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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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CENTRO UNIVERSITARIO TUMBACO



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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

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CONTENTS

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS
DEDICATIONiv
ACKNOWLEDGEMENTv
CONTENTSvi
RESUMEN EJECUTIVO
ABSTRACT
INTRODUCTION
METHOD
Setting and participants5
Procedures5
DISCUSSION
Literature Review8
Description, analysis and interpretation of results 22
FACTORS CONCERNING STUDENTS
CONCLUSIONS
RECOMMENDATIONS
REFERENCES

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 closedended 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.

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, *p*lanning 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, I 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 teachinglearning 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

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.



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GRAPH 3
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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.





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



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.



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.





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

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.

Source: Private High Schools

GRAPH 10



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.





Source: Private High Schools

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.





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.





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.





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.





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.





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.





Does the institution monitor your teaching? if yes, how frequently?

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

	IVERSIDAD TÊCNICA PARTICULAR DE LOJA Le Universidad Catelian de loja
	MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES TEACHER'S QUESTIONNAIRE
EDUCATIONAL INSTITU DATE: Apr. 2 2 YEAR: 2015	TION: UNIDAD EQUATION SULLIAND "CARDENEL SPELLMAN"
Gurdo Vaca (guido . vaca (yahoo. com)
1. Which level of edu	cation do you have?
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2. Do you consider Stu	dents' needs to teach English successfully?
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3. Do you consider Stu	dents' level to teach English successfully?
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Grammar Translation Method () Others () 6. Do you use whole- group activities to teach your lessons? YES (1) statut (14 when This wak compretive learning, 7. Do you use individual activities to teach your lessons? YES () to the we have to domentate that you can do the things above 8. Do you use group work activities to teach your lessons? YES Because the studiets well to interest among other, it's marries 9. Do you use English most of the time in your classes? YES () NO () 10. Do you plan your lessons? YES for you teach if you don't plan? () 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES (1) statut shall be expert 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 (a) can't tank to big groups. NO () 14. Do you have enough space to work with this group of students? YES (1) NO ()

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8. Do you consid	ler appropriate the resources you have in class?	
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yes, how frequen ace a week		
	Once a month / Other	
). Does the instit	tution monitor your teaching?	
ES (4) yes, how frequent	NO ()	
ice a week	Once a month Other	
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	Thanks for your cooperation!!!!!!	



	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
	La Universidad Católica de Loja
	MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES TEACHER'S QUESTIONNAIRE
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Al	hria dil Cormer Scibay
1.	Which level of education do you have?
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2.	Do you consider Students' needs to teach English successfully?
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	Do you consider Students' level to teach English successfully?
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15. Do you arrange students' seats in relation to the activities planned for your classes?
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 (m) 26-30 () 31-more ()
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 he had had amont 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
20. Does the institution monitor your teaching?
YES (1) NO ()
If yes, how frequently? Once a week Once a month Other once a year
Unce a week Once a month Canal
Thanks for your cooperation!!!!!!

6. Do you	ise whole- group activitie	es to teach your les	sons?	
YES (~1	NO (
YES (~)	NO (d. i. com	wons, feelings or	d
why: st	s necessary for.	strating you	the states of th	-
7. Do you	use individual activities t	o teach your lessor	15?	
YES (~))		
Why? The	s is part of the	e process		
8. Do you i	use group work activities	s to teach your less	ons?	
YES (~)	NO (1		
Why? Be	course this is a	way to Inte	change Knowledge	
		1	0 0	
9. Do you	use English most of the ti	me in your classes	1	
YES (NO ()			
10. Do you	plan your lessons?			
YES ()		A NO () and the product	
		to follow ar	rorder, in order	
	and Success.		· · · ·	
	consider aspects such as our lessons?	discipline, timing,	feedback, and instruction to	
YES M		NO (1 01 151 3	
Why? Beer	ruse they are po	nt of the b	ackground and o	un
	aviour Studens		•	
12. How ma	any students do you have	e in this class?		
10 - 15	() 16-25	(*) 26-30	() 31 - more	(
13. Do you	feel comfortable working	g with this number	of students?	
YES (NO (at 101	
Why? Be	cause I think	that the :	successful class	
Sh	ould be from the devel of stud	10-20 out	Maenpends on	
	have enough space to wo		of students?	
	/			
YES (F NO ()			

	ENICA PARTICULAR DE LOJA
	assided Católica de loja ABIERTA Y A DISTANCIA
MODALIDA	RERA DE INGLES
	R'S QUESTIONNAIRE
DUCATIONAL INSTITUTION: U.E.	5 O" (PELIMON"
DUCATIONAL INSTITUTION: 010	are sic contra
EAR: 201	
201	
. Which level of education do you	have?
	chelor's Degree () English Master's degree ()
Others: TRT	- the provide and the state
. Do you consider Students' needs to	teach English successfully?
	de, aptitude, motivation, and learning styles)
YES (*) NO ()	
Vhy? I the differen	t intelligences needs and interest
Because of the differen	or adapt curricula
they have, we have t	o adapt carriance
	the state of the second second state of the second s
Students' Level (Basic, Intermediate, Hig (ES (×) NO ()	
(ES (x) NO ()	uHs.
(FES (x) NO $()$ Nhy? To get <u>better</u> resolution b. Which is the level of your students	uHs.
res (x) NO () Nhy? <u>To get better</u> resu	uHs.
$\begin{array}{cccc} \text{FES} & (\times) & \text{NO} & (\) \\ \text{Why? } & \text{gef} & Leffer & refer\\ \text{6. Which is the level of your students} \\ \text{(Students' Level)} \\ \text{Basic} & (\) & \text{Intermediate} \end{array}$	α // s. s? (χ) High Intermediate () Advanced ()
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7. Do you use individual activities to teach your lessons? 7. Exercise for the force ment force ment for the force ment force men	YES (X) NO () Why? <u>Academic closec</u> 7. Do you use individual activities to teach your lessons?	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 ()
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$\begin{array}{c} \text{YES} (\texttt{A}) & \text{No} (\texttt{C}) \\ \text{Obyen use English most of the time in your classes?} \\ \text{ES} (\texttt{A}) & \text{NO} (\texttt{C}) \\ \text{Obyen plan your lessons?} \\ \text{ES} (\texttt{A}) & \text{NO} (\texttt{C}) \\ \text{Obyen use any students such as discipline, timing, feedback, and instruction to teach your lessons? \\ \text{ES} (\texttt{A}) & \text{NO} (\texttt{C}) \\ \text{Obyen use Subsects} \\ \text{ES} (\texttt{A}) & \text{Proceeds} \\ \text{I. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? \\ \text{ES} (\texttt{A}) & \text{NO} (\texttt{C}) \\ \text{NO} (\texttt{C}) & \text{NO} (\texttt{C}) \\ \text{I. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? \\ \text{ES} (\texttt{A}) & \text{If } \texttt{C} = \texttt{part} & \text{of} & \texttt{Hw} & \texttt{process} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Uker} & \texttt{Hwy} & \texttt{decidee} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Uker} & \texttt{Hwy} & \texttt{decidee} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Uker} & \texttt{Hwy} & \texttt{decidee} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Uker} & \texttt{Hwy} & \texttt{decidee} \\ \text{Once a month} & \text{Other} & \texttt{Uker} & \texttt{Hwy} & \texttt{decidee} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Uker} & \texttt{Hwy} & \texttt{decidee} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Mwy} & \texttt{decidee} \\ \text{Once a week} & \text{Once a month} & \text{Other} & \texttt{Mwy} & \texttt{decidee} \\ \text{Once a month} & \text{Other} & \texttt{Mwy} & \texttt{decidee} \\ \text{Once a month} & \text{Other} & \texttt{decidee} \\ \text{Once a month} & \text{decidee} \\ Once a mont$. Do you use group work activities to teach your lessons?	
Which ones DY_{-} decords: f compating mythematic projector, smartheardsESNO()0. Do you use English most of the time in your classes?Is. Do you consider appropriate the resources you have in class?ESNO()the processNO()the processNOthe process()31-morethe processNO()the processNOthe processNOthe process()the process()		Smartboard, and supplementary materials)?
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4. Do you have enough space to work with this group of students? ES () NO (χ)	ES (X) NO ()	
4. Do you have enough space to work with this group of students? ES () NO (χ)	my? Good to pay attention to individual	
ES () NO (X)	veccessikes /	
is () NO (X)	Do you have enough space to work with this group of the days	
the second inclusion in the second later of th		
	es [] NO (X)	

as as put as way imposto (×) 31-more ()

