree.

In some schools, some English teachers are still not getting their bachelor degree, but they are trained to teach.

The Government of Ecuador is giving a lot of emphasis on education. Through Senecyt programs are being strengthened the knowledge and methodologies of teaching

English to future teachers of public schools in Ecuador, and thus, ensure that young people in their school years acquire a good level of this language.

GRAPH 2

Which of the following methods was used in the class?
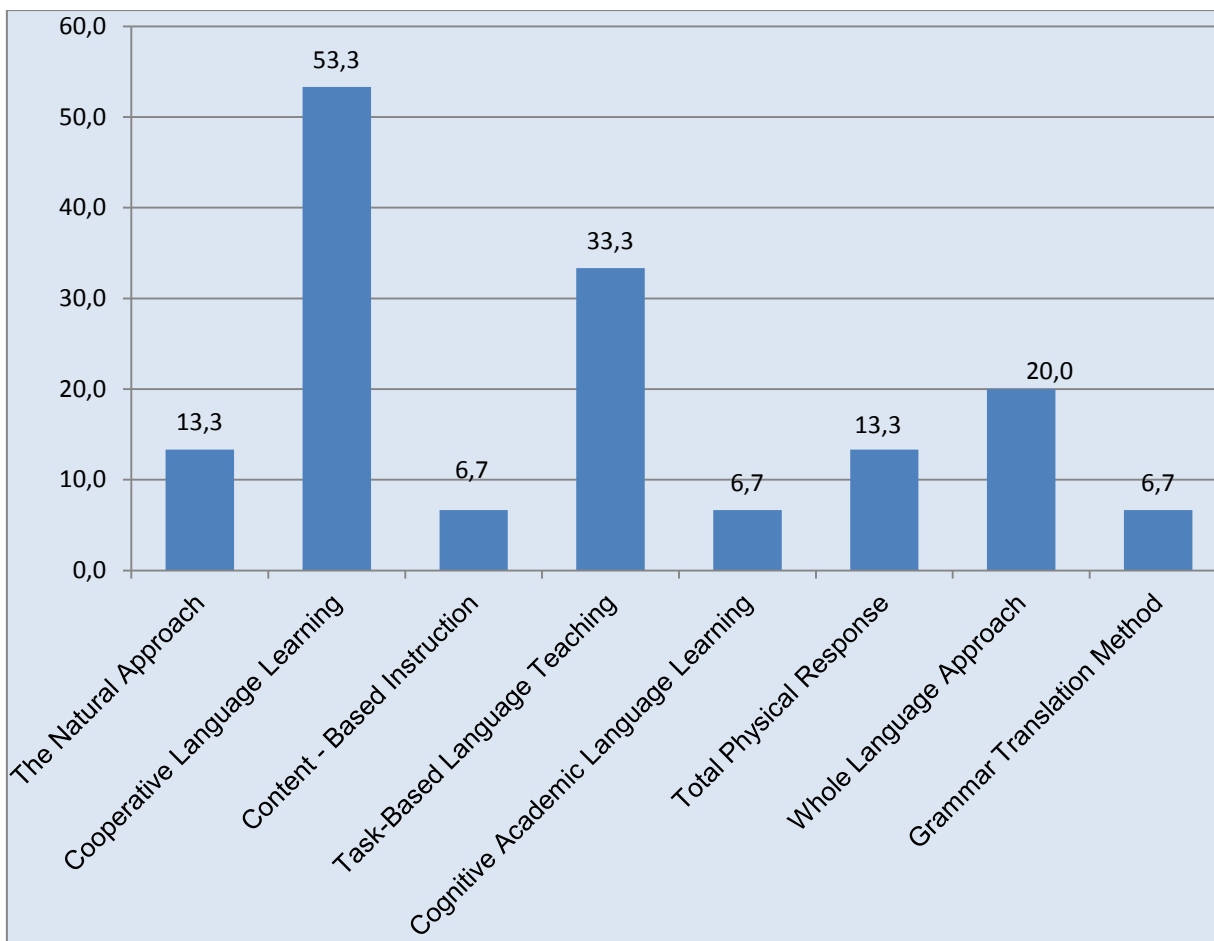
Source: Private High Schools

The most frequently used method by teachers in classes is Communicative Language Teaching, with the 66, 7 %, followed by Cooperative Language Learning with the 53, 3%, and with the 33,3% Task – Based Language Teaching method. Teachers that use Whole Language Approach represent the 20%, and with the 13,3% are teachers who use The Natural Approach Method and Total Physical Response.

A low rate of 6,7% corresponds to Content - Based Instruction, Cognitive Academic Language Learning and Grammar Translation methods.

Analyzing the percentage above, it can be seen that most teachers use methods that help students to learn and work in group. These methods are related to the activities

observed in class. All above mentioned techniques are appropriate to teach however, to motivate the students it is necessary to know their needs.

With the purpose of knowing the needs of the student, professor needs time; this time must be considered within their professional activities.

Hardly good planning will be successful with a schedule of 30 hours a week; these hours should be reorganized.

Government and Institution must look for the ways to improve teaching-learning, helping teachers in their time and training.

GRAPH 3
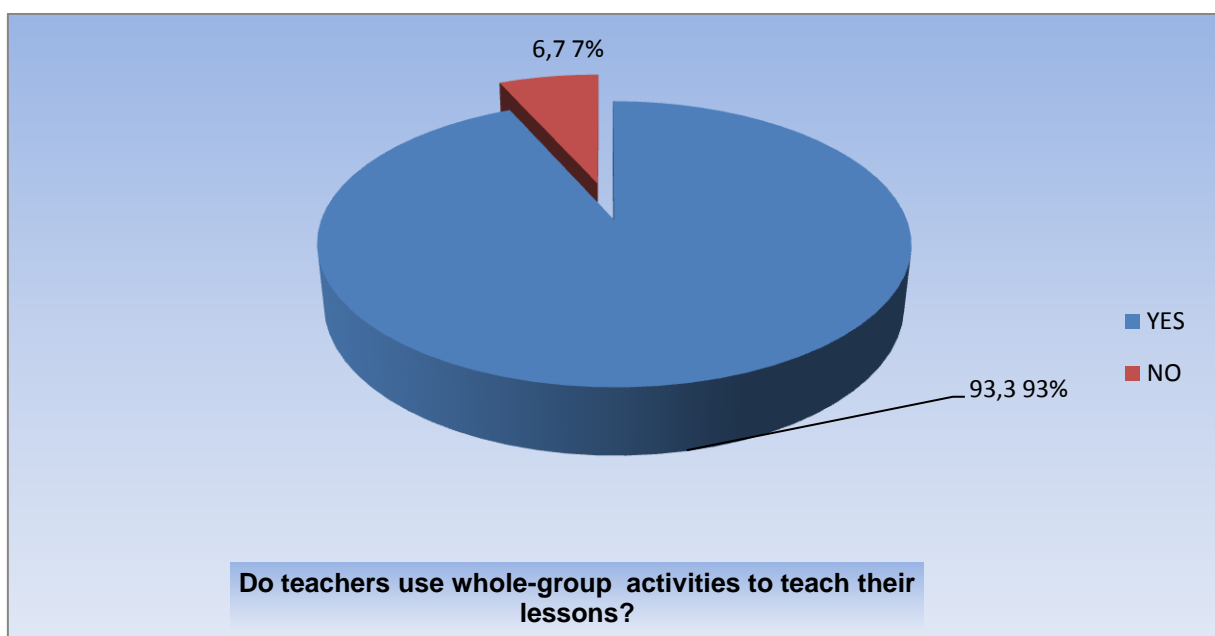
Source: Private High Schools

The 93,3 % of teachers answered that they use whole group activities in their lessons, because it is an opportunity to practice English among them. Besides, involve the whole group in the same activities will help students to be more active.

The 6,77% that correspond to one teacher who answered that it is difficult to work with the whole group for reasons of discipline.

GRAPH 4

13%

YES

NO

87%

**Do teachers use individual activities to teach their lessons?**
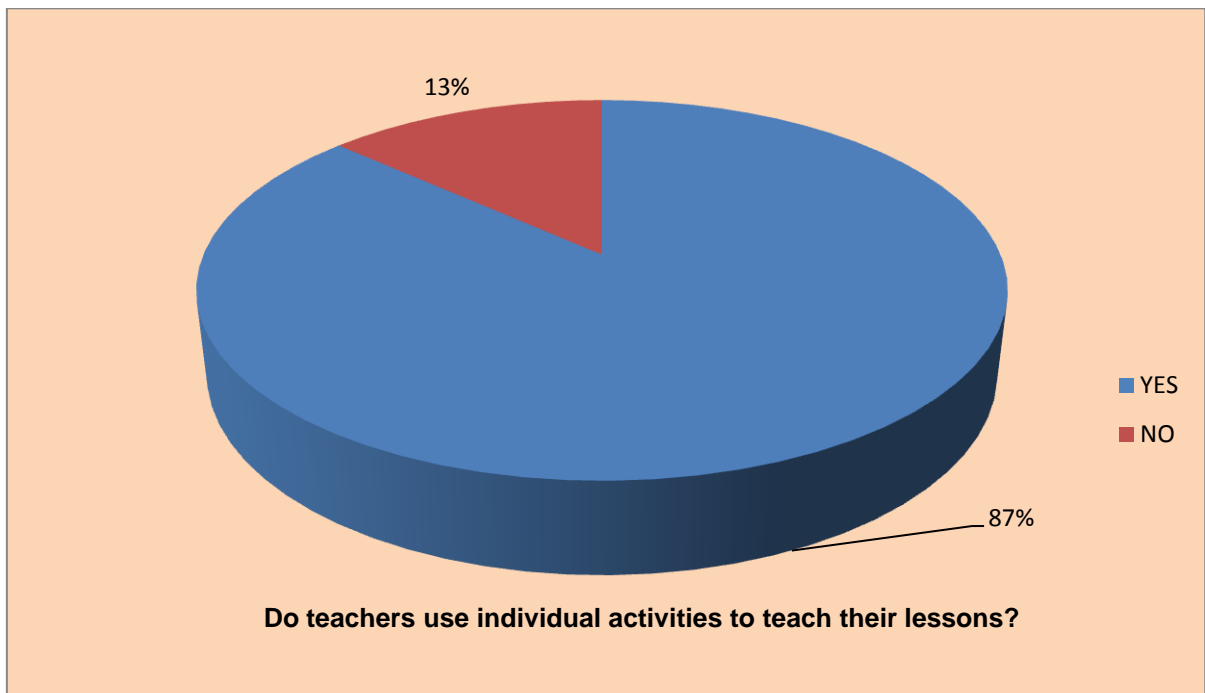
Source: Private High Schools

      The most teachers (87%) answered that they use individual activities with their students to teach their lessons, these activities consist in creating an object (drawing, painting, collage, creating and wearing a costume),   producing sentences in present, past and speeches about topics of their interest, because educators consider that these activities are important in order to complete the learning process acquired by students. Besides, they believe that individual activities enable students to think and force them to carry out the learning process themselves, in a more responsible and autonomous way.

      The 13% of teachers answered that they do not use individual activities in their classes because they have small groups and consider that perform activities with a small group is easier than perform activities individually.

GRAPH 5

0%

100%

YES

NO

Do teachers use group activities in their class?
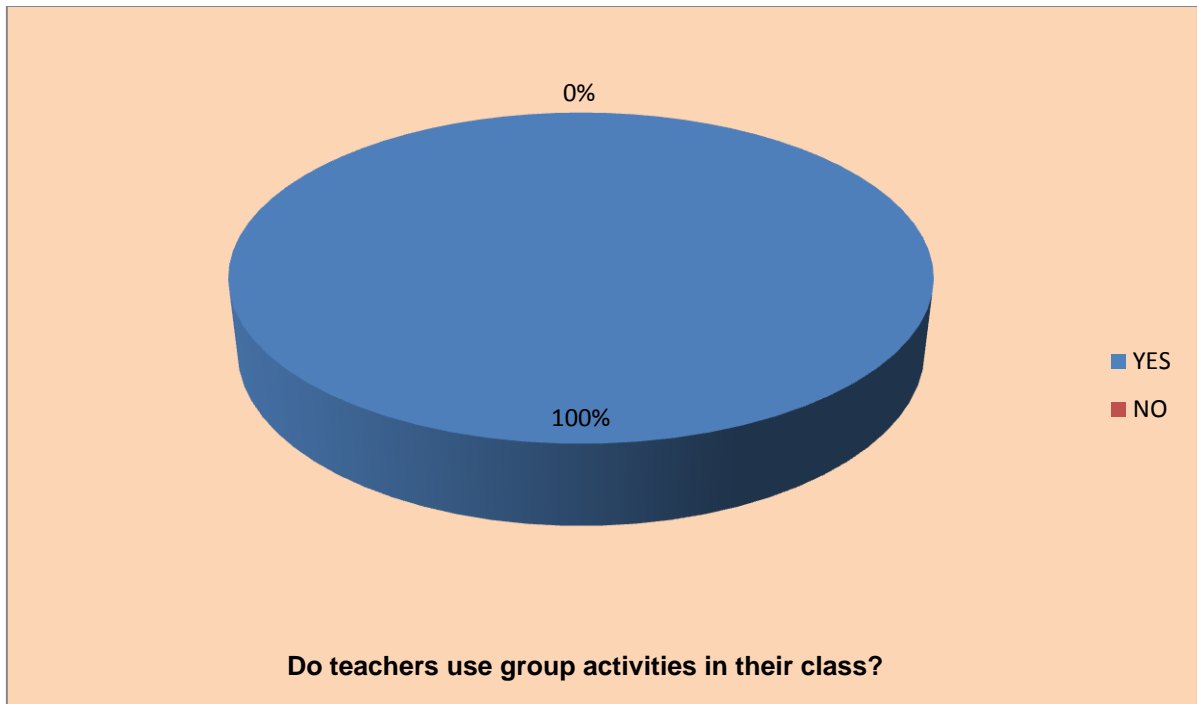
Source: Private High Schools

The 100% of teachers use group work activities in their lessons like dynamics, games, oral presentations, exposition, interviews, role plays and brainstorming, because they consider that these activities help to evaluate knowledge and values of students.