	Grammar Translation Method
A the second sec	Others games (x)
	6. Do you use whole- group activities to teach your lessons?
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA	YES (x) NO ()
MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES	why? decause capperation is the best way
TEACHER'S QUESTIONNAIRE	7. Do you use individual activities to teach your lessons?
EDUCATIONAL INSTITUTION: UNIDAD EDUCATIVA SALESIANA "CREDEAAL SDELLMAN" DATE: YEAR: goit=100	YES (x) NO () Why? decause the students much and different in each head
	8. Do you use group work activities to teach your lessons?
1. Which level of education do you have?	
High school diploma () English Bachelor's Degree (x) English Master's degree () Others:	YES (X) Why? Because they like to work in groups
2. Do you consider Students' needs to teach English successfully?	9. Do you use English most of the time in your classes?
Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles) YES NO ()	YES (x) NO ()
Why?	10. Do you plan your lessons?
Browse all of them are very impartant	YES (X) NO ()
The second se	Why? Because I have to comothe student's mode doily
3. Do you consider Students' level to teach English successfully?	 Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
Students' Level (Basic, Intermediate, High Intermediate, and Advanced) YES (x) NO ()	YES (x) NO, ()
Why? Recause students work occarding to their presend meds	Why? Decence good disc pline and the attes as put and way imp
4. Which is the level of your students?	12. How many students do you have in this class?
*Students' Level Basic () Intermediate () High Intermediate () Advanced ()	10·15 () 16·25 () 26·30 (×) 31·more (
5. Which of the following methods was used in this class? (check only 1)	13. Do you feel comfortable working with this number of students?
	YES (X) NO ()
Communicative Language Teaching (x) The Natural Approach () Cooperative Language Learning (x)	Why? Bridge I com be many activitien with them
Content-Based Instruction () Task-Based Language Teaching (×)	14. Do you have enough space to work with this group of students?
Cognitive Academic Language Learning ()	
Total Physical Response () Whole Language Approach ()	YES () NO (x)

5. Do you arrange students' seats in relation to the activities planned for your classes?	
. Do you arrange students' seats in relation to the activities planned for your classes?	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
NO (x)	UNIVERSIDAD LECNICA PARTICULAR DE LOUR Le Universided Católica de loja
y lecause I work in in English Isk.	MODALIDA ABIERTA Y A DISTANCIA
	CARRERA DE INGLES TEACHER'S QUESTIONNAIRE
6. How many students do you think is the appropriate number to teach English? (check	TEACHER 3 QUESTIONALIRE
only 1)	EDUCATIONAL INSTITUTION: Colegies Militar Miguel Itorialde
)-15 () 16-25 (x) 26-30 () 31-more ()	DATE
1111	YEAR:
ny? Because we can impose all the leasing sesauries	
	1. Which level of education do you have?
Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s),	High school diploma () English Bachelor's Degree () English Master's degree ()
Smartboard, and supplementary materials)?	High school diploma () English Bachelor's Degree () English Master's degree () Others:
ES (x) NO ()	
hich ones? English lob	2. Do you consider Students' needs to teach English successfully?
	Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)
8. Do you consider appropriate the resources you have in class?	YES (NO ()
ES (x) NO ()	Why?
Thy? I can be many activities	because English is as second larguage in the most important to
and the second	communicate : economically and escially to evoid, chairs.
9. Does the institution review your lesson plans?	
(ES (X) NO ()	3. Do you consider Students' level to teach English successfully?
f yes, how frequently?	3. Do you consider students level to teach English successiony?
Once a week Once a month Other	Students' Level (Basic, Intermediate, High Intermediate , and Advanced)
20. Does the institution monitor your teaching?	YES () NO ()
(ES (X) NO ()	Why? broader It's much better, because the facilities.
fyes, how frequently?	
Once a week Once a month Other	4. Which is the level of your students?
	*Students' Level
	Basic () Intermediate () High Intermediate () Advanced ()
Thanks for your cooperation!!!!!!	
Thanks for your cooperation	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 ()

	ers ()
6.	Do you use whole- group activities to teach your lessons?
YES	() NO ()
Why	1 because every helps each other.
7. 1	Do you use individual activities to teach your lessons?
YES	
	() NO () ? because I can reinforce the class.
8. I	Do you use group work activities to teach your lessons?
YES	(*) NO ()
Why	? because I have to follow the plans.
9. n	o you use English most of the time in your classes?
YES	
TES	(*) NO ()
10. D	o you plan your lessons?
YES	NO ()
Why?	because It's a rule in the school.
YES	o you consider aspects such as discipline, timing, feedback, and instruction ach your lessons?
Why?	because they are the main role in the class.
	ow many students do you have in this class?
10 - 15	
10 - 13	5 (~) 16-25 () 26-30 () 31-more
	I VOII feel comfort bland i a
13 Do	you feel comfortable working with this number of students?
	(M) NO ()
YES	
13. Do YES Why?_	153 Easie to Leach.
YES Why?_	eretere La constante en la const
YES Why?_ 14. Do	you have enough space to work with this group of students?
YES Why?_ 14. Do	eretere La constante en la const
YES Why?_	you have enough space to work with this group of students?
YES Why?_ 14. Do	you have enough space to work with this group of students?

	students' seats in relation to the activities planned for your classes?
5 ()	NO (~) work with the Tator organization.
6. How many stud only 1)	lents do you think is the appropriate number to teach English? (check
0-15	16-25 () 26-30 () 31-more ()
· · · · · ·	It's confectable.
Thy? Decision	TTS CONTEXING CT
. 7. Do you use tea Smartboard, an	ching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), d supplementary materials)?
(ES ()	NO () creatur, projector; supplementary malacials.
8. Do you consid	er appropriate the resources you have in class?
YES ()	NO ()
Why? becare	NO (). They are accropiste with the eye.
	tution review your lesson plans?
19. Does the insti YES ()	NO ()
If yes, how frequer	
Once a week	Once a month Other
	or manager in all in program in the manager of the
	tution monitor your teaching?
YES ()	NO ()
If yes, how freque	Once a month Other
Once a week	
	Thanks for your cooperation!!!!!!

Grammar Translation Method (X) Others () UNIVERSIDAD TECHNA PARTICULAR DE LOJA Lúsenero de la companya de l 6. Do you use whole- group activities to teach your lessons? YES (x) When they interact ("The them, they enjoy the task EDUCATIONAL INSTITUTION: Academia Militar Niguel Ituralde DATE: April 13th, 303 YEAR: First of bachelor's degree 7. Do you use individual activities to teach your lessons? YES (X) Why? Because they need to learn English in sometimes alone. 1. Which level of education do you have? 8. Do you use group work activities to teach your lessons? YES (X) why? Because is interesting look at the students interacting. 2. Do you consider Students' needs to teach English successfully?
 Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)

 YES
 (C)
 NO
 ()
 9. Do you use English most of the time in your classes? res (x) no () Promoe is depending of the group of the studients. Furthermore if the students are harning English they have to harn very well. 10. Do you plan your lessons? YES (X) why? Because you have to know how to develop the class. 3. Do you consider Students' level to teach English successfully? Students' Level (Basic, Intermediate, High Intermediate, and Advanced) 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? Why? Because each level 15 defferent YES (2) these desireds are ingatilet on a the other land you can't doe to many students do you have in this class? 22. How many students do you have in this class? 4. Which is the level of your students? *Students' Level Basic () Intermediate (X) High Intermediate () Advanced () 10-15 () 16-25 () 26-30 () 31-more (A) 5. Which of the following methods was used in this class? (check only 1) Communicative Language Teaching (Å) The Natural Approach (Å) Cooperative Language Learning (Å) Cooperative Language Learning (Å) Task-Based Language Teaching (Å) Cognitive Academic Language Learning (Å) Total Physical Response (Å) Whole Language Approach (Å) 13. Do you feel comfortable working with this number of students? YES () 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 15. Do you arrange students' seats in relation to the activities planned for your classes? UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Le Visionado Guidan de lago 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 Le Universide Catalita de la pie MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INCLES TEACHER'S QUESTIONNAIRE only 1) 10-15 (X) 16-25 () 26-30 () 31-more () EDUCATIONAL INSTITUTION: Colegio Michor why? Because you can explain better. DATE: YEAR: 17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)? 1. Which level of education do you have? High school diploma () English Bachelor's Degree () English Master's degree () Others: ________ YES (X) IV, cd recorder, computer, projector and supplementary raterials 2. Do you consider Students' needs to teach English successfully? 18. Do you consider appropriate the resources you have in class? YES () Why? Why? Because the students understand the class. Why? Because it is important to help Home development - Free Knobedge. 19. Does the institution review your lesson plans? YES (X) NO () If yes, how frequently? Once a week Once a month Other_____ 3. Do you consider Students' level to teach English successfully? Students Level (Basic, Intermediate, High Intermediate, and Advanced) YES (B NO () Why? Because Any corn learn better 4. Which is the level of your students? *Students' Level Basic () Intermediate () High Intermediate () Advanced () Thanks for your cooperation!!!!!! 5. Which of the following methods was used in this class? (check only 1) Communicative Interventing includes was used
 Communicative Interventing (*)
 The Natural Approach
 Cocperative Language Teaching
 (*)
 Content-Based Instruction
 (*)
 Task-Based Language Teaching
 (*)
 Cognitive Academic Language Learning
 (*)
 Total Physical Response
 (*)
 Whole Language Approach
 (*)

Grammar Translation Method ()	15. Do you arrange students' seats in relation to the activities planned for your classes?
Others ()	YES (x) NO ()
6. Do you use whole- group activities to teach your lessons?	Why?
	16. How many students do you think is the appropriate number to teach English? (check
YES (J NO () Why?	only 1)
Do you use individual activities to teach your lessons?	10.15 (X) 16.25 () 26.30 () 31-more ()
YES () NO (-)	Why?
Why?	
8. Do you use group work activities to teach your lessons?	17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)?
YES () NO ()	YES (X) NO ()
Why?	Which ones?
9. Do you use English most of the time in your classes?	18. Do you consider appropriate the resources you have in class?
YES (+) NO ()	YES (≰) NO ()
	Why? Because it's necresny
10. Do you plan your lessons?	3
YES () NO ()	19. Does the institution review your lesson plans?
Why? In order to knew How to give a class	YES (X) NO () If yes, how frequently?
11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?	Once a week Once a month Other <u>15 days</u> .
and a second design of the second sec	20. Does the institution monitor your teaching?
YES (Lause these aspects help you to feach in class	YES (1) NO ()
my: turne mere aspecto help you to feach in class	If yes, how frequently? Once a week Once a month Other 3 much this
12. How many students do you have in this class?	Once a week Once a month Other Since Fus
10-15 (X) 16-25 () 26-30 (X) 31-more ()	
13. Do you feel comfortable works and a second	Thanks for your cooperation!!!!!!
13. Do you feel comfortable working with this number of students?	
YES (X) because it is a small group.	
my pour wie a small group	
14. Do you have enough space to work with this group of students?	
YES (V) NO ()	
Trail Print Barrier	

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 6. Do you use whole group activities to teach your lessons? YES (A) It's better for them to share. 7. Do you use individual activities to teach your lessons? YES (A) It's a good freedom freedoming and their way of the provided freedom of the time in your classes? 9. Do you use English most of the time in your classes? YES (A) NO () 10. Do you plan your lessons? YES (A) NO () 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES (A) NO () 12. How many students do you have in this class? 13. Do you feedom of the time in this class? 14. Do you feedom of the time in this class? 15. The former from this direct for the second of th	Others.	aar Translation Method ()	
$\begin{array}{c} \text{Whyn} & \underbrace{f's} & better & for them to share \\ \hline \\ $	6. Do	you use whole- group activities to teach your lessons?	
$\begin{array}{c} \text{YES} & \begin{array}{c} \begin{array}{c} \text{YES} \\ \text{Why} & \begin{array}{c} \text{YES} \\ \text{Hear Liney} \\ \text{hear have the enough space to work with this group of students? \\ \end{array}$ $\begin{array}{c} \text{Reduce} \\ \text{Hear have enough space to work with this group of students? \\ \end{array}$ $\begin{array}{c} \text{YES} \\ \text{Why} \\ \text{Why} \\ \text{Hear have enough space to work with this group of students? \\ \end{array}}$ $\begin{array}{c} \text{YES} \\ \text{Why} \\ \text{Why} \\ \text{Hear have enough space to work with this group of students? \\ \end{array}}$ $\begin{array}{c} \text{YES} \\ \text{Why} \\ \text{Why} \\ \text{Hear have enough space to work with this group of students? \\ \end{array}}$		(Y) It's better for them. to share	
Whyn <u>They base this</u> can <u>learning</u> and their way of 8. Doyou use fingilish most of the time in your lessons? YES ($3/1$ 3 a good fields: 9. Do you use English most of the time in your classes? YES ($3/1$ NO () 10. Do you plan your lessons? YES ($3/1$ NO () 10. Do you plan your lessons? YES ($3/1$ NO () 10. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES ($3/1$ NO () 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES ($3/1$ His <u>HECESSARY</u> to fellow up the feesore in ord 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES ($3/1$ His <u>nearest</u> to be order <u>NO ()</u> Why? <u>See have to be order</u> <u>NO ()</u> 12. How many students do you have in this class? 10. -15 () 16-25 ($3/2$ 26-30 () 31-more 13. Do you feel comfortable working with this number of students? YES ($3/2$ His <u>acrife film Estimates</u> it is <u>not free Eary</u> His <u>Do you have enough space</u> to work with this group of students?	7. Do	you use individual activities to teach your lessons?	
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Why? _	learning, too.	
YES (\$) NO () 10. Do you plan your lessons? YES (\$) H'S WECELERARY to fellow uf the lector in and 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES (\$) 16-25 (\$) 26-30 () 31-more 13. Do you feel comfortable working with this number of students? YES (\$) uf zome fines it's not fee cary YES (\$) uf zome fines it's not fee cary 14. Do you have enough space to work with this group of students?		St's a good process	
10. Do you plan your lessons? YES (X) H's <u>NECESSARY</u> to fellow up the fellow in ord 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES (Y_{12}) the have to be order (Y_{12}) 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 (Y_{12}) the source fines it is not fees carry Why? (Y_{12}) the source fines it is not fees carry 14. Do you have enough space to work with this group of students?	9. Dog	you use English most of the time in your classes?	
YES N H'S NECESSARY to fellow uf the lesson in and 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES No () Why? De have to be order NO () 12. How many students do you have in this class? 10-15 16-25 (A) 26-30 31-more 13. Do you feel comfortable working with this number of students? YES Why? Dut zome fimes it's not feer cary 14. Do you have enough space to work with this group of students?	YES	(X) NO ()	
11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? VES NO () Viny? De have to be order NO () 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 Yes <td< td=""><td>10. Do j</td><td>you plan your lessons?</td><td></td></td<>	10. Do j	you plan your lessons?	
11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? VES NO () Viny? De have to be order NO () 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 Yes <td< td=""><td></td><td>X) It's necessary to follow up the beson in orde</td><td>er</td></td<>		X) It's necessary to follow up the beson in orde	er
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) 26-30 () 31-more 14. Do you have enough space to work with this group of students?		you consider aspects such as discipline, timing, feedback, and instruction to	
10-15 () 16-25 (X) 26-30 () 31-more 13. Do you feel comfortable working with this number of students? YES (X) but some times it is not for early Why? but some times it is not for early 14. Do you have enough space to work with this group of students?		We have to be order NO ()	
13. Do you feel comfortable working with this number of students? YES (Net zorne fines it is not foor Easy Why? Dut zorne fines it is not foor Easy 14. Do you have enough space to work with this group of students?	12. How	v many students do you have in this class?	
YES Why? Dut some times it's not for Easy	0 - 15	() 16-25 (X) 26-30 () 31-more	(
Why? But 20me times it is not feer Eary	13. Do y	ou feel comfortable working with this number of students?	
the second se		But sometimes it is not too Easy	
the second se			
YES (X) NO ()		and the second se	
	63		

15. Do you arrange students' seats in relation to the activities planned for your classes? UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA VES (X) specially in group work () la Universidad Católica de Loja MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES TEACHER'S QUESTIONNAIRE 16. How many students do you think is the appropriate number to teach English? (check EDUCATIONAL INSTITUTION: Calegio Hendrik Antoon foronty DATE: April 20, 2013 YEAR: 10-15 (X) 16-25 () 26-30 () 31-more () Why? Because we have a class almost one to one. 1. Which level of education do you have? Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)2 High school diploma () English Bachelor's Degree (\) English Master's degree () Others: VES (X) NO (PCD recorder and supplementary materials 2. Do you consider Students' needs to teach English successfully? 18. Do you consider appropriate the resources you have in class? YES (() Why? VES BECAUSE of The technology we need more sources because it's important for their learning 19. Does the institution review your lesson plans? YES (X) NO () VES (X) NO () If yes, how frequently? Once a week Once a month Other X 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 name level. 20. Does the institution monitor your teaching? 20 Jose the instruction months your teaching: YES (λ) NO () If yes, how frequently? Once a week Once a month Other<u>mcć α y</u> ζων. 4. Which is the level of your students? *Students' Level Basic () Intermediate () Advanced () 5. Which of the following methods was used in this class? (check only 1) Thanks for your cooperation!!!!!! Communicative Language Teaching (/) The Natural Approach (/) Cooperative Language Learning (/) Content-Based Instruction ()
 Comment-based instruction
 ()

 Task-Based Language Teaching
 ()

 Cognitive Academic Language Learning
 ()

 Total Physical Response
 ()

 Whole Language Approach
 ()
 Grammar Translation Method Others 15. Do you arrange students' seats in relation to the activities planned for your classes? YES () NO (X) Why?_____ 6. Do you use whole- group activities to teach your lessons? YES (X) NO () Why? Yes recorded 16. How many students do you think is the appropriate number to teach English? (check only 1) 7. Do you use individual activities to teach your lessons? 10-15 (X) 16-25 () 26-30 () 31-more () YES (X) Myrore their Knewledge Why? TO WOYK with everyone 17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)? 8. Do you use group work activities to teach your lessons? YES (X) NO () Why? to interact VES (K) NO () Which ones? TV there ico accorder / supplementary underives, sometimes 9. Do you use English most of the time in your classes? 18. Do you consider appropriate the resources you have in class? YES (() NO () YES () NO (K) Why? I need more, specially technological resources 10. Do you plan your lessons? YES (1) Why? <u>Sometimes T can forget</u> NO () 19. Does the institution review your lesson plans? YES ($^{(k)}$) NO () YES (^K) NO () If yes, how frequently? Once a week Once a month (° Other_____ 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
 20. Does the institution monitor your teaching?

 YES
 (Y)

 NO
 ()

 If yes, how frequently?