Teachers also consider important to use these group activities in order to engage students more actively, in a learning process.

Working in group gives good results as long as the class is small, because it is difficult to monitor and assess many students.

An excellent number to work in group up to 20 students who can be divided into four groups of 5.

The purpose of using group work activities is that each student participates more actively during the class period.

GRAPH 6
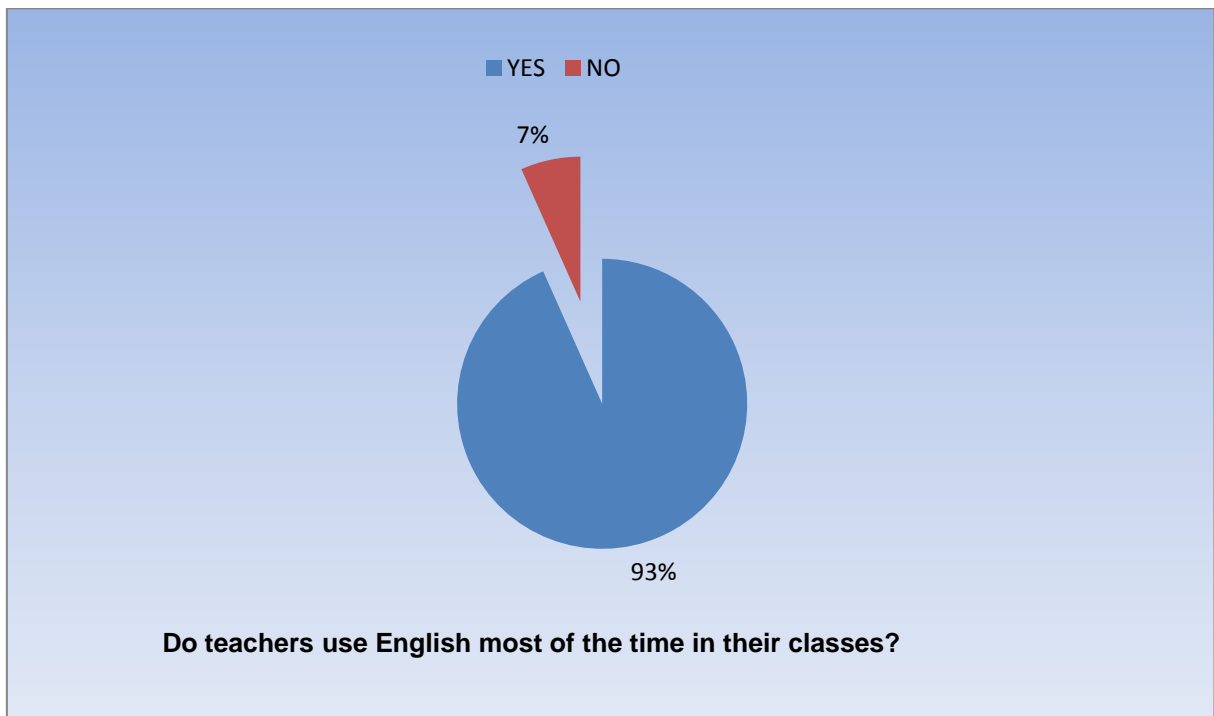
Source: Private High Schools

Data indicate that 93 percent (14) of teachers use English most of the time in their classes; while 7 percent (1 teacher) uses English part time in his classes, because students do not understand when he speaks English in a 100% and they get distracted easily and begin to misbehave.

Teachers agree that it is better to use simple words in class in order to motivate students.

Now, in all institutions, it is obligatory that teachers speak English all time in class, especially in intermediate and advanced levels.

GRAPH 7

100

YES NO

0

Do teachers plan their lessons?
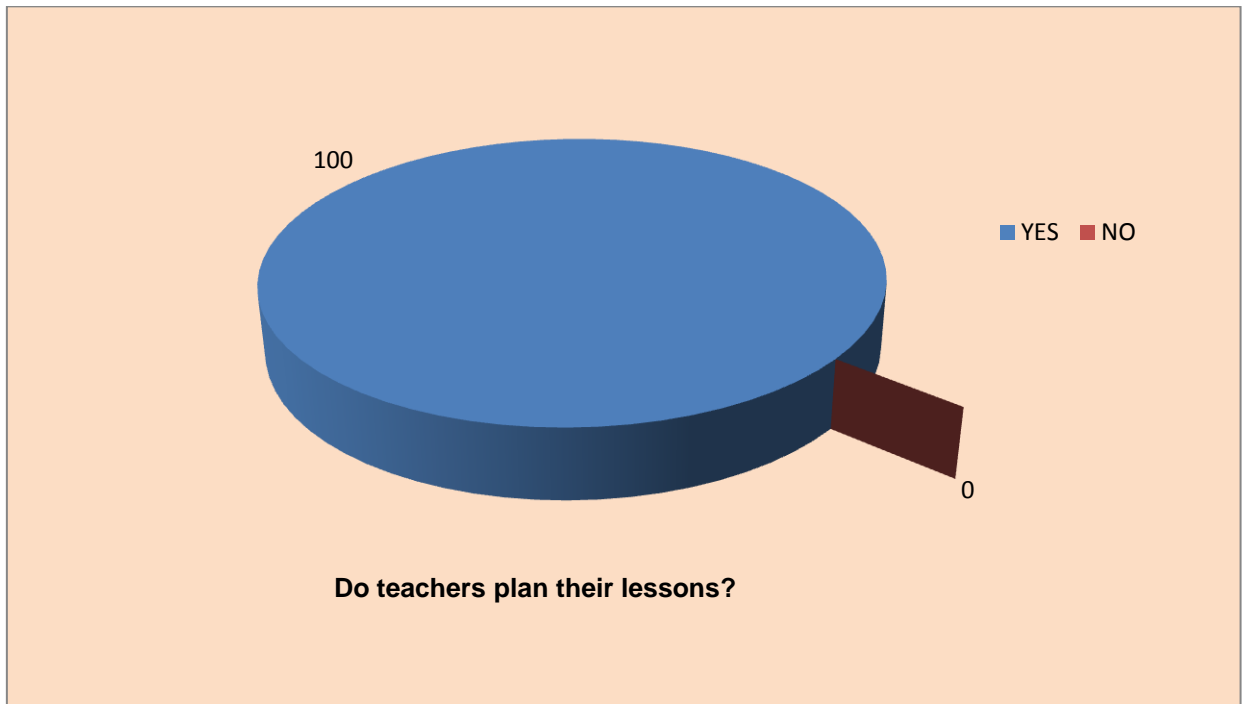
Source: Private High Schools

Data indicate that 100 percent (15 teachers) plan their lessons because they consider that this activity as important to cover the topics set in the time assigned.

They also say that planning is a requirement of the institutions in order to develop good class and follow a schedule established. A good planning will lead to successful teaching.

It is found in the field research that teachers are overloaded with documentation and paper works that they have to deliver each week to the institution and educational supervisors.

At this point, planning is not carefully prepared and the lessons are executed according to the experience of the teacher; but in order to motivate the student to speak another language it is necessary more than that; it is needed technical and methodological innovation.

GRAPH 8

Do teachers consider aspects such as discipline, timing, feedback, and instructions to teach their lessons?
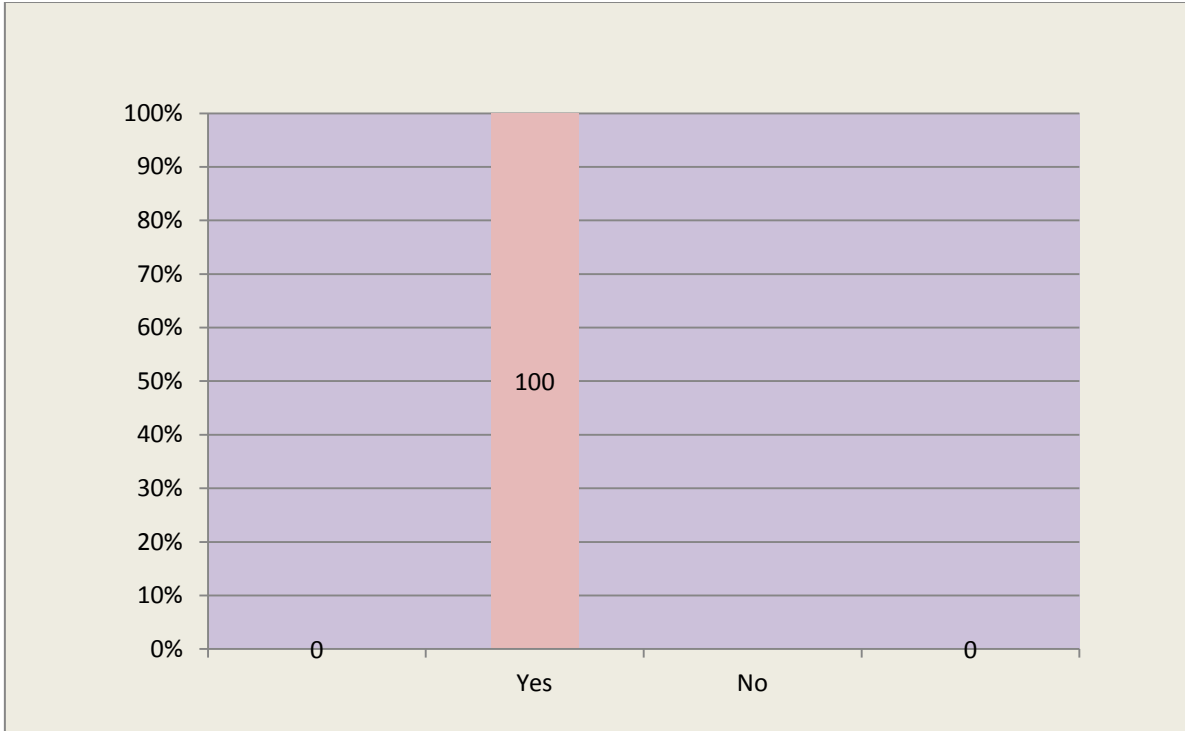
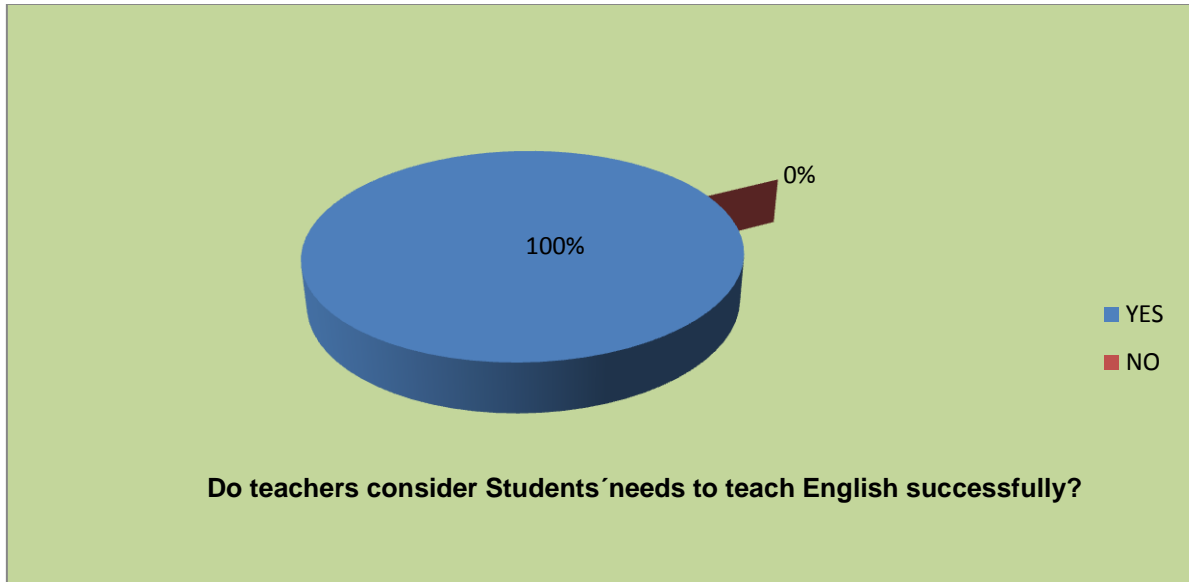**Source:** Private High Schools

Data indicate that 100 percent (15 teachers) consider such aspects as discipline, timing, feedback, and instructions to teach their lessons, in order to achieve success in the teaching- learning process.

Furthermore, these aspects are part of the background and respect.

If these aspects are not to taken into account, it will be difficult to lead a successful class.