 Once a week
 Once a month

 Other
 CVENy
 YES (X) Why? To respect NO () 12. How many students do you have in this class? 10-15 (k) 16-25 () 26-30 () 31-more (k) 13. Do you feel comfortable working with this number of students? Thanks for your cooperation!!!!!! YES (X) Why? beaching is better NO () 14. Do you have enough space to work with this group of students? YES (X) NO ()

	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Universidad Católica de Loja	
	MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES	
	TEACHER'S QUESTIONNAIRE	
EDUCATI DATE: YEAR:	ional institution: Collegic Henri	
	h level of education do you have?	
High scho Others:	ol diploma () English Bachelor's Degree () English Master	's degree ()
2. Do yo	ou consider Students' needs to teach English successfully?	
	'Needs (age, personality, attitude, aptitude, motivation, and learning so NO ()	tyles)
	BROOTE All THEM ARE NEEPSAKY IN THE PROCESS LEARN	IING.
	and the second flag differ parts of	
3. Do yo	ou consider Students' level to teach English successfully?	
	Level (Basic, Intermediate, High Intermediate , and Advanced)	
YES (Why?	NO () BECAUSE HERY ARE IN HIE ARE OF DEALNIN	6
	h is the level of your students?	
*Student Basic		nced ()
5. Which	h of the following methods was used in this class? (check only 1)	
Content-E	ive Language Learning	
Cognitive Total Phy	Jased Instruction () ed Language Teaching () Academic Language Learning () sical Response () nguage Approach ()	
Cognitive Total Phy Whole La 15. Do you	ased instruction () et Language Learning () sical Response () nguage Approach () arrange students' seats in relation to the activities planned for your ch	usses?
Cognitive Total Phy Whole La 15. Do you YES () Why?	ased instruction () et Language Teaching () sical Response () ngsuage Approach () arrange students' seats in relation to the activities planned for your ch	
Cognitive Total Phy Whole La 15. Do you 755 (Why? 6. How ma only 1)	arrange students' seats in relation to the activities planned for your ch NO S	(check
Cognitive Total Phy Whole La 15. Do you (ES () Why? 16. How ma only 1) 0 - 15	arrange students' seats in relation to the activities planned for your class of your c	
Cognitive Total Phy Whole La 15. Do you Whole La 15. Do you Whole La 16. How min only 1) 0-15 7. Do you u Smartbo.	arrange students' seats in relation to the activities planned for your cliphone seats in relation to the activities planned for your cliphone seats in relation to the activities planned for your cliphone seats in the seats in	(check
Cognitive Troat Phys Whole La 15. Do you Whole La 15. Do you Why? 16. Row min Why? 10-15 Why? 17. Do you Simarbo ES ()	arrange students' seats in relation to the activities planned for your clip No () In the second of	(check
 Cognitive Total Physical Whole La Total Physical Whole La Total Physical Whole Cases Cases Cases Cases 	arrange students' seats in relation to the activities planned for your clip No () ny students do you think is the appropriate number to teach English? () 16-25 () 26-30 () 31-more CP DECLIPINKE Seater and Seater and	(check
15. Do you Total Phy Whole La 15. Do you 15. () 16. How mm 5. only 17 10 15 17. Do you () 5. Si () 17. hick ones? 7. B. Do you () 8. Bo you () 8. Bo you ()	aarange students' seats in relation to the activities planned for your cliphone students' seats in relation to the activities planned for your cliphone students do you think is the appropriate number to teach English? () 16-25 (f) 26-30 (f) 31-more SE DECLIPHONE (f), Projector(s), and and supplementary materials)? NO (f) The DECLIPHONE state of the section of th	(check
15. Do you 15. Do you 15. Do you 16. Bow man 17. Doyout 18. Doyout 19. Doyout	arrange students' seats in relation to the activities planned for your clip No discrete the seats in relation to the activities planned for your clip No discrete the seats in relation to the activities planned for your clip No discrete the seats in the seats of the seats in	(check
15. Do you 16. How mm. 10. 15 17. Do you 18. Do you 19. To smartho 10. 15 19. To you 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15	ased instruction () Academic Language Learning () Academic Language Learning () sical Response () arrange students' seats in relation to the activities planned for your cli NO () NO ()	(check
15. Do you 16. How mm. 10. 15 17. Do you 18. Do you 19. Do you 19. Do you 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 10. 15 11. 10, 10, 10, 10, 10, 10, 10, 10, 10, 10,	arrange students' seats in relation to the activities planned for your clip No discrete the seats in relation to the activities planned for your clip No discrete the seats in relation to the activities planned for your clip No discrete the seats in relation to the activities planned for your clip No discrete the seats in the seats of the seats in the	(check
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Grammar Translation Method Others (L) () 6. Do you use whole- group activities to teach your lessons? YES (J NO () Why? THEY ALE A SMALL GVOUP 7. Do you use individual activities to teach your lessons? YES () NO (+) Why? <u>Because wey are a small group</u> 8. Do you use group work activities to teach your lessons? YES (2) NO () Why? they are a small a coup 9. Do you use English most of the time in your classes? YES (~) NO () 10. Do you plan your lessons? YES (of NO ()) Why? _____ IN OLDER to plan my notionises 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES (") NO () Why? up 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? 14. Do you have enough space to work with this group of students? YES (1) NO ()

	D TÉCNICA PARTICULAR DE LOJA
	La Universidad Catálica de Loja
	JDA ABIERTA Y A DISTANCIA CARRERA DE INGLES ACHER'S QUESTIONNAIRE
DATE:	Colegio-Comenios
YEAR:	
1. Which level of education do	you have?
High school diploma () English Others:	n Bachelor's Degree (¥) English Master's degree ()
2. Do you consider Students' need	ds to teach English successfully?
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Why? Because they need:	16 hous a complète learning -approach.
THE OWNER AND PARTY OF THE OWNER	the second se
3. Do you consider Students' level	I to teach English sussessfully?
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Students' Level (Basic, Intermediate, YES (x) NO ()	
Students' Level (Basic, Intermediate, YES (X) NO () Why? the j know How	High Intermediate, and Advanced) to speak expirit in real site themas
Students' Level (Basic, Intermediate, YES (x) NO () Why? <u>the</u> <u>i</u> <u>know</u> <u>if</u> en 4. Which is the level of your stude	High Intermediate, and Advanced) to speak expirit in real site themas
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6. Do you use whole- group activities to teach your lessons? 15. Do you arrange students' seats in relation to the activities planned for your classes? YES (x) NO () why produce their soft with dossimates YES (x) Why? The two pole - play . NO () 7. Do you use individual activities to teach your lessons? 16. How many students do you think is the appropriate number to teach English? (check only 1) YES (x) NO () Why? They prove to do their works by theirstores 10-15 (χ) 16-25 () 26-30 () 31-more () Why? It's better for them 8. Do you use group work activities to teach your lessons? YES (X) NO () Why? But not often only when the necessary. For the topic 17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smarthoard and supplementary materials()? YES (X) NO () Which ones? is recorder and supplementary motivials. 9. Do you use English most of the time in your classes? YES (x) NO () 18. Do you consider appropriate the resources you have in class? 10. Do you plan your lessons? YES (K) NO () Why Departs of this . This are important the other de YES (X) This nearmost to doit. NO () 19. Does the institution review your lesson plans? YES (X) NO () YES (K) NO () If yes, how frequently? Once a week Once a month Other____ 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? YES (X) have all there opport one regent in only to complete the began?
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 Once a week
 Once a month

 Other_once a detail
 12. How many students do you have in this class? 10-15 () 16-25 (x) 26-30 (a) 31-more () 13. Do you feel comfortable working with this number of students? Thanks for your cooperation!!!!!! YES (X) Why? For a good logy wing NO () 14. Do you have enough space to work with this group of students? YES (X) NO () Grammar Translation Method () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La data de de de Modal Admentaria y a DISTANCIA Admerar de Inclus TEACHER'S QUESTIONNAIRE 6. Do you use whole- group activities to teach your lessons? YES (No () No () Why? Ao each only TEACHER'S QUESTIONNAIRE EDUCATIONAL INSTITUTION: COMMONS High School PATE: YEAR: 7. Do you use individual activities to teach your lessons? YES (No () Why? In order to know their Amereledge 8. Do you use group work activities to teach your lessons? 1. Which level of education do you have? YES Wit depende on the topic High school diploma () English Bachelor's Degree () English Master's degree () 9. Do you use English most of the time in your classes? 2. Do you consider Students' needs to teach English successfully? YES (4) NO () Students' Needs (oge, personality, attitude, aptitude, motivation, and learning styles) YES (ρ_{j}^{\prime} NO () 10. Do you plan your lessons? YES () Why? YES (of Leause I have to be prepare to teach. May? Because it's the only way they leave

Because it's the only way they block 3. Do you consider Students' level to teach English successfully? Students' Level (Basic, Intermediate, High Intermediate, and Advanced) YES (IN NO () Why? I depende on their blocks ledge

4. Which is the level of your students?

*Students' Level Basic () Intermediate () High Intermediate () Advanced (J. . 5. Which of the following methods was used in this class? (check only 1)

5. Which of the following metrices was used in this clear, term only of Communicative Language Teaching () Content-Based Instruction () Task-Based Language Teaching () Cognitive Academic Language Learning () Total Physical Response () Whole Language Approach () YES (9 have an enotion and numerically class Why? for have an enotion and numerically 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 (of No () Why? clause it mot a fing group 14. Do you have enough space to work with this group of students?

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	Grammar Translation Method ()
15. Do you arrange students' seats in relation to the activities planned for your classes?	Others ()
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10-15 () 16-25 (X) 26-30 () 31-more ()	7. Do you use individual activities to teach your lessons?
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 Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)? 	8. Do you use group work activities to teach your lessons?
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18. Do you consider appropriate the resources you have in class?	9. Do you use English most of the time in your classes?
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	10. Do you plan your lessons?
19. Does the institution review your lesson plans? YES (J) If yes, how frequently?	YES (1) NO () Why? to give a class is essential to have a plan
Once a week Once a month / Other	11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
20. Does the institution monitor your teaching? YES (*) NO () If yes, how frequently?	YES (A) NO () Why? Because they are in the parens of learning and kidning.
Once a week Once a month / Other	12. How many students do you have in this class?
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Thanks for your cooperation!!!!!!	13. Do you feel comfortable working with this number of students?
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Do uses services endests' sears in relation to the activities planned for your classes?	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
s (v) NO ()	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lutionada de loga Modaldo A Bietra ya Jost Stancia CARRERA DE INGLES TRACHERE QUESTIONAIRE
5 () y? <u>His impediant to more abutants</u> How many students do you think is the appropriate number to teach English? (check	Editionade Catala de Lip MODALDA ABIERTA Y A DISTANCIA CARERRA DE INCLES TEACHER'S QUESTIONNAIRE EDUCATIONAL INSTITUTION: Colegio Herdrot Antorn Scientz DATE:
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S N0 () NO ()	Editionade Catala de Lip MODALDA ABIERTA Y A DISTANCIA CARERRA DE INCLES TEACHER'S QUESTIONNAIRE EDUCATIONAL INSTITUTION: Colegio Herdrot Antorn Scientz DATE:
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15. Do you arrange students' seats in relation to the activities planned for your classes? Grammar Translation Method Others ____ () NO (A 6. Do you use whole- group activities to teach your lessons? 16. How many students do you think is the appropriate number to teach English? (check YES (1) NO () Why? they need to work in keam nly 1) 10-15 (1) 16-25 () 26-30 () 31-more () 7. Do you use individual activities to teach your lessons? Why? Because this pedagogycal to work with even of students YES (1) NO () Why? cause they practice English actually in a latter way 17. Do you use teaching resources (TV, Tape/Cd recorder, Computer(s), Projector(s), Smartboard, and supplementary materials)? 8. Do you use group work activities to teach your lessons? YES (4 NO () Which ones? AU - cd recorder - smatboard YES (of NO ()) Why? they need to work in learn 18. Do you consider appropriate the resources you have in class? 9. Do you use English most of the time in your classes? YES (NO () YES (1) NO () Why Because the Euclide any important so the advelted's can bean the language better 19. Does the institution review your lesson plans? YES (17 NO () If yes, how frequently? Once a week Once a month Other_____ 10. Do you plan your lessons? YES (of NO ()) Why? Because it is important to make a previous plan not to wante time and not to imposinge. 11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons? 20. Does the institution monitor your teaching? YES (4 NO ()) Why? it's necessary to apply those parameters in the classoom YES (J NO () If yes, how frequently? Once a week Once a month Other<u>everseach</u> fermo. 12. How many students do you have in this class? 10-15 () 16-25 (J 26-30 () 31-more () Thanks for your cooperation!!!!!! 13. Do you feel comfortable working with this number of students? YES (1) NO () Why? Because you can work better with small groups. 14. Do you have enough space to work with this group of students? YES (1 NO ()

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	egio Hendrik Ontron Lorentz
EAR:	
. Which level of education do yo	ou have?
ligh school diploma () English E https: <u>Sultidency</u>	Bachelor's Degree () English Master's degree ()
. Do you consider Students' needs	to teach English successfully?
tudents' Needs (age, personality, atti	tude, aptitude, motivation, and learning styles)
ES (/ NO ()	
Vhy?	1 1 10 1 11
	develop his knowledge.
Because it can help to	scorp ins inconcerts.
. Do you consider Students' level t	o teach English successfully?
Do you consider Students' level to itudents' Level (Basic, Intermediate, I- ES (/ NO ()) Vhy?	to teach English successfully? igh Intermediate , and Advanced)
Do you consider Students' level it tudents' Level (Basic, Intermediate, I ES (/) NO () Nby? . Which is the level of your studen	to teach English successfully? igh Intermediate , and Advanced)
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Grammar Translation Method () Others ()
6. Do you use whole- group activities to teach your lessons?
YES () NO (M) is different to work
7. Do you use individual activities to teach your lessons?
YES (12) NO () Why?
8. Do you use group work activities to teach your lessons?
YES (1) 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? Resource It's necessary to continue with the plane
11. Do you consider aspects such as discipline, timing, feedback, and instruction to teach your lessons?
VES (1) actual this emportant to carry out with addictives
12. How many students do you have in this class?
10-15 (A 16-25 () 26-30 () 31-more ()
13. Do you feel comfortable working with this number of students?
YES (1) NO () Why? Bacause (It's) They are a small group
14. Do you have enough space to work with this group of students?
YES (NO ()

		1
15. Do vou arrange students	seats in relation to the activities	planned for your classes?

YES () Why? Bacause they are a few students.

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

10-15 (NY 16-25 () 26-30 () 31-more () Why? <u>Because It's appropriate and the students can have a better opportonity</u> to learn English

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

YES (1 NO () Which ones? TV, Cd recorder and supplementary

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

YES () NO (1) Why? <u>Because It necessary to have more resourceses</u>

 19. Does the institution review your lesson plans?

 YES
 ()

 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

Thanks for your cooperation!!!!!!

Other

STUDENTS

UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Le Viennated Coderas e Juja MODALIDA ARBIERTA Y A DESTANCIA CARREBA DE INCLES STUDENTS QUISTIONNAIRE EDUCATIONAL INSTITUTION: \$PELLMAN DATE: 12/4/13 VEAR: 2013	 ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?
E Usanital Collara de Los MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INCLES STUDENTS QUISTIONNAIRE EDUCATIONAL INSTITUTION: SPELLMAN DATE: 12/4/13	activitiat
E Viennické Coldara & Lya MODALIDA ABIERTA Y A DISTANCIA CARREEA DE INCLES STUDENTS QUISTIONNAIRE EDUCATIONAL INSTITUTION: SPELLMAN DATE: 12/4/13	SI (/) NO ()
CARREA DE INCLES STUDENTS QUESTIONNAIRE EDUCATIONAL INSTITUTION: SPELLMAN DATE: 12/4/13	
DATE: 12/4/13	 ¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué debes mejorar?
DATE: 72/4/13	SI (/) NO ()
2013	 ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra clase son claras?
1. ¿Te gusta aprender Inglés?	M
SI (/) NO ()	SI (/) NO ()
13. glansideras que ajfantado del salte de class la persubétente de la secondaria de la secondaria de la second	 ¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda?
 ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender Inglés? 	n at an even to database filement, inclusions we proporty territories and the second second
SI (/) NO ()	SI (/) NO ()
Porqué? <u>Porqui ne orgadon a microaritzon</u>	es muy ispouse
3. Consideras que las actividades realizadas en clase son:	12. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inclés?
Muy fáciles () Fáciles (/) Difíciles () Muy difíciles ()	and an arrest
, , , , , , , , , , , , , , , , , , ,	SI (/) NO ()
4. ¿Te gusta la forma de enseñanza del idioma inglés que usa tu profesor?	Inque puedes consuminante con allos en ingles
SI (/) NO ()	13. ¿Te gusta la forma en la que el profesor adecúa los pupitres para trabajar en los diferentes tipos de actividades?
0	activitaties?
5. ¿Tu profesor realiza actividades variadas que te permiten interactuar con tus compañeros de clase?	SI (/) ¿Por qué? NO ()
SI (/) NO ()	Jonque nos pons de 2 m 2 para hablar
6. ¿Tu profesor utiliza Inglés la mayor parte del tiempo en la clase?	14 /Se utilizen en el
SI (/) NO ()	 ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.?
7. ¿Tu profesor controla la disciplina en la clase?	SI (/) NO ()
SI (c) NO ()	The provide the second se
	GRACIASIIII
	8. ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada
PARTICULAR DE LOJA	actividad?
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Universida Calita de laja	actividad? SI (/) NO ()
MODALIDA ABIERTA Y A DISTANCIA	actividad? SI (/) NO () 9. ¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué
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62

	8. ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada
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6. ¿Tu profesor utiliza Inglés la mayor parte del tiempo en la clase?	Porqué? Nos conces ontre todos y resolvemos of trabaje
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7. ¿Tu profesor controla la disciplina en la clase?	pizarras inteligentes, etc.?
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	 ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?
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CARRERA DE INGLES	debes mejorar?
STUDENT'S QUESTIONNAIRE	
	SI (X) NO () 10. ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra
EDUCATIONAL INSTITUTION: JONDIAN AMOS COMPANOS	terreciones que da el profesor para realizar las della
DATE: 01/04/2013	10. ¿Las instructiones 4 clase son claras?
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¿Por qué? Paque con dividit dos y avi repasamos los temas.	12. ¿Consideras que el número de con
	manera el inglesi
and an advantage and a second at a standard at a second standard in a second based at the	SI (X)
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Muy fáciles (X) Fáciles () Dificiles () Muy dificiles ()	CA MOUTI CATE S. (Lours Control of the second secon
	13. ¿Te gusta la forma en la que el protector
Environd and a state of the mail and an Con	13. ¿Te gusta la forma con la f
 ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor? 	NO ()
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	SI (X) Porque a si palmas ateriachial adeauadamada Bage a si palmas ateriachia
¿Por qué? By e sompe voms los mismos temos	AVOIR OLS PORDINOS NEULINUM
	sap
5. ¿Tu profesor realiza actividades variadas que te permiten interactuar con tus	14. /Se utilizan en clase recursos tales como televisión, grabadora, computadora,
compañeros de clase?	14. ¿Se utilizan en clase recursos etc.?
SI (X) NO ()	14. 256 utilizati en de pizarras inteligentes, etc.?
SI (X) NO ()	si (X) NO ()
6. ¿Tu profesor utiliza Inglés la mayor parte del tiempo en la clase?	GRACIASIIII
SI (X) NO ()	
7. ¿Tu profesor controla la disciplina en la clase?	
¿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 (J N0 () 9. ¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué debes mejorar? SI (J N0 () 10. ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra clase son claras? SI (J N0 ()
11. Considerar que al tempão del calón de clara te normite trabajor de una monore
11. ¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda? SI (// NO ()
Porqué? Es muy amplie además somos paras aluminas
12. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inglés? SI (J NO () Por qué? Samos pacos y osí siro antendences algo nos explica ma 13. ¿Te gusta la forma en la que el profesor adecúa los pupitres para trabajar en los diferentes tipos de actividades? SI (J NO () Por qué? Por qué? Por qué?
 14. ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.? SI (M NO () GRACIASIIII