FACTORS CONCERNING STUDENTS

GRAPH 9

Source: Private High Schools

Data show that 100 percent (15 teachers) consider students ´needs to teach English successfully.

Teachers consider students' needs are important for the development of the learning process.

Based on this approach, it is important to level the students analyzing their English skills, interests and intelligence.

Teachers pointed out that it is necessary to know students interests to work according to learners' needs.

There are institutions in which students are classified by their level of English, but not by their age or their needs.

GRAPH 10

Do teachers consider Students´level to teach English successfully?

100%

0%

YES
NO
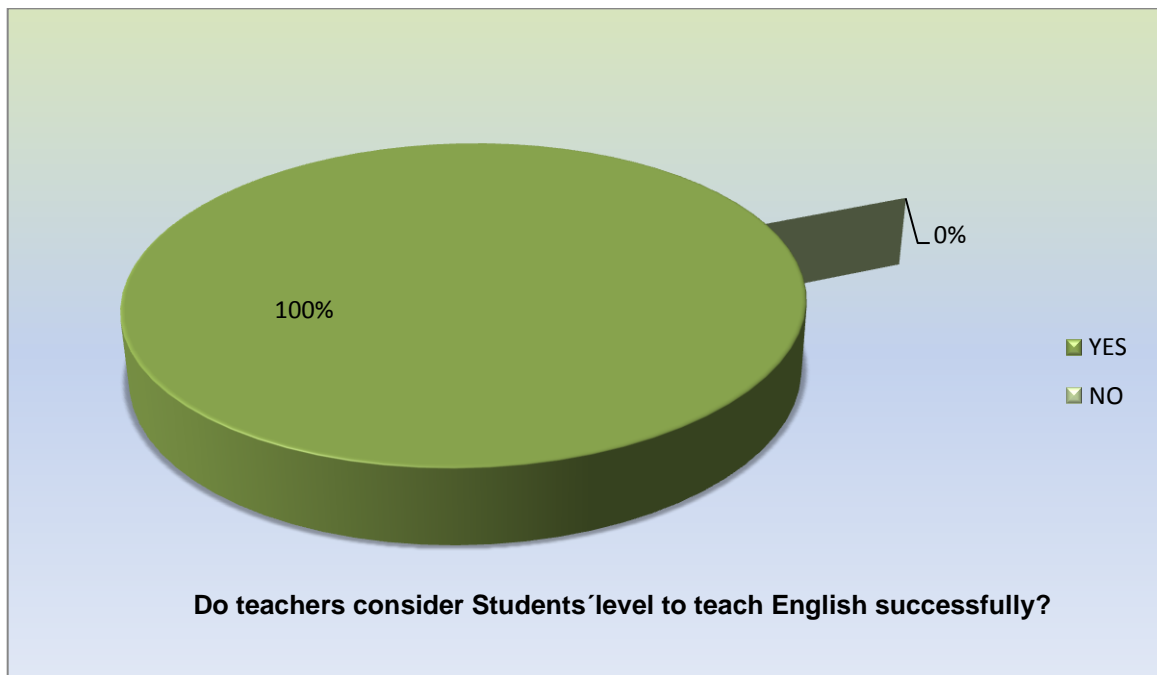
Source: Private High Schools

100% percent of teachers consider that each student must be assessed in order to know their level of English. Everyone is different and each one should work according to his/her needs.

In some schools, students are classified and leveled according to their knowledge and skills in speaking, writing and listening, as well as their grades, so teachers can get better results.

Consider the level of students' English is important for everyone to be at the same rate.

But the student's needs go beyond this, many students do not like the language, or it is not important for them , hence there is a need to know what each student expects from this language and thus, motivate his/her to learn it.

GRAPH 11
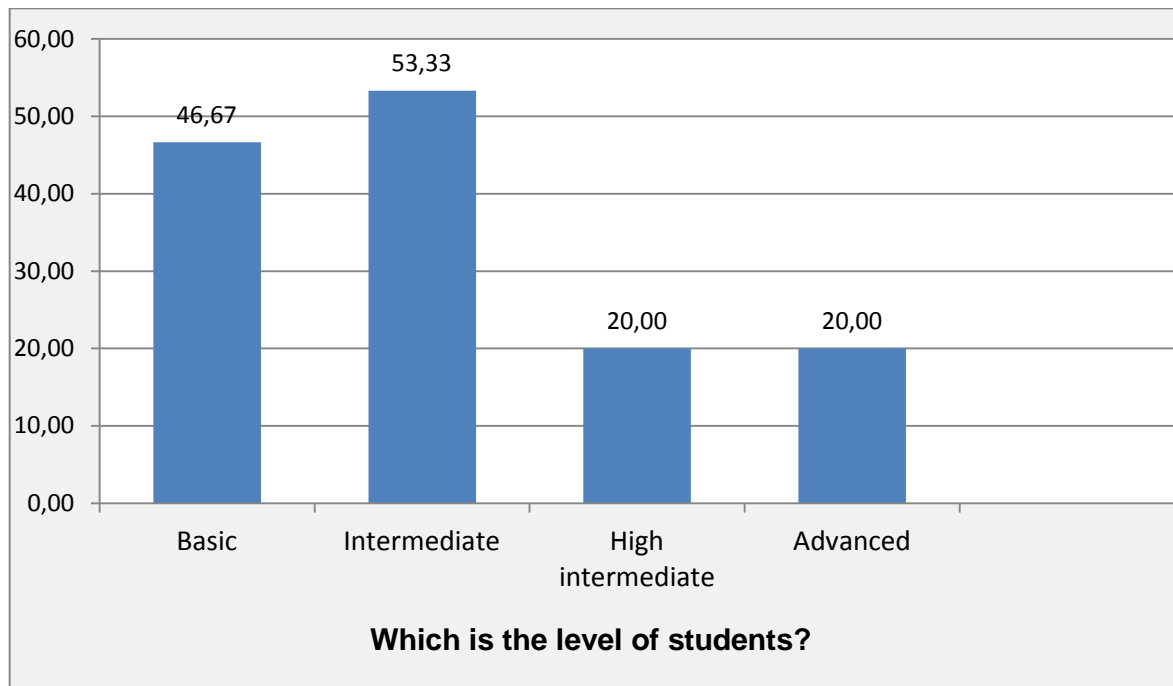
Most students (53, 33%) belong to intermediate level, followed by the 46, 67% that correspond to students who belong a basic level and with a percentage of 20% of students with high intermediate and advanced level.

The level of English of the students is good in all schools, everybody belong to a basic level.

According to observed classes in some schools, there is a teacher for each level, but in other schools students are not leveled. Students with different levels (beginners, intermediate and advanced) are in the same class.

The standard of English in schools has improved, providing students better opportunities when they leave schools.

FACTORS CONCERNING CLASSROOM

GRAPH 12
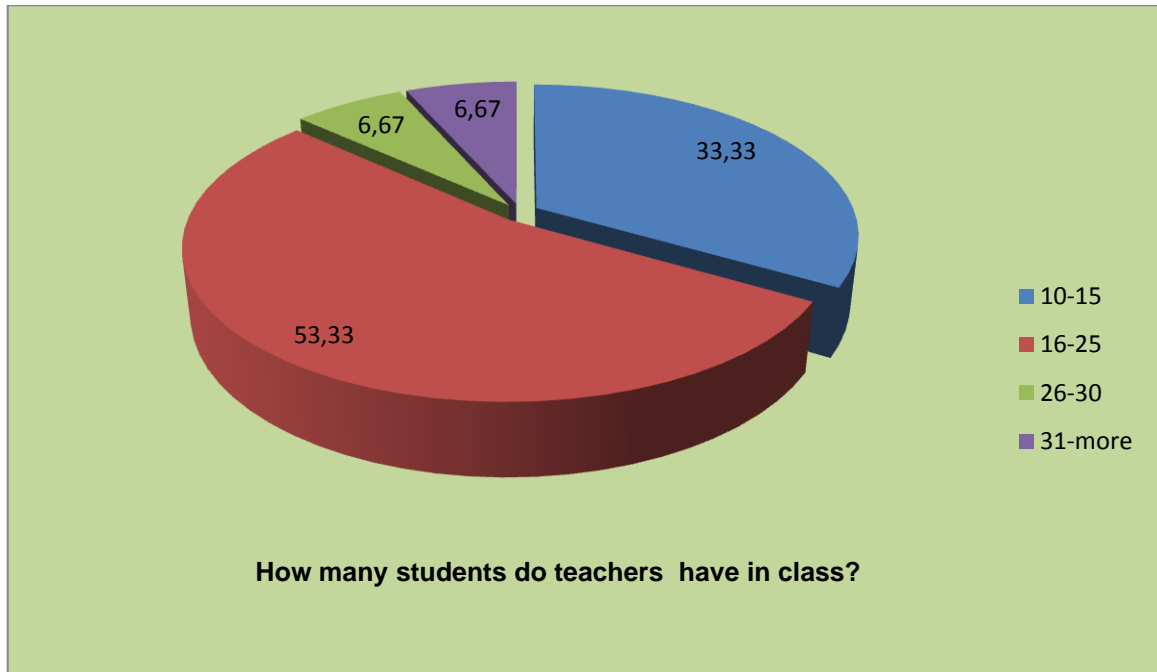
Source: Private High Schools

Most teachers (53,33%) have in their classrooms approximately 16 to 25 students, followed by the 33,33% with 10-15 students.

Other teachers (6,67%) have in their classrooms around 26-30 students, and teachers who have 31or more students in their classrooms represent the 6,67%.

In some schools it was observed classrooms up to 40 -42 students. It is incredibly large number of students in a class, and it is anti-didactic and anti- professional manner to teach.

Classrooms with 40 students or more are difficult to control, especially the discipline. Teachers cannot teach students individually and it is quite complicated to realize the students 'needs and finally the class may become monotonous or chaotic.

GRAPH 13

Do teachers feel comfortable working with this number of students

Legend: YES, NO

13,33 — NO
86,67 — YES
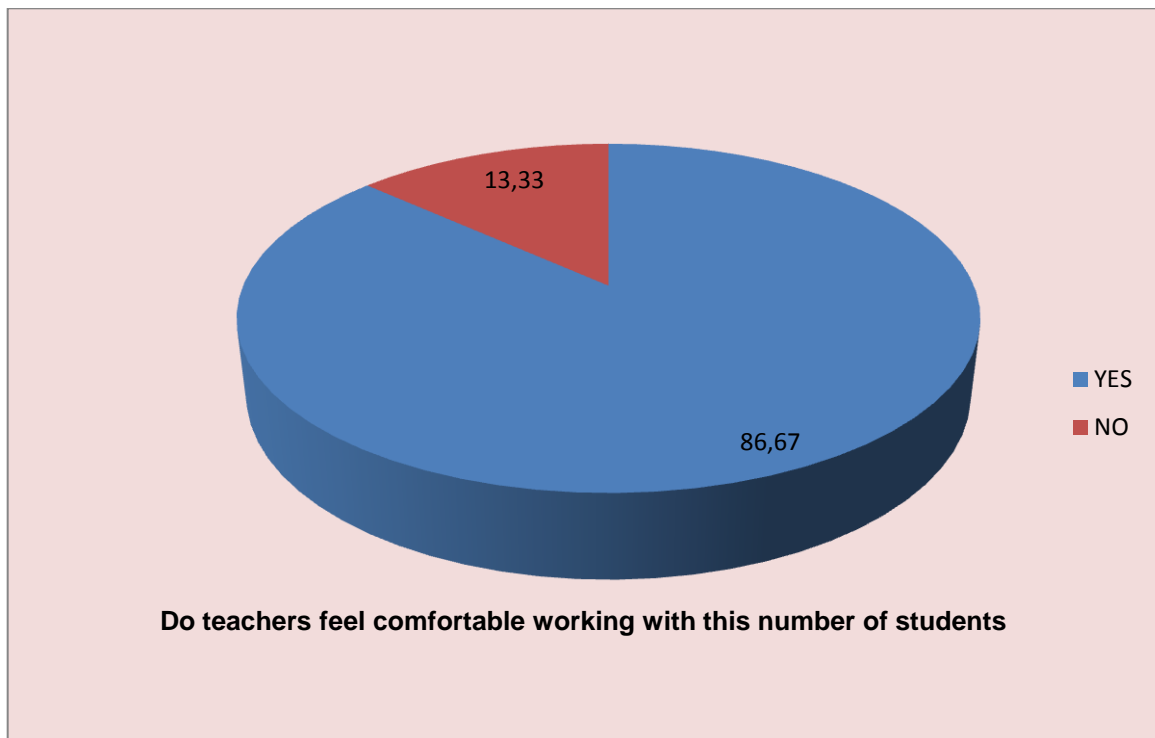
Source: Private High Schools

Most teachers (86, 67%) are comfortable working with the number of students established in their classroom.

They said that the ideal number would be up to 15 to 20 students. Teachers say that work in small groups it is much easier to control discipline, time and activities.

13,33% of teachers indicated that they were not comfortable with large groups.

Many teachers can control large groups because they have years of experience, however, they consider that working with small groups is always more beneficial for both, students and teachers.

GRAPH 14

Do teachers have enough space to work with this group of students?
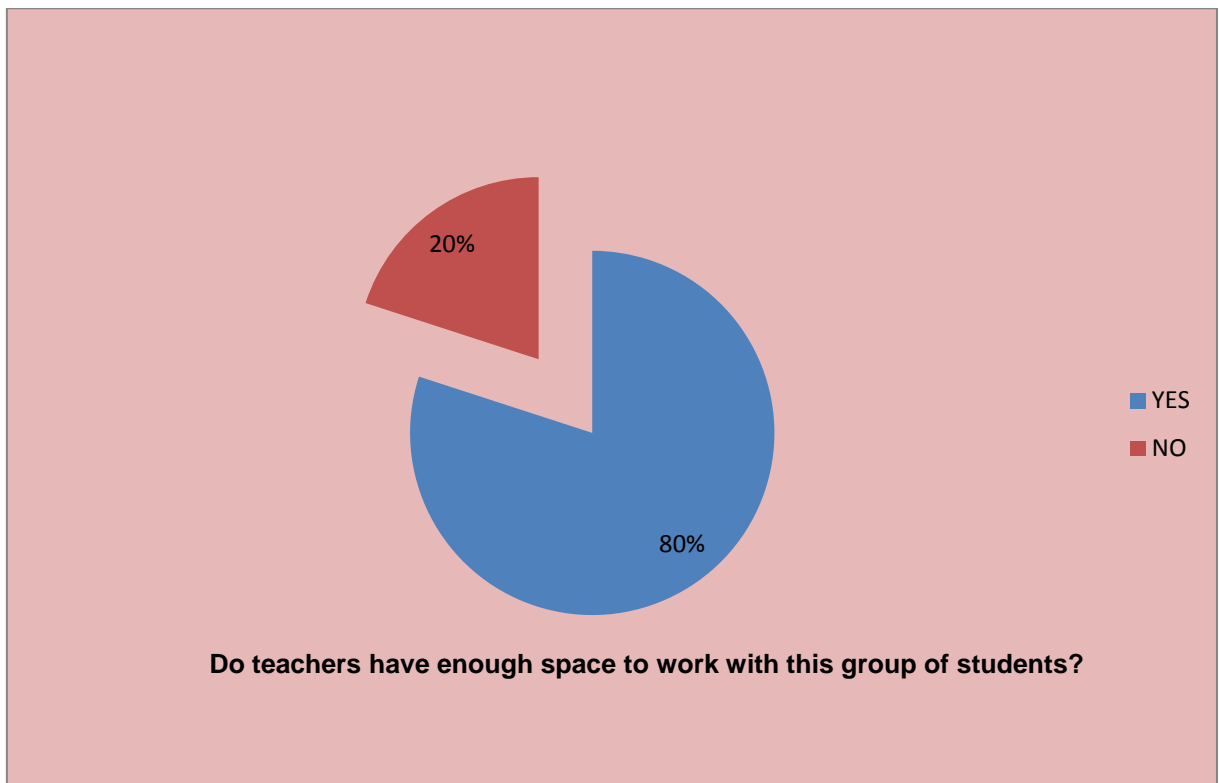
Source: Private High Schools

80% of teachers indicated that they have enough space to work with their groups. The classrooms are very broad and appropriate.

In the contrary, 20% of teachers do not have enough space to work because there are not enough space for certain activities because of large number of students.

In classrooms where students are over 30, there is not enough space to perform group work activities, and teachers have to work just with activities included in the text books.

GRAPH 15

9%

YES
NO

91%

Do teachers arrange students´seats in relation to the activities planned for you classes?
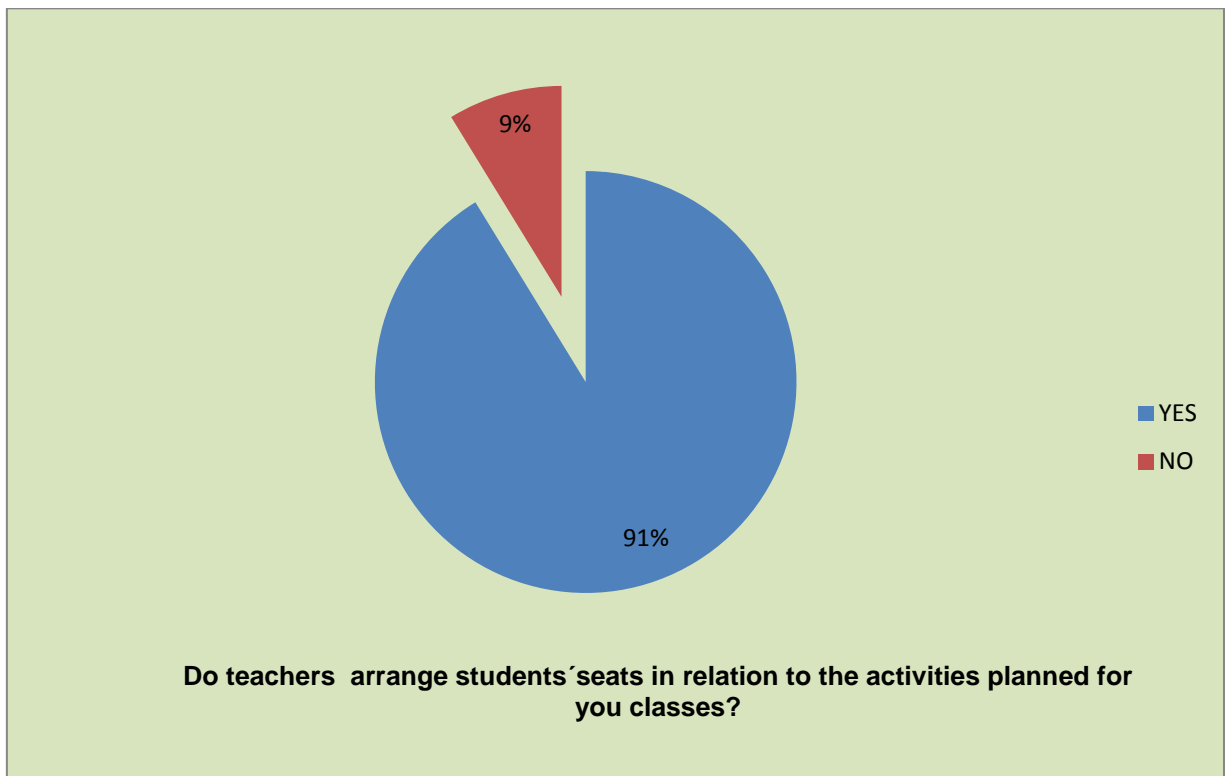
Source: Private High Schools

91% of teachers arrange students ´seats in relation to the activities planned for their classes. Teachers mention that they arrange seats when they work in groups or when students perform activities like role-play or depending on the lesson plans.

9% teachers do not arrange students´ seats in their classes because they do not have time and space to do it.

Most teachers mentioned that it is impossible to arrange the chairs of students for each lesson, because of the large number of students in the classroom , but when they have extra activities planned they can do it.

GRAPHIC 16
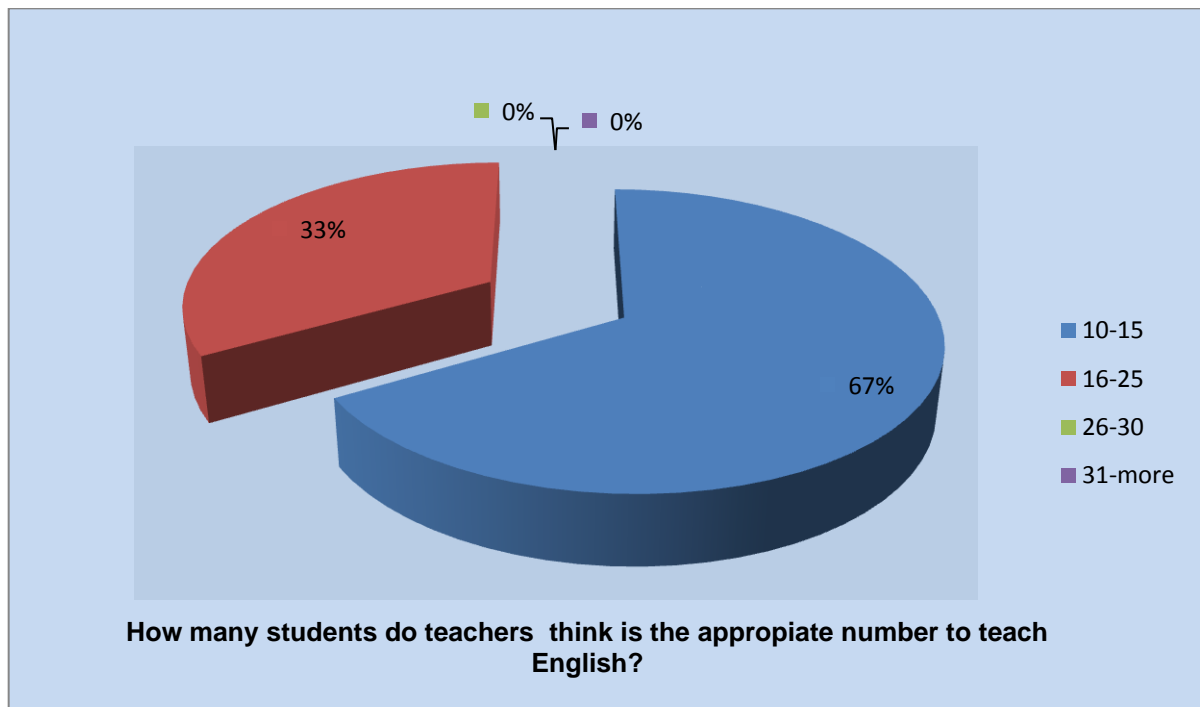
Source: Private High Schools

According to this Graph, the 67% of teachers (10) think that 10-15 students would be the appropriate number to teach English because it is more pedagogical.

There are more opportunities to do activities, the discipline can be controlled and the classes can be personalized.

33,33% (5) teachers think that 16-25 students per class is a good number to teach, because this group number is controllable.

In the other hand, all teachers think that 26 and up students in a classroom are not pedagogical, because a large number of students in a schoolroom represents a difficulty to control activities and teachers cannot pay a due attention to each student.

GRAPH 17

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

Legend: YES, NO

100%, 0%
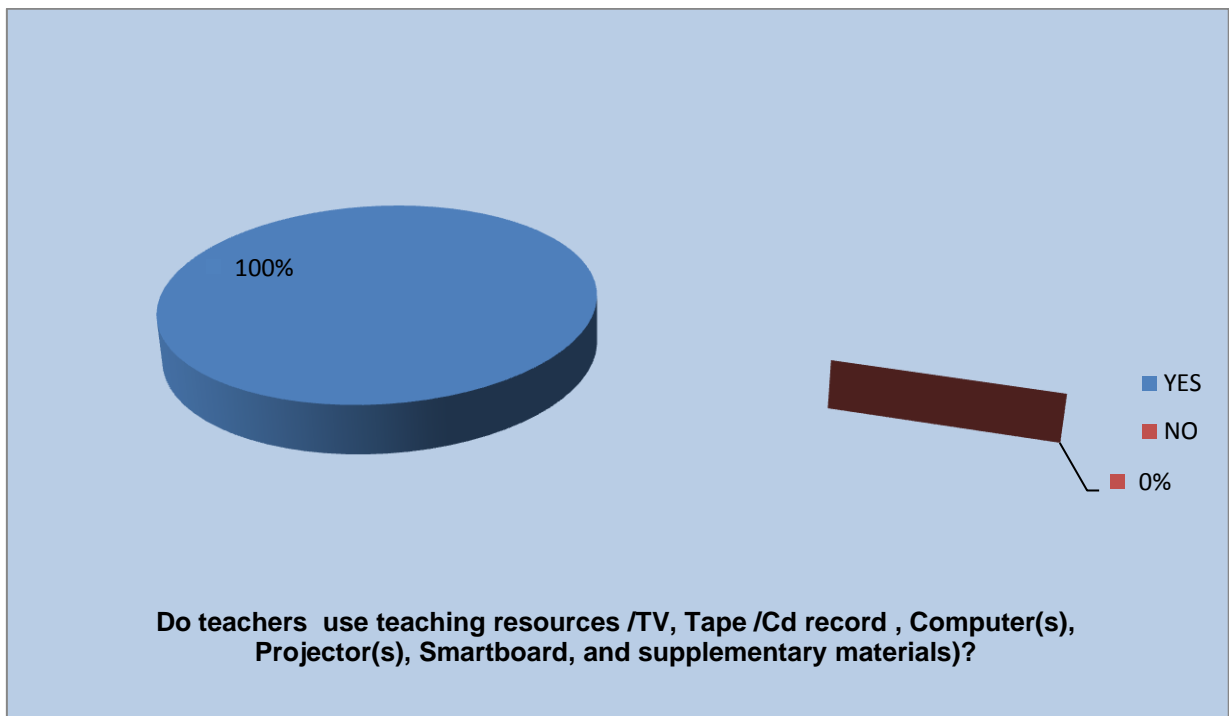
Source: Private High Schools

100% of teachers (15) use teaching resources in their classroom; the most common are CD-recorder, tape, TV and supplementary materials like cardboard, markers, color pencils, foam. Some colleges have smart board, computer and projector that are used in their class.

Almost in all the high schools, teachers create materials according to the planned topic. For example, when they explain prepositions, they use material found in the classroom, such as pictures, desks, tables, markers, books, etc.

All these materials are essential to motivate students and make English language an enjoyable subject.