8. (Perpindent benediper an ten 🌉 restante pare al benerofic da asta	 ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA	SI (V) NO () INTERPORT
La Universitad Catalica de Loja MODALIDA ABIERTA Y A DISTANCIA	9. ¿Luego de cada actividad realizada tu profesor te ambiente da s
CARRERA DE INGLES STUDENT'S QUESTIONNAIRE	and an and a second sec
EDUCATIONAL INSTITUTION: Cologie Herdrik anton forma	SI (V) NO () SI MONTANDA
DATE: 'G	 ¿Las instrucciones que da el profesor para realizar las actividades en clase y extr clase son claras?
1. ¿Te gusta aprender Inglés?	SI (V) NO ()
SI (1) NO ()	() - OR () B
11. Constituent que el travaño del salén de ciare la pérmite trabajar de vita minurara	11. ¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda?
 ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender Inglés? 	
n ()	¿Por qué?
¿Porqué? porque me gusta trabajar en gropo	laque es grande
3. Consideras que las actividades realizadas en clase son:	12. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inglés?
Muy fáciles () Fáciles () Difíciles () Muy difíciles ()	
	¿Por qué?
4. ¿Te gusta la forma de enseñanza del idioma inglés que usa tu profesor?	Porque me gusta estar con mis compañeros
SI (V	13. ¿Te gusta la forma en la que el profesor adecúa los pupitres para trabajar en los diferentes tipos de actividades?
¿Porqué? <u>Porque aprendo más</u>	protection and a second s
 ¿Tu profesor realiza actividades variadas que te permiten interactuar con tus compañeros de clase? 	SI (J) NO () Sector and a sector of the sect
SI (Y NO ()	Porque veo mejor la pizarra
6. ¿Tu profesor utiliza Inglés la mayor parte del tiempo en la clase?	4. The producer utilizes togethe be univer party and the appendix of the product of the second
SI (V) NO ()	 ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora, pizarras inteligentes, etc.?
7. ¿Tu profesor controla la disciplina en la clase?	SI () NO () such at an unique to a deriver a second of a
SI (1) NO ()	· · · · · · · · · · · · · · · · · · ·
GRACIASHI	GRACIASIĤI
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA	 ¿Tu profesor les asigna un tiempo determinado para el desarrollo de cada actividad?
MODALIDA ABIERTA VA DIGINALION	SI (P) NO NO () THAT A CONTRACTOR
CARRERA DE INGLES STUDENT'S QUESTIONNAIRE	 ¿Luego de cada actividad realizada, tu profesor te explica en qué fallaste y en qué debes mejorar?
EDUCATIONAL INSTITUTION: Colegio Hendrik Antron Jornity	SI (B) NO ()
YEAR: Desire as the birth as and the first many meeting to all supreme to a supreme	10. ¿Las instrucciones que da el profesor para realizar las actividades en clase y extra
1. ¿Te gusta aprender Inglés?	clase son claras? SI () NO ()
Si (2) NO ()	
 ¿Las actividades (juegos, trabajos en grupo y trabajos individuales) que se realizan en clase te motivan a aprender Inglés? 	 ¿Consideras que el tamaño del salón de clase te permite trabajar de una manera cómoda?
SI (5) NO (C)	SI () NO GY
2Por qué? <u>Cs en grapo</u>	ipor qué?
3. Consideras que las actividades realizadas en clase son:	
Muy fáciles () Régliere (12. ¿Consideras que el número de estudiantes te favorece para aprende de mejor manera el Inglés?
() Muy dificiles ()	SI (ビ NO ()
4. ¿Te gusta la forma de enseñanza del idioma Inglés que usa tu profesor?	iporqué? no hay muchos
SI (1) ¿Por qué? (prendo NO ()	13. ¿Te gusta la forma en la que el profesor adecúa los pupitres para trabajar en los diferentes tipos de actividades?
 ¿Tu profesor realiza actividades variadas que te permiten interactuar con tus compañeros de clase? 	 yTu protesse realiza actividades variadas que te permiten internet or can tus
	SI () NO () reaction arrest agrees () ¿Por qué?
	es comodo
6. ¿Tu profesor utiliza inglés la mayor parte del tiempo en la clase? SI (// NO ()	14. ¿Se utilizan en clase recursos tales como televisión, grabadora, computadora,
	pizarras inteligentes, etc.?
7. ¿Tu profesor controla la disciplina en la clase?	SI (L/ NO () see a set of the set
, I (A) NO () ,	GRACIASIIII
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OBSERVATION SHEET