GRAPHI18
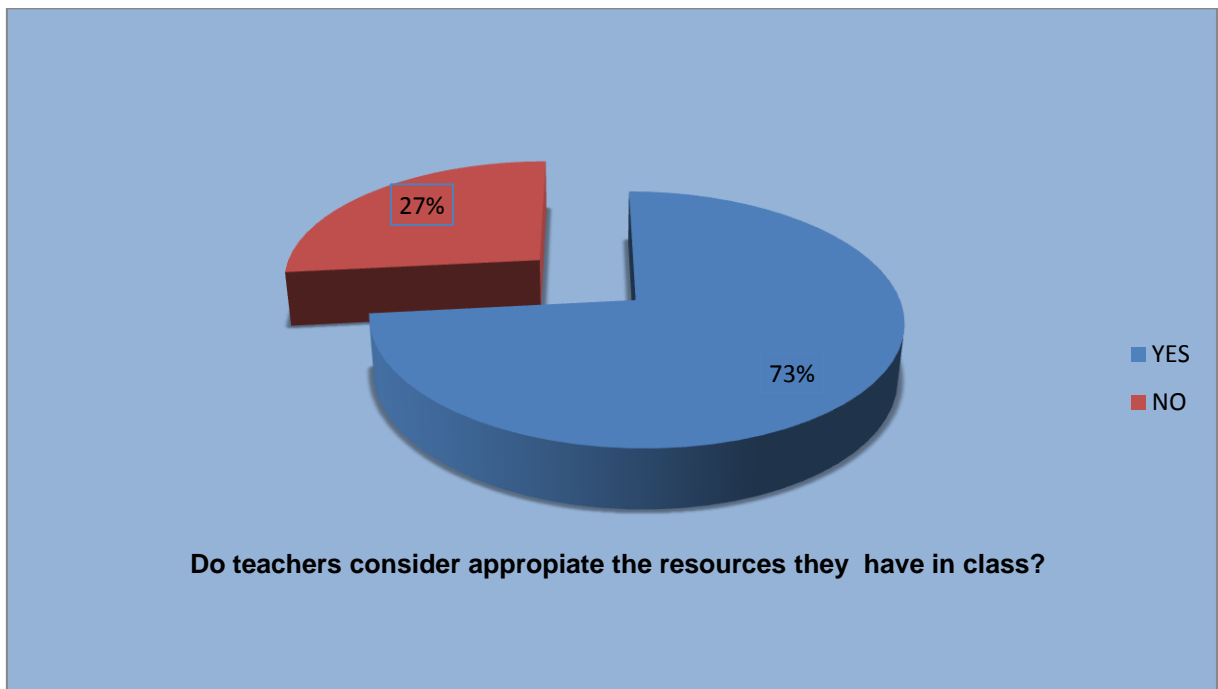
Source: Private High Schools

Data show that 73%, (11 teachers) consider appropriate the resources that they have in class (cardboard, foam, color pencils) because these resources help with the learning English process, to create activities through the imagination. Besides, it is good that students perform activities that they like. For example, students can conduct surveys in English on topics they like and tabulate data, perform role playing games. These make class more enjoyable process.

The 27% (4) teachers think that it is not appropriate to use the resources that they have in their class (cardboard, foam, color pencils) because these resources are outdated and it is needed to update them. It is necessary to use new tools, such as the internet which students can already use, etc.

Currently the internet is a good friend of the student but it also can distract attention and divert the main objectives when teachers do not have a planned topic.

According to the analysis, observation and student interviews resources are very useful but the important point is that they are guided in the right way and supervised by teachers.

FACTORS CONCERNING EDUCATIONAL INSTITUTIONS

GRAPH 19
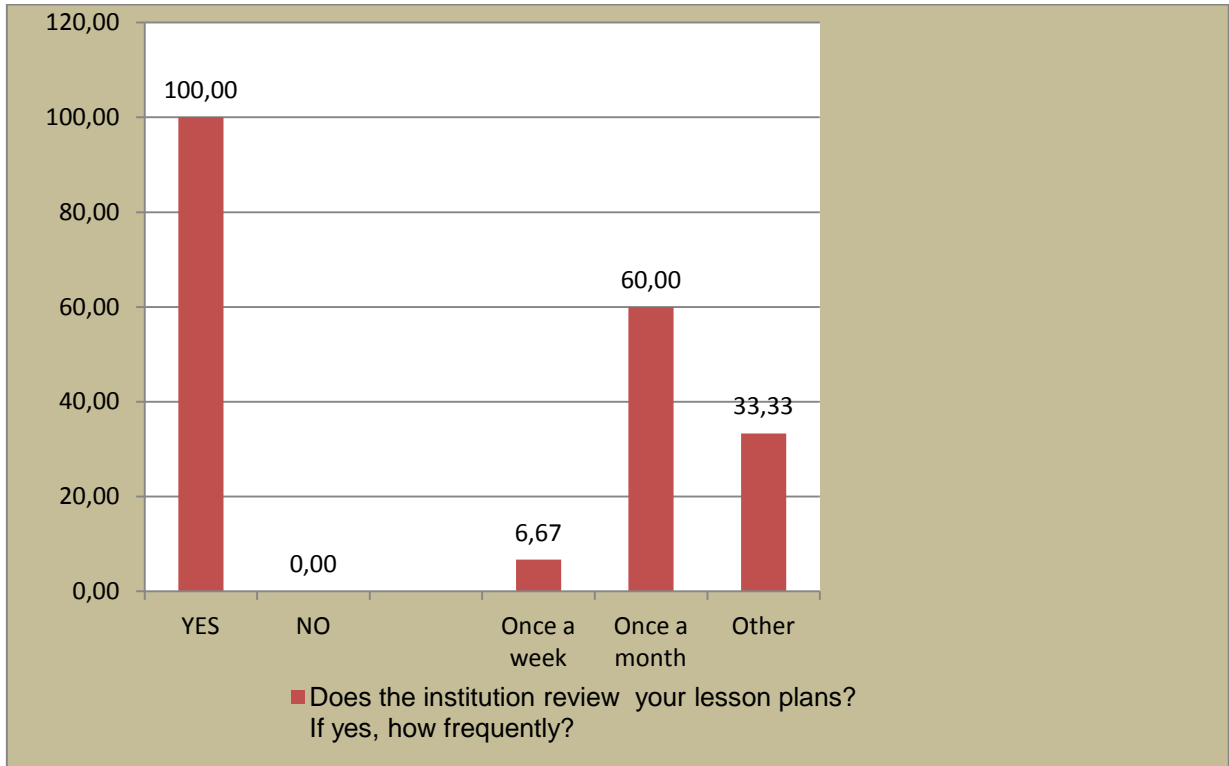
Source: Private High Schools

100 % (15) teachers plan their lessons, which are reviewed by the institutions. The 6, 67 % of plans are reviewed once a week, the 60% once a month and the 33, 33% correspond to other for example after previous asking, each 15 days or when the supervisors decide.

Each institution must have planning activities established by the Ministry of Education. These must be reviewed and approved each week or according to the regulations of each institution.

GRAPH .20

Does the institution monitor your teaching? if yes, how frequently ?
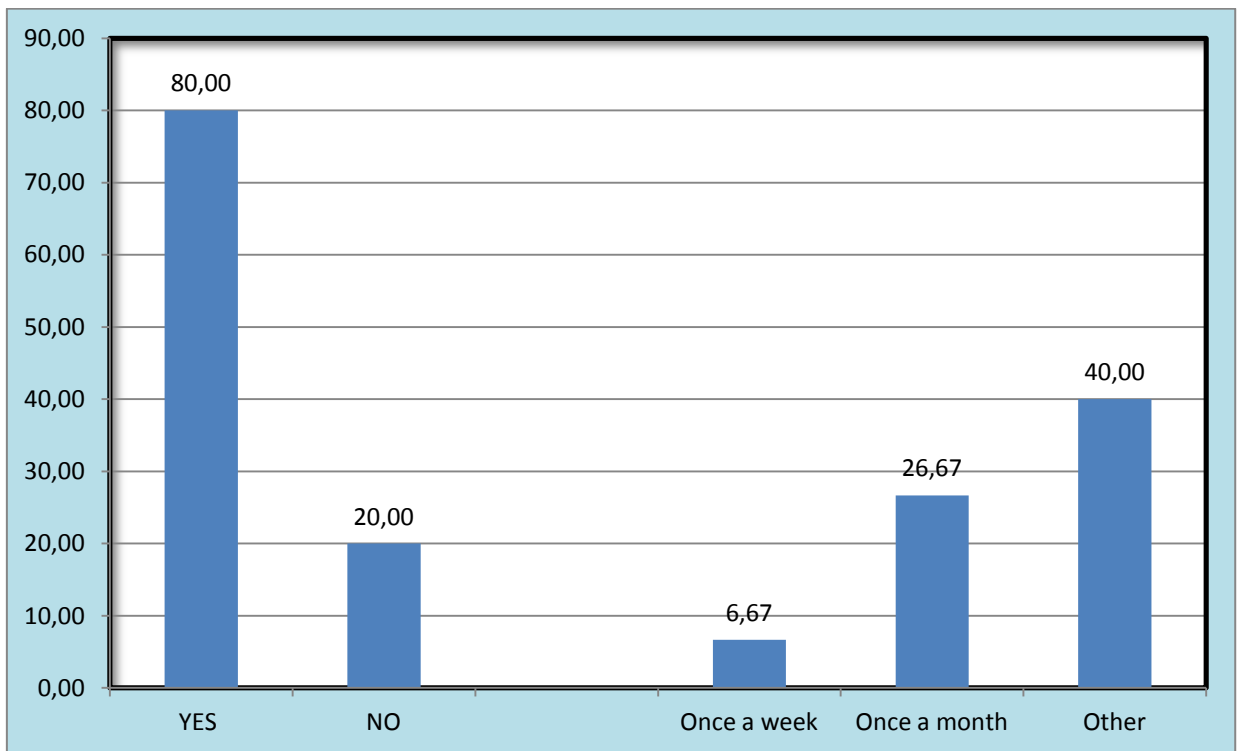
Source: Private High Schools

Data shows that 80% (12) teachers are monitored by Institution. The 6,67 % is monitored once a week, the 26,67% once a month and the 40% correspond to other as once a year, each fifteen days or once a term.

Teachers whose lesson plans are not checked by the institution represent the 26,67% (5) teachers because some of them are English´s area coordinators, others because the institution does not apply it.

It is necessary to monitor teachers and review their lesson plans in order to support them in some class activities.

CONCLUSIONS

As a result of the present research , it could be concluded the following:

During this research, the 100% of teachers identified that the main factors that affect the English language teaching-learning process are the correct motivation and the teaching method.

The 73,3% of the observed teachers have a bachelor´s degree in English language and they are well prepared.

The results show that 13% of the observed teachers still do not have a bachelor's degree in English language.

The research shows that the 46, 67% of the observed students, target of this investigation, have a Basic English level.

 In 2 out of 5 educational establishments observed, students are classified according to their proficiency level into basic, intermediate or advanced, which represent 40%).

The 100% of the observed teachers (15) speak English during their classes and control the discipline successfully. Most of them, the 93,3% use whole group activities in their classes.

The 20% of schools do not have enough space in their classrooms; there are too many students per class (40 and up), which affects the quality of teaching –learning process.

The most teachers (66,7%) are not familiar with the methodological techniques and, therefore, apply the most frequently used method, communicative language teaching approach, which is not beneficial for students.

Few teachers (6,7%) use the traditional method (Grammar Translation Method), which can be considered as obsolete, since it is not focused on communication skills.

A small number of teachers (33, 33%) agree that the ideal number of students per class should be 16-25, even smaller, in order to be able to work with everyone appropriately.

RECOMMENDATIONS

Teachers must be trained by the institutions with new techniques and methodologies that increase student's motivation.

Teachers and institutions should use some activities in order to enable students interact with native speakers in English in class, or make students watch movies with English subtitles.

Institutions should help teachers in their work by offering available classrooms with big spaces for group activities, reduce the number of students per class and give them the facilities to be more comfortable in the classroom.

When teachers speak English, they should modulate their voice, they have to be clear and use simply words so that students can understand and not get bored.

Teachers have to do varied activities in classrooms, such as using technology (pp), internet, games, roles play, etc, in order to get the interest of students and motivate them.

Together with adding more teaching hours, institutions should use some extra-curricular activities where students may have the opportunity to practice English.

When a teacher is evaluated, supervisors should indicate his/ her different methods and techniques to improve classroom procedure.

The general recommendation would be reduce the number of students from a typical class of 30 students to an approximately of 15 student per class.

Each educational establishment should have English laboratories equipped appropriately.

Institutions should level their students as beginners, intermediate and advanced according to the levels they belong to, in order to get better results.

English Labs should be more frequently used to practice English.

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ANNEXES

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

EDUCATIONAL INSTITUTION: _UNIDAD EDUCATIVA SALESIANA "CARDENAL SPELLMAN"_
DATE: _April 2nd_
YEAR: _2013_

Guido Vaca (guido.vaca@yahoo.com)

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✓)   NO ( )
Why? _Because the students learn specially when they know that they need to learn and when they like topics which are taught according to their needs_

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
YES (✓)   NO ( )
Why? _Because we can't teach if we don't know the students' knowledge_

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? _The students like when they make cooperative learning_

7. Do you use individual activities to teach your lessons?
YES (✓)   NO ( )
Why? _Sometimes we have to demonstrate that you can do the things alone_

8. Do you use group work activities to teach your lessons?
YES (✓)   NO ( )
Why? _Because the students need to interact among others, it's necessary_

9. Do you use English most of the time in your classes?
YES (✓)   NO ( )

10. Do you plan your lessons?
YES (✓)   NO ( )
Why? _How you teach if you don't plan?_

11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
YES (✓)   NO ( )
Why? _The students should be exposed to everything for learning_

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? _You can't teach to big groups_

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 (X)   26 - 30 ( )   31 - more ( )
Why? _____

17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?
YES (✓)   NO ( )
Which ones? _____

18. Do you consider appropriate the resources you have in class?
YES (✓)   NO ( )
Why? _____

19. Does the institution review your lesson plans?
YES (✓)   NO ( )
If yes, how frequently?
Once a week ___   Once a month ✓   Other_____

20. Does the institution monitor your teaching?
YES (✓)   NO ( )
If yes, how frequently?
Once a week ___   Once a month ✓   Other_____

Thanks for your cooperation!!!!!!

---

15. Do you arrange students' seats in relation to the activities planned for your classes?
YES (✓)   NO ( )
Why? _Moving seats every class takes time. I have limited time_

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? _With small groups you can personalize teaching_

17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?
YES (✓)   NO ( )
Which ones? _TV, CD recorder, supplementary material (papers)_

18. Do you consider appropriate the resources you have in class?
YES (✓)   NO ( )
Why? _They help the students to learn easily_

19. Does the institution review your lesson plans?
YES (✓)   NO ( )
If yes, how frequently?
Once a week ___   Once a month ___   Other _After previous working_

20. Does the institution monitor your teaching?
YES (✓)   NO ( )
If yes, how frequently?
Once a week ___   Once a month ___   Other _Any Time_

Thanks for your cooperation!!!!!!

Top-Left Questionnaire

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

EDUCATIONAL INSTITUTION: Academia Militar Miguel Iturralde
DATE:
YEAR:

Maria del Carmen Sisbay

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✓)   NO ( )
Why?
Because all of these features are very important
during the process of the class.

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

Students' Level *(Basic, Intermediate, High Intermediate, and Advanced)*
YES (✓)   NO ( )
Why? Because not all of the students are be able to understand
and learn in the same way.

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	( )

Top-Right Questionnaire

Grammar Translation Method	( )
Others _____	( )

6. Do you use whole-group activities to teach your lessons?
YES (✓)   NO ( )
Why? It's necessary for sharing opinions, feelings and others

7. Do you use individual activities to teach your lessons?
YES (✓)   NO ( )
Why? This is part of the process

8. Do you use group work activities to teach your lessons?
YES (✓)   NO ( )
Why? Because this is a way to interchange knowledge.

9. Do you use English most of the time in your classes?
YES (✓)   NO ( )

10. Do you plan your lessons?
YES (✓)   NO ( )
Why? Because we have to follow an order, in order
to have success.

11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
YES (✓)   NO ( )
Why? Because they are part of the background and our
behaviour (students) find me.

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? Because I think that the successful class
should be from 15-20 but it depends on
the level of students.

14. Do you have enough space to work with this group of students?
YES (✓)   NO ( )

Bottom-Left Questionnaire

15. Do you arrange students' seats in relation to the activities planned for your classes?
YES ( )   NO (✓)
Why? Because I love the freedom

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? Because more than this number would be the
army for learning a language.

17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?
YES (✓)   NO ( )
Which ones? all of them.

18. Do you consider appropriate the resources you have in class?
YES (✓)   NO ( )
Why? Because all the time had had smart students
and before we didn't need the technology

19. Does the institution review your lesson plans?
YES (✓)   NO ( )
If yes, how frequently?
Once a week   Once a month   Other X

20. Does the institution monitor your teaching?
YES (✓)   NO ( )
If yes, how frequently?
Once a week   Once a month   Other once a year.

Thanks for your cooperation!!!!!!

Bottom-Right Questionnaire

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

EDUCATIONAL INSTITUTION: U.E.S.C "SPELLMAN"
DATE: 12/04/2013
YEAR: 201

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (X)   NO ( )
Why?
Because of the different intelligences, needs and interests
they have, we have to adapt curricula

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

Students' Level *(Basic, Intermediate, High Intermediate, and Advanced)*
YES (X)   NO ( )
Why? To get better results.

4. Which is the level of your students?

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

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

Communicative Language Teaching	(X)
The Natural Approach	( )
Cooperative Language Learning	( )
Content-Based Instruction	( )
Task-Based Language Teaching	( )
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	(X)

Top-left

Grammar Translation Method ( )
Others _____ ( )

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

YES (x)   NO ( )
Why? Academic classes

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

YES (x)   NO ( )
Why? Reinforcement y feedback

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

YES (x)   NO ( )
Why? help each other (team work)

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

YES (x)   NO ( )

10. Do you plan your lessons?

YES (x)   NO ( )
Why? As a process

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

YES (x)   NO ( )
Why? They're part of the process

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

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

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

YES (x)   NO ( )
Why? Good to pay attention to individual neccessities

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

YES ( )   NO (x)

Top-right

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

YES (x)   NO ( )
Why? lesson goals.

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

10 - 15 ( )   16 - 25 (x)   26 - 30 ( )   31 - more ( )
Why? former

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

YES (x)   NO ( )
Which ones? TV, cd recorder, computer, projector, smartboard

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

YES ( )   NO (x)
Why? Internet is needed

19. Does the institution review your lesson plans?

YES (x)   NO ( )
If yes, how frequently?
Once a week   Once a month   Other When they decide

20. Does the institution monitor your teaching?
YES ( )   NO (x)
If yes, how frequently?
Once a week   Once a month   Other _____

Thanks for your cooperation!!!!!!

Bottom-left

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

EDUCATIONAL INSTITUTION: UNIDAD EDUCATIVA SALESIANA "CARDENAL SDELLMAN"
DATE:
YEAR: 2012-2013

1. Which level of education do you have?

High school diploma ( )   English Bachelor's Degree (x)   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 (x)   NO ( )
Why?
Because all of them are very important

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

Students' Level (Basic, Intermediate, High Intermediate , and Advanced)
YES (x)   NO ( )
Why? Because students work according to their personal needs

4. Which is the level of your students?

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

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

Communicative Language Teaching   (x)
The Natural Approach   ( )
Cooperative Language Learning   (x)
Content-Based Instruction   ( )
Task-Based Language Teaching   (x)
Cognitive Academic Language Learning ( )
Total Physical Response   ( )
Whole Language Approach   ( )

Bottom-right

Grammar Translation Method ( )
Others games (x)

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

YES (x)   NO ( )
Why? Because cooperation is the best way

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

YES (x)   NO ( )
Why? Because the students needs are different in each level

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

YES (x)   NO ( )
Why? Because they like to work in groups

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

YES (x)   NO ( )

10. Do you plan your lessons?

YES (x)   NO ( )
Why? Because I have to consider student's needs daily

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

YES (x)   NO ( )
Why? Because good discipline and the other aspects are very important to develop a class

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

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

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

YES ( )   NO ( )
Why? Because I can do many activities with them

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

YES ( )   NO (x)

Panel 1 (top-left): Questions 15–20

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

YES (x)   NO ( )
Why? _Because I work in no English lab._

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

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

Why? _Because we can improve all the learning process_

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

YES (x)   NO ( )
Which ones? _English lab_

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

YES (x)   NO ( )
Why? _I can do many activities_

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!

Panel 2 (top-right): Header + Questions 1–5

EDUCATIONAL INSTITUTION: _Colegio Militar Miguel Iturralde_
DATE:
YEAR:

1. **Which level of education do you have?**

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

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

Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)
YES (✓)   NO ( )
Why?
because English is as secund language in the most impotat to
communicate economically and socially to avoid chaires.

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

Students' Level (Basic, Intermediate, High Intermediate , and Advanced)
YES (✓)   NO ( )
Why? _because It's much better. because the facilities._

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   ( )

Panel 3 (bottom-left): Questions 6–14 (continued)

Grammar Translation Method   ( )
Others _____   ( )

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

YES (✓)   NO ( )
Why? _because every helps each other._

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

YES (✓)   NO ( )
Why? _because I can reinforce the class._

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

YES (✓)   NO ( )
Why? _because I have to follow the plans._

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

YES (✓)   NO ( )

10. **Do you plan your lessons?**

YES (✓)   NO ( )
Why? _because It's a rule in the school._

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

YES (✓)   NO ( )
Why? _because they are the main role in the class._

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? _It's easier to teach._

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

YES (✓)   NO ( )

Panel 4 (bottom-right): Questions 15–20

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

YES ( )   NO (✓)
Why? _because I work with the Tutor organization._

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? _because It's confortable._

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

YES (✓)   NO ( )
Which ones? _tape recorder, projector, supplementary materials._

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

YES (✓)   NO ( )
Why? _because they are appropiate with the age._

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!!!!!!

Page 1 (top left)

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

EDUCATIONAL INSTITUTION: Academia Militar Miguel Iturralde
DATE: April 13th, 2013
YEAR: First of bachelor's degree

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (X)   NO ( )
Why?
Because is depending of the group of the students. Furthermore, if the students are learning English they have to learn very well.

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

Students' Level *(Basic, Intermediate, High Intermediate, and Advanced)*
YES (X)   NO ( )
Why? Because each level is different

4. Which is the level of your students?

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

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

Communicative Language Teaching (X)
The Natural Approach (X)
Cooperative Language Learning (X)
Content-Based Instruction (X)
Task-Based Language Teaching (X)
Cognitive Academic Language Learning ( )
Total Physical Response (X)
Whole Language Approach ( )

Page 2 (top right)

Grammar Translation Method (X)
Others _____ ( )

6. Do you use whole- group activities to teach your lessons?
YES (x)   NO ( )
Why? Because when they interact into them, they enjoy the task

7. Do you use individual activities to teach your lessons?
YES (X)   NO ( )
Why? Because they need to learn English in sometimes alone.

8. Do you use group work activities to teach your lessons?
YES (X)   NO ( )
Why? Because is interesting look at the students interacting.

9. Do you use English most of the time in your classes?
YES ( )   NO (X)

10. Do you plan your lessons?
YES (X)   NO ( )
Why? Because you have to know how to develop the class

11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
YES (X)   NO ( )
Why? Because these aspects are important on the other hand you can't develop the class

12. How many students do you have in this class?
10 - 15 ( )   16 - 25 ( )   26 - 30 ( )   31 - more (X)

13. Do you feel comfortable working with this number of students?
YES ( )   NO (X)
Why? Because I can not develop my class successfully

14. Do you have enough space to work with this group of students?
YES ( )   NO (X)

Page 3 (bottom left)

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

EDUCATIONAL INSTITUTION: Colegio Menor
DATE:
YEAR:

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✓)   NO ( )
Why?
Because it is important to help them development their knowledge.

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

Students' Level *(Basic, Intermediate, High Intermediate, and Advanced)*
YES (✓)   NO ( )
Why? Because they can learn better

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 ( )

Page 4 (bottom right)

15. Do you arrange students' seats in relation to the activities planned for your classes?
YES ( )   NO (X)
Why? Because I don't have a lot of space

16. How many students do you think is the appropriate number to teach English? *(check only 1)*
10-15 (X)   16 - 25 ( )   26 - 30 ( )   31 - more ( )
Why? Because you can explain better.

17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?
YES (X)   NO ( )
Which ones? TV, cd recorder, computer, projector and supplementary materials

18. Do you consider appropriate the resources you have in class?
YES (X)   NO ( )
Why? Because the students understand the class.

19. Does the institution review your lesson plans?
YES (X)   NO ( )
If yes, how frequently?
Once a week   Once a month   Other_____

20. Does the institution monitor your teaching?
YES (X)   NO ( )
If yes, how frequently?
Once a week   Once a month   Other_____

Thanks for your cooperation!!!!!!

(Questionnaire 1 — continued, Questions 6–14)

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? In order to know How to give a class

11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
YES ✓ NO ( )
Why? Cause these aspects help you to teach in class

12. How many students do you have in this class?
10-15 (X) 16-25 ( ) 26-30 (X) 31-more ( )

13. Do you feel comfortable working with this number of students?
YES (X) NO ( )
Why? because it is a small group.

14. Do you have enough space to work with this group of students?
YES (✓) NO ( )

(Questionnaire 1 — continued, Questions 15–20)

13. Do you arrange students' seats in relation to the activities planned for your classes?
YES (X) NO ( )
Why? _____

16. How many students do you think is the appropriate number to teach English? (check only 1)
10-15 (X) 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 (X) NO ( )
Which ones? _____

18. Do you consider appropriate the resources you have in class?
YES (X) NO ( )
Why? Because it is necessary

19. Does the institution review your lesson plans?
YES (X) NO ( )
If yes, how frequently?
Once a week Once a month Other 15 days

20. Does the institution monitor your teaching?
YES (X) NO ( )
If yes, how frequently?
Once a week Once a month Other 3 months

Thanks for your cooperation!!!!!!

(Questionnaire 2 — Title page)

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

EDUCATIONAL INSTITUTION: Belenjo Menor
DATE:
YEAR:
Gladys Beviva

1. Which level of education do you have?
High school diploma ( ) English Bachelor's Degree (X) 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 (X) NO ( )
Why? Because it is important their environment to learn Successfully. and depends on age to have the correct content.