			5. Which of the following aspects of the lesson plan were applied in the class?
			Time (*)
			Lesson topic (*') Objectives ()
	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA		Warm-up activities ()
	la Universidad Católica de Loja MODALIDA ABIERTA Y A DISTANCIA		Introduction of the new topic (^)
	CARRERA DE INGLES		Guided or individual practice () Review/Assessment/Feedback ()
	OBSERVATION SHEET		Review/Assessment/Feedback () Materials and resources ()
JCATION	NAL INSTITUTION:		
TE:			6. Which of the following aspects have been considered by the teacher?
in (desde s	8vo básica a 3ro bachillerato):		Discipline (V)
Does the	e teacher consider Students' needs to teach English?		Feedback ()
	Needs (age, personality, attitude, aptitude, motivation, and learning styles)		Activities management () Time management ()
			Time management ()
an be reo	ognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line tudents' reaction to them.	e)	7. How many students are there in the classroom?
	addents reaction to them.		10-15 (v) 16-25 () 26-30 () 31-more (
Which is	the level of the students? (Check 1)		
dents' L			8. Do students have enough space to move and participate in dynamic activities?
) Intermediate () High Intermediate () Advanced ()	YES (1/) NO ()
the rect	ognized based on the material they are using or placement done by the institution.		9. Is the seating arrangement appropriate for the teaching-learning process?
Which of	the following methods are used?		YES (1) NO ()
nunicati	ve Language Teaching ()		NOTES:
Vatural A	Approach () Vocabelory		10. Which of the following resources are there in the classroom to facilitate teaching
int-Base	anguage Learning () d Instruction ()		
Based La	anguage Teaching		TV (*)
tive Aca	demic Language Learning ()		Tape/Cd recorder () Computer(s) (V)
	Response () Ige Approach ()		Projector(s) ()
mar Trai	nslation Method ()		Smartboard ()
s	()		Supplementary materials (1) Others (1)
hich of	the following activities are used?		
	activities (x)		11. In which percentage does the teacher use English in class?
work ac	tivities ()		
work ac	tivities ()		
work ac			
work ac	TEACHER'S INTERVIEW		
			UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA la Universidad Catálica de loja
	TEACHER'S INTERVIEW	1	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Universidad Cadida de laja MODALIDA ABIERTA YA DISTANCIA
	TEACHER'S INTERVIEW Where are you from? ~]	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA la Universidad Catálica de loja
A1	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? ~ Where did you learn English? ~]	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA la Vissoria Oddica de lop MODALIDA ABLERTA Y A DISTANCIA CARRERA DE INCLES OBSERVATION SHEET
A1	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? ~ Where did you learn English? ~ How long have you studied English? ~]	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA la Viscoli Gadica de de MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INCLES OBSERVATION SHEET EDUCATIONAL INSTITUTION: DATE:
A1	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? Where did you larm English? ~ How long have you studied English? ~ Which subject was the most difficult during your major? ~		UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA le liénosidad Caddar de lije MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES OBSERVATION SHEET EDUCATIONAL INSTITUTION:
A1 A2	TEACHER'S INTERVIEW Where are you from? Where do you live? Where did you learn English? Which subject was the most difficult during your major? Mich subject was the most difficult during your major? How long have you been teaching English?		UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA la Viscoli Gadica de lop MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INCLES OBSERVATION SHEET EDUCATIONAL INSTITUTION: DATE:
A1 A2	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? ~ Where dd you learn English? ~ How long have you studied English? ~ How long have you studied English? ~ How long have you been teachflinct during your major? ~ How long have you been teaching English? ~		UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA le licenside Codina, de las MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES ODSERVATION SHEET EDUCATIONAL INSTITUTION: DATE: YEAR(deade dev básica a 3ro bachillerato): 1. Does the teacher consider Students' needs to teach English? *Students' Needs (age, personality, attitude, aptitude, mativation, and learning styles)
A1 A2	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? ~ Where dd you learn English? ~ Bow long have you studied English? ~ Which subject was the most difficult during your major? ~ How long have you been teaching English? ~ Which skill is easier for you to teach? ~ Whold you like to continue studying? Why? ~		UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Le Vissevid Gadica de log MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INCLES DOBSERVATION SHEET EDUCATIONAL INSTITUTION: DATE: YEAR(deade theo blaicia 3 Tro bachillerato): 1. Does the teacher consider Students' needs to teach English? *Students' Needs (age, personally, attitude, aptitude, mativation, and learning styles) YES (() NO ()
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A1 A2 B1	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? ~ Where dd you learn English? ~ Bow long have you studied English? ~ Which subject was the most difficult during your major? ~ How long have you been teaching English? ~ Which skill is easier for you to teach? ~ Whold you like to continue studying? Why? ~		UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Le licenté Codina de la licente MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES ODSERVATION SHEET EDUCATIONAL INSTITUTION: DATE: YEAR(deade divo básica a îro bachillerato): 1. Does the teacher consider Students' needs to teach English? *Students' Needs (age, personality, attitude, aptitude, mativation, and learning styles) YES (X) NO () *Students' Needs (age, desconality, attitude, aptitude, mativation, and learning styles) YES (X) NO ()
A1 A2 B1 B2	TEACHER'S INTERVIEW Where are you from? Where do you live? Where did you learn English? How long have you studied English? Which subject was the most difficult during your major? How long have you been teaching English? Which skill is easier for you to teach? Would you like to continue studying? Why? What are the advantages or lisadvantages of teaching English in a "non-English	no par	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Li Visové Gadia a leja MODALIDA ABLERTA Y A DISTANCIA CARRENT A Y A DISTANCIA CARRENT DE INCLES DISERVATION SHEET EDUCATIONAL INSTITUTION: DATE: VEAR(deade divo basica a lino bachilierato): . Loses the teacher considers functional reads to teach English? *Students' Needs (age, personality, attitude, aptitude, mativation, and learning styles) VES (x) NO () * It can be recognited based to mise variety of activities (visual, audio, sudiovisual, realia, and on-line) appleid, and students' receils to them.
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A1 A2 B1 B2 C1	TEACHER'S INTERVIEW Where are you from? Where do you live? Where did you learn English? How long have you studied English? Which subject was the most difficult during your major? How long have you to teach? Which subject was the advantages or fleaching English in a "non-English speaking county?" What are the advantages or fleaching English in a "non-English speaking county?"	no ente accivitare	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Li Visović Odačka du ja NODALDA ABIERTA Y A DISTANCIA CARANTA DE INCLES DOSERVATION SHEET EDUCATIONALI INSTITUTION: DATE: VEAR(desde fivo bisici a 3 no bachillerato): . Does the teacher consider Students' needs to teach English? Students' Needs (age, personality, attitude, aptitude, mativation, and learning styles) YES () NO () * trans he recognized based on the variety of activities (visual, andio, sudiovisual, realia, and on-the) applied, and students' records to teach. . Which is the level of the students? (Check 1) Students' Level Basic () Intermediate () High intermediate () Advanced (x) * trans he recognized based on the material they are using or placement done by the institution.
AI AI A2 B1 B2 C1 C1	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? Where dd you larm English? ~ Wow long have you studied English? ~ Which subject was the most difficult during your major? ~ How long have you been teaching English? ~ Which skill is easier for you to teach? ~ Would you like to continue studying? Why? ~ What are the advantages or issadvantages of teaching English in a "non-English speaking country? ~ What are the main problems a teacher faces when teaching English in Ecuador? ~ What social bnefits are derived from learning English? ~ What is the most important reward of teaching English as a profession? ~	no utve	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Li Vissoi Gadiaa di pi MODALIDA ABIERTA Y A DISTANCIA CARRENTA Y A DISTANCIA CARRENTA PA DISTANCIA CARRENTA DE INCLES DISERVATION SHEET EDUCATIONAL INSTITUTION: DATE: VEAR(deade theo bistica a 3ro bachillerant): I. Does the teacher consider Students' needs to teach English? Students' Needs (age, personality, attitude, aptitude, mativation, and learning styles) YES () NO () * trans be recognized based on the variety of activities (visual, audio, sudiovisual, realia, and on-line) applied, and students' records to them. Which is the level of the students? (Check 1) *Students' Level Basic () Intermediate () High Intermediate () Advanced (<)
A1 A2 B1 B2 C1	TEACHER'S INTERVIEW Where are you from? ~ Where do you live? ~ Where dd you learn English? ~ How long have you studied English? ~ How long have you studied English? ~ How long have you bent eaching English? ~ Which subject was the most difficult during your major? ~ How long have you bent eaching English? ~ Which skill is easier for you to toach? ~ Would you like to continue studying? Why? ~ What are the advantages or fisadvantages of teaching English in a "non-English speaking country? ~ What are the main problems at eacher faces when teaching English in Ecuador? ~ What social benefits are derived from learning English? ~ What social benefits are derived from learning English? ~ What social benefits are derived from learning English? ~ What social benefits that come from teachers staying more time in the	no mete acciedan-	UNIVERSIDAD TÉCNIC À PARTICULAR DE LADA Le Variable d'Adrian de la Variable de Variable d'Adrian de la Variable d'Adriade d'Adrian de la Vari
A1 A2 B1 B2 C1	TEACHER'S INTERVIEW Where are you from? Where do you live? Where did you learn English? How long have you studied English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most studying? Why? What are the advantages or fisadvantages of teaching English in a "non-English speaking country?" What are the main problems a teacher faces when teaching English in Ecuador? ~ What social benefits are derived from teaching English? What social benefits are derived from teaching English? What are the benefits that come from teachers staying more time in the educational institutions?	no wife activities	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lé Viscové Gadiax de ja MODALIDA ABLERTA Y A DISTANCIA CARRENE CARDON MARCHA CARDON MARCHA DE NOLESE DISERVATION SHEET DEUCATIONAL INSTITUTION: DATE DEUCATIONAL INSTITUTION: DATE DEUCATIONAL INSTITUTION: DATE TEAR(deade divo bisicia a lito bachillerato): TEAR(deade divo divo divo divo divo divo divo divo
A1 A2 B1 B2 C1 C2	TEACHER'S INTERVIEW Where are you from? Where do you live? Where do you live? Where did you learn English? How long have you studied English? Which subject was the most difficult during your major? How long have you to teach? Which subject was the most difficult during your major? How long have you been teaching English? - Which subject was the most difficult during your major? How long have you to teach? Would you like to continue studying? Why? What are the advantages or fisadvantages of teaching English in a "non-English speaking county?? What are the main problems a teacher faces when teaching English? What are the main problems a teacher faces when teaching English? What are the main problems a teacher faces when teaching English? What are the main problems a teacher faces when teaching English? What are the benefits are derived from learning English? What is the most important reward of teaching English as a profession? - 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	No pare definidario	LINVERSIDAD TÉCNICA PARTICULAR DE LOJA Liwavio dadioa du jo NODALDA AREETTA Y A DISTANCIA CARGE DADIOA DESERVATION SHEET DESERVATION SHEET DESERVATION SHEET DEUCATIONAL INSTITUTION: DATE VEAR(deade dho basica a Tro bachillerant): D. Does the teacher consider Students' needs to teach English? Students' Needs (age, personality, attitude, anativation, and learning styles) TES Students' Needs (age, personality, attitude, matrixation, and learning styles) TES Students' Needs (age, personality, attitude, anativation, and learning styles) TES () NO () * I can be recognized based on the variety of activities (visual, andio, audiorisual, realia, and on-the) applical and students' records to them. Ushich is the level of the students' (<i>Check 1</i>) * Students' Level Mais () I Termediate () High Intermediate () (Advanced (s.) * Ushich of the following methods are used? Communicative Language Teaching (A) The Natural Approach ()
A1 A2 B1 B2 C1 C2	TEACHER'S INTERVIEW Where are you from? Where do you live? Where did you learn English? How long have you studied English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most difficult during your major? How long have you been teaching English? Which subject was the most studying? Why? What are the advantages or fisadvantages of teaching English in a "non-English speaking country?" What are the main problems a teacher faces when teaching English in Ecuador? ~ What social benefits are derived from teaching English? What social benefits are derived from teaching English? What are the benefits that come from teachers staying more time in the educational institutions?	no more activities	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lé Viscové Gadiax de ja MODALIDA ABLERTA Y A DISTANCIA CARRENE CARDON MARCHA CARDON MARCHA DE NOLESE DISERVATION SHEET DEUCATIONAL INSTITUTION: DATE DEUCATIONAL INSTITUTION: DATE DEUCATIONAL INSTITUTION: DATE TEAR(deade divo bisicia a lito bachillerato): TEAR(deade divo divo divo divo divo divo divo divo
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Time		(x)				
Lesson topic		(×)				
Objectives		(×)				
Warm-up activities		()				
Introduction of the new topi	ic	(×)				
Guided or individual practic	e	(×)				
Review/Assessment/Feedba	ack	(x)				
Materials and resources		()				
6. Which of the following	aspects	have be	en conside	red by the	teacher?	
Discipline	(×)					
Feedback	(×)					
Activities management	(x)					
Time management	()					
7. How many students ar	e there i	n the cla	ssroom?			
10-15 () 16-	- 25	(x)	26 - 30	()	31 - mor	e (
YES (X)			NO	()		
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	Where are you from?
A1	Where do you live?
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	Which subject was the most difficult during your major?
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Basic (J) Intermediate * It can be recognized based on the material t 3. Which of the following methods an 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	hey are using or placement done by the institution.
Basic (J) Intermediate * It can be recognized based on the material t 3. Which of the following methods an Communicative Language Teaching The Natural Approach Cooperative Language Learning Content-Based Instruction Task-Based Language Teaching Congitive Academic Language Learning Total Physical Response Whole Language Approach Grammar Translation Method	hey are using or placement done by the institution.
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Basic (J Intermediate * It can be recognized based on the material t 3. Which of the following methods an 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	hey are using or placement done by the institution. e used? () () () () () () () () () ()
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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 activ
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 activ
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 active
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 activ
10-15 () 16-25 () 26-30 () 31-more 8. Do students have enough space to move and participate in dynamic activ
 B. Do students have enough space to move and participate in dynamic activ
 B. Do students have enough space to move and participate in dynamic activ
9. Is the seating arrangement appropriate for the teaching-learning proces
YES () NO ()
NOTES:
NOTES.
10. Which of the following resources are there in the classroom to facilitate
TV ()
Tape/Cd recorder ()
Tape/Cd recorder () Computer(s) ()
Computer(s) ()
Computer(s) () Projector(s) ()