3. Do you consider Students' level to teach English successfully?
Students' Level (Basic, Intermediate, High Intermediate, and Advanced)
YES (X) NO ( )
Why? Because in that way they receive knowledge according to their needs.

4. Which is the level of your students?
*Students' Level
Basic (X) Intermediate (X) High Intermediate (X) Advanced ( )

5. Which of the following methods was used in this class? (check only 1)
Communicative Language Teaching ( )
The Natural Approach ( )
Cooperative Language Learning (X)
Content-Based Instruction ( )
Task-Based Language Teaching ( )
Cognitive Academic Language Learning ( )
Total Physical Response ( )
Whole Language Approach ( )

(Questionnaire 2 — continued, Questions 6–14)

Grammar Translation Method ( )
Others _____ ( )

6. Do you use whole-group activities to teach your lessons?
YES (X) NO ( )
Why? It's better for them to share

7. Do you use individual activities to teach your lessons?
YES (X) NO ( )
Why? They have their own learning and their way of learning, too.

8. Do you use group work activities to teach your lessons?
YES (X) NO ( )
Why? It's a good process

9. Do you use English most of the time in your classes?
YES (X) NO ( )

10. Do you plan your lessons?
YES (X) NO ( )
Why? It's necessary to follow up the lesson in order.

11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
YES (X) NO ( )
Why? We have to be order

12. How many students do you have in this class?
10-15 ( ) 16-25 (X) 26-30 ( ) 31-more ( )

13. Do you feel comfortable working with this number of students?
YES (X) NO ( )
Why? But sometimes it is not too easy

14. Do you have enough space to work with this group of students?
YES (X) NO ( )

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[Top-left quadrant]

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

YES (X)   NO ( )
Why? _specially in group work_

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

10 - 15 (X)   16 - 25 ( )   26 - 30 ( )   31 - more ( )
Why? _Because we have a class almost one to one._

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

YES (X)   NO ( )
Which ones? _TV, tape /CD recorder and supplementary materials_

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

YES ( )   NO (X)
Why? _Because of the technology we need more sources_

19. Does the institution review your lesson plans?
YES (X)   NO ( )
If yes, how frequently?
Once a week ___ Once a month ___ Other __X__

20. Does the institution monitor your teaching?
YES (X)   NO ( )
If yes, how frequently?
Once a week ___ Once a month ___ Other _once a year_

Thanks for your cooperation!!!!!!

[Top-right quadrant]

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

EDUCATIONAL INSTITUTION: _Colegio Hendrik Anton forontz_
DATE: _April 2nd, 2013_
YEAR:

1. Which level of education do you have?

High school diploma ( )   English Bachelor's Degree (X)   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 (X)   NO ( )
Why?
because it's important for their learning

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

Students' Level *(Basic, Intermediate, High Intermediate , and Advanced)*
YES (X)   NO ( )
Why? _because they are at the same level_

4. Which is the level of your students?

*Students' Level
Basic (X)   Intermediate (X)   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   (✓)

[Bottom-left quadrant]

Grammar Translation Method   ( )
Others _____   ( )

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

YES (X)   NO ( )
Why? _they work_

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

YES (X)   NO ( )
Why? _to improve their knowledge_

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

YES (X)   NO ( )
Why? _to interact_

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

YES (X)   NO ( )

10. Do you plan your lessons?

YES (X)   NO ( )
Why? _Sometimes I can forget_

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

YES (X)   NO ( )
Why? _To respect_

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

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

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

YES (X)   NO ( )
Why? _Teaching is better_

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

YES (X)   NO ( )

[Bottom-right quadrant]

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

YES ( )   NO (X)
Why? _____

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

10 - 15 (X)   16 - 25 ( )   26 - 30 ( )   31 - more ( )
Why? _To work with everyone_

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

YES (X)   NO ( )
Which ones? _TV, tape/CD recorder/supplementary materials, sometimes computers_

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

YES ( )   NO (X)
Why? _I need more, specially technological resources_

19. Does the institution review your lesson plans?
YES (X)   NO ( )
If yes, how frequently?
Once a week ___ Once a month (✓) Other _____

20. Does the institution monitor your teaching?
YES (X)   NO ( )
If yes, how frequently?
Once a week ___ Once a month ___ Other _every term_

Thanks for your cooperation!!!!!!

Page 1 (top-left)

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

EDUCATIONAL INSTITUTION: _Colegio Menor._
DATE:
YEAR:

1. Which level of education do you have?

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

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

Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)
YES (✓)   NO ( )
Why?
_____ BECAUSE all THEM ARE NECESARY IN THE PROCES LEARNING_____

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

Students' Level (Basic, Intermediate, High Intermediate , and Advanced)
YES (✓)   NO ( )
Why? _BECAUSE THEY ARE IN THE AGE of LEARNING_

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	(✓)

Page 2 (top-right)

Grammar Translation Method	(✓)
Others _____	( )

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

YES (✓)   NO ( )
Why? _THEY ARE A SMALL GROUP_

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

YES ( )   NO (✓)
Why? _BECAUSE THEY ARE A SMALL GROUP_

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

YES (✓)   NO ( )
Why? _THEY ARE A SMALL GROUP_

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

YES (✓)   NO ( )

10. Do you plan your lessons?

YES (✓)   NO ( )
Why? _IN ORDER to plan my ACTIVITIES_

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

YES (✓)   NO ( )
Why? _IN ORDER to COMPLETE my activities_

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? _ITS EASIER TO TEACH_

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

YES (✓)   NO ( )

Page 3 (bottom-left)

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? _FOR DISCIPLINE_

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

YES (✓)   NO ( )
Which ones? _TV, TAPE/Cd recorder, SUPPLEMENTARY materials_

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

YES (✓)   NO ( )
Why? _BECAUSE LEARNING & TEACHING PROCESS IS BETTER_

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!!!!!!

Page 4 (bottom-right)

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

EDUCATIONAL INSTITUTION: _Colegio Borremeo_
DATE:
YEAR:

1. Which level of education do you have?

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

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

Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)
YES (✗)   NO ( )
Why?
Because they need to have a complete learning -approach.

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

Students' Level (Basic, Intermediate, High Intermediate , and Advanced)
YES (✗)   NO ( )
Why? _they know How to speak eyith in real sitations._

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	( )

Top-left form (Questionnaire A, continued):

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

YES (x)   NO ( )
Why? _they practice their english with classmates_

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

YES (x)   NO ( )
Why? _They love to do their works by theirselves_

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

YES (x)   NO ( )
Why? _But not often only when its necessary. For the topic_

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

YES (x)   NO ( )

10. Do you plan your lessons?

YES (x)   NO ( )
Why? _It's necessary to do it_

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

YES (x)   NO ( )
Why? _'cause all these aspects are import in order to complete the lesson_

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

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

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

YES (x)   NO ( )
Why? _For a good learning_

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

YES (x)   NO ( )

Top-right form (continued):

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

YES (x)   NO ( )
Why? _For the role - play._

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

10 - 15 (x)   16 - 25 ( )   26 - 30 ( )   31 - more ( )
Why? _It's better for them_

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

YES (x)   NO ( )
Which ones? _cd recorder and supplementary materials_

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

YES (x)   NO ( )
Why? _Because Not only depends of this. It's more important the attitude._

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

YES (x)   NO ( )
If yes, how frequently?
Once a week   Once a month   Other _once a term_

Thanks for your cooperation!!!!!!

Bottom-left form (Questionnaire B, start):

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

EDUCATIONAL INSTITUTION: _Convenios High School_
DATE:
YEAR:

1. Which level of education do you have?

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

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

Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)
YES (✓)   NO ( )
Why?
Because it's the only way they learn

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

Students' Level (Basic, Intermediate, High Intermediate , and Advanced)
YES (✓)   NO ( )
Why? _it depends on their knowledge_

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 ( )

Bottom-right form (continued):

Grammar Translation Method ( )
Others _____ ( )

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

YES (✓)   NO ( )
Why? _to each one_

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

YES (✓)   NO ( )
Why? _In order to know their knowledge_

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

YES (✓)   NO ( )
Why? _it depends on the topic_

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

YES (✓)   NO ( )

10. Do you plan your lessons?

YES (✓)   NO ( )
Why? _because I have to be prepare to teach._

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

YES (✓)   NO ( )
Why? _to have an emotion and meanfully class_

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

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

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

YES (✓)   NO ( )
Why? _'cause it's not a big group_

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

YES (✓)   NO ( )

Grammar Translation Method   ( )
Others _____   ( )

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

YES (✓)   NO ( )
Why? Because we have a small groups.

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

YES (✓)   NO ( )
Why? to complete the learning process we need to work in groups and individual.

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

YES (✓)   NO ( )
Why? groupwork help you to grade knowledge but also values

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

YES (✓)   NO ( )

10. Do you plan your lessons?

YES (✓)   NO ( )
Why? to give a class is essential to have a plan

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

YES (✓)   NO ( )
Why? Because they are in the process of learning and teaching.

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? Because you can work with all students.

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? it's important to move students

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? In small groups the students have more opportunities to practice

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

YES (✓)   NO ( )
Which ones? Cd recorder and Computers.

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

YES (✓)   NO ( )
Why? these resources help with the process of learning English.

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!!!!!!

EDUCATIONAL INSTITUTION: Colegio Hendovís Antoon Sorenty
DATE:
YEAR:

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✓)   NO ( )
Why?
Because it's important know students interestes to work according to their needs

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

Students' Level *(Basic, Intermediate, High Intermediate, and Advanced)*
YES (✓)   NO ( )
Why? Because it's necessary to know the level to teach students

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   ( )

Top-left page:

Grammar Translation Method ( )
Others _____ ( )

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

YES (✓)   NO ( )
Why? _They need to work in team_____

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

YES (✓)   NO ( )
Why? _cause they practice English activity in a better way_

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

YES (✓)   NO ( )
Why? _they need to work in team_____

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

YES (✓)   NO ( )

10. Do you plan your lessons?

YES (✓)   NO ( )
Why? _Because it's important to make a previous plan not to waste time and not to improvise_

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

YES (✓)   NO ( )
Why? _It's necessary to apply those parameters in the classroom_

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? _Because you can work better with small groups_

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

YES (✓)   NO ( )

Top-right page:

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 ( )
Why? _Because it's pedagogical to work with a few of students_

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

YES (✓)   NO ( )
Which ones? _TV - cd recorder - smartboard_____

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

YES (✓)   NO ( )
Why? _Because the English environment is very important so the students can learn the language better_

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 _every each term._

Thanks for your cooperation!!!!!!

Bottom-left page:

EDUCATIONAL INSTITUTION: _Colegio Hendrick Antoon Loraity_
DATE: _26-03-2013_
YEAR:

1. Which level of education do you have?

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

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

Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✓)   NO ( )
Why? _Because it can help to develop his knowledge._

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

Students' Level *(Basic, Intermediate, High Intermediate, and Advanced)*
YES (✓)   NO ( )
Why? _____

4. Which is the level of your students?

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

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

Communicative Language Teaching (✓)
The Natural Approach ( )
Cooperative Language Learning ( )
Content-Based Instruction ( )
Task-Based Language Teaching ( )
Cognitive Academic Language Learning ( )
Total Physical Response ( )
Whole Language Approach ( )

Bottom-right page:

Grammar Translation Method ( )
Others _____ ( )

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

YES ( )   NO (✓)
Why? _Because in some case is difficult to work_

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? _Because it help to compare his hability_

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

YES (✓)   NO ( )

10. Do you plan your lessons?

YES (✓)   NO ( )
Why? _Because it is necessary to continue with the plans_

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

YES (✓)   NO ( )
Why? _Because it is important to carry out with activities_

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? _Because (it is) They are a small group_

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? _Because they are a few students._

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? _Because It is appropriate and the students can have a better oppartonity to learn English_

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

YES (✓) NO ( )
Which ones? _TV, Cd recorder and supplementary_

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

YES ( ) NO (✓)
Why? _Because It necessary to have more resourceses_

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!!!!!!

STUDENTS

Questionnaire 1

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

EDUCATIONAL INSTITUTION: SPELLMAN
DATE: 12/1/13
YEAR: 2013

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? Porque me ayudan a memorizar

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? Es muy divertido

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? Es muy espaciosa

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

SI (✓)   NO ( )
¿Por qué? Porque puedes comunicarte con ellos en ingles

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? Porque nos pone de 2 en 2 para hablar

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

SI (✓)   NO ( )

GRACIAS!!!!!

Questionnaire 2

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

EDUCATIONAL INSTITUTION: Colegio Militar Miguel Iturralde
DATE: 12-04-13
YEAR: 10mo

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? Son divertidas y así aprendemos con ganas y no de memoria

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? Nos enseña de manera divertida

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? Es muy espaciosa

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

SI (✓)   NO ( )
¿Por qué? Porque puedes comunicarte con ellos en ingles

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? Porque nos pone de 2 en 2 para hablar

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

SI (✓)   NO ( )

GRACIAS!!!!!

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

EDUCATIONAL INSTITUTION: Colegio Militar Miguel Iturralde
DATE: 12-04-13
YEAR: 10mo

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? Son divertidas y así aprendemos con ganas y no de memoria

3. Consideras que las actividades realizadas en clase son:
Muy fáciles ( )   Fáciles ( )   Difíciles (✓)   Muy difíciles ( )

4. ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor?
SI (✓)   NO ( )
¿Por qué? Nos enseña de manera divertida

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 ( )

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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? Es amplio y hasta vaba espacio para cartelos, etc.

12. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inglés?
SI (✓)   NO ( )
¿Por qué? Porque es un número muchas somos pocos participamos

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? Practica mismo junto con ella los atrapamos y limpiamos

14. ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.?
SI (✓)   NO ( )

GRACIAS!!!!!

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

EDUCATIONAL INSTITUTION: Consorcio school
DATE: 12/04/13
YEAR: 10mo 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? Porque así desenvolvemos mejor el Inglés

3. Consideras que las actividades realizadas en clase son:
Muy fáciles ( )   Fáciles (✓)   Difíciles ( )   Muy difíciles ( )

4. ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor?
SI (✓)   NO ( )
¿Por qué? Se da a entender al hablar!

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 (✓)

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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? Porque tenemos espacio! ó

12. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inglés?
SI (✓)   NO ( )
¿Por qué? Porque hay más compañerismo!

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? trabajar en grupo

14. ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.?
SI (✓)   NO ( )

GRACIAS!!!!!

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

EDUCATIONAL INSTITUTION: U. E. S. Cardenal Spellman
DATE: 2.013 - 04 - 12
YEAR: 10° A

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? a travez de ellos aprendo vocabulario y verbos

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? su método es divertido porque es a travez de actividades

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? es amplia y comoda.

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

SI (✓)   NO ( )
¿Por qué? mientras menos sean mas facil y mejor se aprende, cuando son muchos es mas dificil incluso para el profesor

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? estamos con nuestros amigos

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

SI (✓)   NO ( )

GRACIAS!!!!!

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

EDUCATIONAL INSTITUTION: U. E. S. C. Spellman
DATE: 12 - 04 - 13
YEAR: 10no A

1. ¿Te gusta aprender Inglés?

SI (X)   NO ( )

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

SI (X)   NO ( )
¿Por qué? Porque esto no convierte a la clase en algo monótono

3. Consideras que las actividades realizadas en clase son:

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

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

SI (X)   NO ( )
¿Por qué? Tiene la profe buena pronunciación y nos explica muy bien

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )
¿Por qué? Si porque podemos movernos sin incomodarnos

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

SI (X)   NO ( )
¿Por qué? Ya que mientras menos estudiantes es mejor la enseñanza y el aprendizaje

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

SI (X)   NO ( )
¿Por qué? Porque podemos dialogar e intercambiar ideas entre compañeros

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

SI ( )   NO (X)

GRACIAS!!!!!

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EDUCATIONAL INSTITUTION: "Cardenal Spelman"
DATE: 12/04/2013
YEAR: 10no

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? porque te enseñan y divierten

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? Porque no me aburre

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 (✓)

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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? es amplio y con mucho espacio desocupado

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

SI (✓)   NO ( )
¿Por qué? porque no hay muchos

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? Los grupos ya están hechos

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

SI (✓)   NO ( )

GRACIAS!!!!!

EDUCATIONAL INSTITUTION: Comonios
DATE:
YEAR: 2do Bachillerato

1. ¿Te gusta aprender Inglés?

SI (X)   NO ( )

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

SI (X)   NO ( )
¿Por qué? trabajamos en grupo y así aprendemos más

3. Consideras que las actividades realizadas en clase son:

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

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

SI (X)   NO ( )
¿Por qué? la teacher explica y nos hace aprender más

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )
¿Por qué? Somos pocos y nos podemos movilizar bien

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

SI (X)   NO ( )
¿Por qué? porque si estas mucho no se pone atención en clase

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

SI (X)   NO ( )
¿Por qué? así trabajamos bien

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

SI ( )   NO ( )

GRACIAS!!!!!

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

EDUCATIONAL INSTITUTION: Colegio Menor
DATE: 2012/10/19
YEAR: 2012   Ariel Bastidos

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? que que me gusta trabajar en grupo y con todos

3. Consideras que las actividades realizadas en clase son:

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

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

SI (√)   NO ( )
¿Por qué? Por que se explica muy bien

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?
Por que es muy espaciosa y si es cómoda

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

SI (√)   NO ( )
¿Por qué?
Por que somos 10 y podemos trabajar tranquilamente y en grupo

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?
Por que hay más espacio para el profe y nosotros

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

SI (√)   NO ( )

GRACIAS!!!!!

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

EDUCATIONAL INSTITUTION: Colegio Menor
DATE:
YEAR:

1. ¿Te gusta aprender Inglés?

SI ( )   NO ( ) mas omenos

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

SI ( )   NO ( ) aveces
¿Por qué? por que aveces no entiendo

3. Consideras que las actividades realizadas en clase son:

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

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

SI (√)   NO ( )
¿Por qué? por que enseña bien y tambien se queda en la tarde

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 ( ) aveces

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? Por que es amplia tiene carteles que te ayuden.

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

SI (√)   NO ( )
¿Por qué?
por que todos aprendemos de igual manera.

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?
por que todos estan en filas y es muy amplio

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

SI (√)   NO ( )

GRACIAS!!!!!

Questionnaire 1

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

EDUCATIONAL INSTITUTION: Colegio Menor
DATE: Abril
YEAR: 10B3 - 9no Basica

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? Me ayudan a aprenderlas

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)　　　　　　NO ( )
¿Por qué? Nos explica muy bien y si no entendemos nos vuelve a explicar

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? nos permite hacer bien nuestros trabajos y es adecuado para nosotros los alumnos

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

SI (✓)　　　　NO ( )
¿Por qué? No somos muchos ni pocos y eso es bueno

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? Nos reunidos entre todos y resolvemos el trabajo

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

SI (✓)　　　　NO ( )

GRACIAS!!!!!

Questionnaire 2

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

EDUCATIONAL INSTITUTION: Johann Amos Comenius
DATE: 01/04/2013
YEAR: 2 nd year of school living

1. ¿Te gusta aprender Inglés?

SI (x)　　　　　　NO ( )

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

SI (x)　　　　　　NO ( )
¿Por qué? Los juegos y los trabajos utilizan mismo Inglés

3. Consideras que las actividades realizadas en clase son:

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

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

SI (x)　　　　　　NO ( )
¿Por qué? Las instrucciones que da son claras utiliza un nivel de Inglés en el que todos podemos entender

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

SI (x)　　　　NO ( )

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

SI (x)　　　　NO ( )

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

SI (x)　　　　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? Porque yo creo que el aula es muy pequeña

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

SI (✓)　　　　NO ( )
¿Por qué? Porque así no hay mucha bulla y yo puede concentrarme, escuchar y aprender

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? Porque ahí podemos trabajar mejor

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

SI (✓)　　　　NO ( )

GRACIAS!!!!!

EDUCATIONAL INSTITUTION: Johann Amos Comenios
DATE: 01/04/2013
YEAR:

1. ¿Te gusta aprender Inglés?

SI (X)   NO ( )

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

SI (X)   NO ( )
¿Por qué? Porque son divertidos y así repasamos los temas.

3. Consideras que las actividades realizadas en clase son:

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

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

SI ( )   NO (X)
¿Por qué? Porque siempre vemos los mismos temas.

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )

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

SI (X)   NO ( )
¿Por qué? Porque el del tamaño adecuado para trabajar

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

SI (X)   NO ( )
¿Por qué? En mayor parte sí, porque así se hace mal entretenida.

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

SI (X)   NO ( )
¿Por qué? Porque así podemos interactuar adecuadamente

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

SI (X)   NO ( )

GRACIAS!!!!!

EDUCATIONAL INSTITUTION: Colegio Hendrik Antoon Lorentz
DATE:
YEAR: 9no Básica

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? Son divertidas e hacen del Inglés algo chévere

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? Su forma de enseñar es entendible

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? Es muy amplió además somos pocos alumnos

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

SI (✓)   NO ( )
¿Por qué? Somos pocos y así sino entendemos algo nos explica más

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? Así nos separa de los chicos que molestan

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

SI (✓)   NO ( )

GRACIAS!!!!!

Questionnaire 1

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

EDUCATIONAL INSTITUTION: Colegio Hendrik antoon loorentz
DATE:
YEAR:

1. ¿Te gusta aprender Inglés?

SI (✓)   NO ( )

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

SI (✓)   NO ( )
¿Por qué? porque me gusta trabajar en grupo

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? Porque aprendo más

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? Porque es grande

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

SI (✓)   NO ( )
¿Por qué? Porque me gusta estar con mis compañeros

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? Porque veo mejor la pizarra

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

SI ( )   NO (✓)

GRACIAS!!!!!

Questionnaire 2

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

EDUCATIONAL INSTITUTION: Colegio Hendrik Antoon loorentz
DATE:
YEAR:

1. ¿Te gusta aprender Inglés?

SI (✓)   NO ( )

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

SI (✓)   NO ( )
¿Por qué? es en grupo

3. Consideras que las actividades realizadas en clase son:

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

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

SI (✓)   NO ( )
¿Por qué? aprendo

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? muy pequeño

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

SI (✓)   NO ( )
¿Por qué? no hay muchos

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? es comodo

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

SI (✓)   NO ( )

GRACIAS!!!!!

OBSERVATION SHEET

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

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

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

*Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✗)   NO ( )
* It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line) applied, and students' reaction to them.

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

*Students' Level
Basic (✗)   Intermediate ( )   High Intermediate ( ) Advanced ( )
* It can be recognized based on the material they are using or placement done by the institution.

3. Which of the following methods are used?

Communicative Language Teaching	( ) charts
The Natural Approach	( ) vocabulary
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)? ✓

no hace actividades

TEACHER'S LANGUAGE PROFICIENCY:

C2 ( )   C1 ( )   B2 ( )   B1 ( )   A2 ( )   A1 ( )

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

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

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

*Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (✗)   NO ( )
* It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line) applied, and students' reaction to them.

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

*Students' Level
Basic ( )   Intermediate ( )   High Intermediate ( ) Advanced (✗)
* It can be recognized based on the material they are using or placement done by the institution.

3. Which of the following methods are used?

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	(✗)

Top-left

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

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

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

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

7. How many students are there in the classroom?

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

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

YES   (x)   NO   (   )

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

YES   (x)   NO   (   )
NOTES: _____

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

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

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

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

Top-right

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   (   )

Bottom-left

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

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

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

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

Bottom-right

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　( )

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

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

*Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES　(✓)　　NO　( )
* It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line) applied, and students' reaction to them.

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

*Students' Level
Basic　(✓)　　Intermediate　( )　High Intermediate ( )　Advanced　( )
* It can be recognized based on the material they are using or placement done by the institution.

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

---

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

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

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

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

7. How many students are there in the classroom?

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

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

YES　( )　　NO　( )

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

YES　( )　　NO　( )
NOTES: _____

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

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

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

25 %　( )　50 %　( )　75 %　( )　100 %　( )

TEACHER'S INTERVIEW

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

TEACHER'S LANGUAGE PROFICIENCY:

C2　(✓)　C1　( )　B2　( )　B1　( )　A2　( )　A1　( )

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

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

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

*Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (x)   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 (x)   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	(x)
Content-Based Instruction	( )
Task-Based Language Teaching	(x)
Cognitive Academic Language Learning	( )
Total Physical Response	( )
Whole Language Approach	(x)
Grammar Translation Method	(x)
Others _____	( )

4. Which of the following activities are used?

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

---

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

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

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

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

7. How many students are there in the classroom?

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

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

YES (x)   NO ( )

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

YES (x)   NO ( )
NOTES: _____

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

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

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

25 % (x)   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?
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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 (x)   B2 ( )   B1 ( )   A2 ( )   A1 ( )

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA
CARRERA DE INGLES
OBSERVATION SHEET

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

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

*Students' Needs *(age, personality, attitude, aptitude, motivation, and learning styles)*
YES (x)   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 (x)   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	(x)
Total Physical Response	( )
Whole Language Approach	( )
Grammar Translation Method	( )
Others _____	( )

4. Which of the following activities are used?

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

(Top left)

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 % (✓)

(Top right)

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 ( )

(Bottom left)

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

EDUCATIONAL INSTITUTION: Johann Amos Comenios
DATE: April 3th, 2013
YEAR(desde 8vo básica a 3ro bachillerato): 2do 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	( )

(Bottom right)

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

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

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

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

7. How many students are there in the classroom?

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

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

YES (✓)   NO ( )

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

YES (✓)   NO ( )
NOTES:_____

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

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

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

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

TEACHER'S INTERVIEW

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

TEACHER'S LANGUAGE PROFICIENCY:

C2 (✓)   C1 ( )   B2 ( )   B1 ( )   A2 ( )   A1 ( )

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

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

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

*Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)
YES (✓)   NO ( )
* It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line) applied, and students' reaction to them.

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

*Students' Level
Basic ( )   Intermediate ( )   High Intermediate ( )   Advanced (✓)
* It can be recognized based on the material they are using or placement done by the institution.

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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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 % (✓)

Form 1 (top left)

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

EDUCATIONAL INSTITUTION: Spelhman.
DATE: April 3rd, 2013
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	( )

Form 2 (top right)

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 % (✓)

Form 3 (bottom left)

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 ( )

Form 4 (bottom right)

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

EDUCATIONAL INSTITUTION: Colegio Menor
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 ( )