A1	Where are you from?				
	Where do you live?				
	Where did you learn English?				
A2	How long have you studied English?				
	Which subject was the most difficult during your major?				
	How long have you been teaching English?				
B1	Which skill is easier for you to teach?				
	Would you like to continue studying? Why?				
	What are the advantages or disadvantages of teaching English in a "non-English				
B2	speaking country"?				
	What are the main problems a teacher faces when teaching English in Ecuador?				
C1	What social benefits are derived from learning English?				
C1	What is the most important reward of teaching English as a profession?				
	What are the benefits that come from teachers staying more time in the				
C2	educational institutions?				
62	What is the difference between teaching English as foreign language (EFL) and				
	teaching English as a second language (ESL)?				
EACHE	R'S LANGUAGE PROFICIENCY:				
à 1	C1 () B2 () B1 () A2 () A1 ()				
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	the following aspects of the line and	5. Which of H	5. Which of the following aspec	ts of the lesson plan w	vere applied in the class?	
	N. S.				ere appried in the entori	
	NICA PARTICULAR DE LOJA	- Selection of the	Time	()		
La Union	erridad Católica de Loja	tervitse(dCl	Lesson topic	()		
MODALIDA A	ABIERTA Y A DISTANCIA	Water or a state of the	Objectives	(×)		
CARI	RERA DE INGLES	to motomboridi	Warm-up activities	(x)		
OBSE	RVATION SHEET	Plant or hidden	Introduction of the new topic	(x)		
		Service (Attam	Guided or individual practice	(x)		
EDUCATIONAL INSTITUTION:		There are the second and a second and a second as a	Review/Assessment/Feedback	(*)		
DATE:			Materials and resources	(x)		
YEAR(desde 8vo básica a 3ro bachillerato):		a white all				
			6. Which of the following aspec	ts have been consider	ed by the teacher?	
1. Does the teacher consider Student	s' needs to teach English?	Disetplan				
		and a distant the second second second	Discipline) I down of mension		
*Students' Needs (age, personality, attitudents)	ude, aptitude, motivation, and learning sty	rles)	Feedback (X))		
YES (X) NO ()		manufacture and the	Activities management (🗶	perform silvering abade		
* It can be recognized based on the variety of	activities (visual, audio, audiovisual, realia, a	and on-line)	Time management ()		
applied, and students' reaction to them.						
		Survey and the state of the second se	7. How many students are there in the classroom?			
2. Which is the level of the students?	(Check 1)	the strate	10-15 (X) 16-25	() 26-30	() 31-more ()	
*Students' Level		0.98				
Basic (x) Intermediate	() High Intermediate () Advanc	red ()	8. Do students have enough spa	ace to move and partic	ipate in dynamic activities?	
* It can be recognized based on the material	they are using or placement done by the insti	itution.			The second secon	
			YES (x)	NO		
3. Which of the following methods an	re used?	consecution in the	9. Is the seating arrangement a	ppropriate for the tea	ching-learning process?	
		CW1 207	VPC ()			
Communicative Language Teaching	()		YES (¥)	NO	() and appropriate it waters in some	
The Natural Approach	()		NOTES:		The sum of A reading and a second second	
Cooperative Language Learning	(*)					
Content-Based Instruction	()	IT TO REAL WALL	10. Which of the following resou	rces are there in the c	lassroom to facilitate teaching?	
Task-Based Language Teaching	(x)	100 March 100 Ma	TV (x)	00		
Cognitive Academic Language Learning	()		Tape/Cd recorder			
Total Physical Response	()	and a start finder (Computer(s)			
Whole Language Approach	(*)	Ta has welling ?	Projector(s)	(8)		
Grammar Translation Method	(x)	Protector(s))		
		bandmine2	Smartboard ())		
Others	()	Supplementary	Supplementary materials (x))		
		the second se	Others ())		
4. Which of the following activities a	re used?					
Whole-group activities (*)		a distribution and a firm	11. In which percentage does the	e teacher use English i	n class?	
Beef constant			25% (x) 50%	() 75.0/		
Individual activities ()		10.22	25 % (X) 50 % .	() 75%	() 100% ()	
Group work activities ()						

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

UNIVERSIDAD TÉCNICA PARTICULAR DE I	LOJA
La Universidad Católica de Loja	
MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES	
OBSERVATION SHEET	
DUCATIONAL INSTITUTION:	
DATE:	
/EAR(desde 8vo básica a 3ro bachillerato):	
L. Does the teacher consider Students' needs to teach English?	
Students' Needs (age, personality, attitude, aptitude, motivation, a	nd learning styles)
YES ( ) NO ( ) * It can be recognized based on the variety of activities (visual, audio, audi	ovisual, realia, and on-line)
It can be recognized based on the variety of accuracy of a supplied, and students' reaction to them.	
applied, and students' reaction to them.	
<ul> <li>applied, and students' reaction to them.</li> <li>Which is the level of the students? (Check 1)</li> </ul>	
<ul> <li>treation to them.</li> <li>Which is the level of the students? (Check 1)</li> <li>"Students' Level to the students ( ) High Intermediate</li> </ul>	( Advanced (
<ul> <li>treation to them.</li> <li>Which is the level of the students? (Check 1)</li> <li>"Students' Level to the students' ( ) High Intermediate</li> </ul>	( ) Advanced ( )
pplied, and students' reaction to them. Which is the level of the students? (Check 1) Students' Level assic () Intermediate () High Intermediate it can be recognized based on the material they are using or placement of	( ) Advanced ( )
upplied, and students' reaction to them.          2. Which is the level of the students? (Check 1)         *Students' Level         Basic ()       Intermediate ()         * It can be recognized based on the material they are using or placement 6         3. Which of the following methods are used?	(  Advanced ( ) lone by the institution.
applied, and students' reaction to them. 2. Which is the level of the students? (Check 1) *students' Level Basic () Intermediate () High Intermediate * Is can be recognized based on the material they are using or placement o 3. Which of the following methods are used? Communicative Language Teaching ()	( Advanced ( )
applied, and students' reaction to them. 2. Which is the level of the students? (Check 1) *Students' Level Basic () Intermediate () High Intermediate *It can be recognized based on the material they are using or placement o 3. Which of the following methods are used? Communicative Language Teaching () The Natural Approach ()	( Advanced ( ) lone by the institution.
applied, and students' reaction to them.  2. Which is the level of the students? (Check 1)  *Students' Level Basic ( ) Intermediate ( ) High Intermediate * It can be recognized based on the material they are using or placement of 3. Which of the following methods are used? Communicative Language Teaching ( ) The Natural Approach ( ) Cooperative Language Teaching ( )	( ) Advanced ( ) tone by the institution.
applied, and students' reaction to them.  2. Which is the level of the students? (Check 1)  *students' Level Basic () Intermediate () High Intermediate *it can be recognized based on the material they are using or placement of 3. Which of the following methods are used? Communicative Language Teaching () The Natural Approach () Content-Based Instruction ()	(Y Advanced ( )
applied, and students' reaction to them.  2. Which is the level of the students? (Check 1)  *Students' Level Basic () Intermediate () High Intermediate *It can be recognized based on the material they are using or placement of 3. Which of the following methods are used? Communicative Language Teaching () The Natural Approach () Content-Based Instruction () Content-Based Instruction ()	(
applied, and students' reaction to them.  2. Which is the level of the students? (Check 1)  *students' Level Basic () Intermediate () High Intermediate * It can be recognized based on the material they are using or placement of 3. Which of the following methods are used? Communicative Language Teaching () The Natural Approach () Cooperative Language Learning () Content-Based Instruction () Task-Based Language Learning () Cognitive Academic Language Learning ()	(
applied, and students' reaction to them. 2. Which is the level of the students? (Check 1) *Students' Level Basic () Intermediate () High Intermediate *It can be recognized based on the material they are using or placement of 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 () Cost Passe Language Teaching () Content-Based Instruction () Comparised Language Teaching () Content-Based Language Teaching () Cognitive Academic Language Learning () Cost Passe Language Teaching () Cost Passe Language Language () Cost Pas	(
pipplied, and students' reaction to them.  2. Which is the level of the students? (Check 1)  Students' Level Basic () Intermediate () High Intermediate  * It can be recognized based on the material they are using or placement of 3. Which of the following methods are used?  Communicative Language Teaching () The Natural Approach () Content-Based Instruction () Task-Based Language Teaching () Continue Reademic Language Learning () Total Physical Response () Whole Language Approach ()	(
upplied, and students' reaction to them.         2. Which is the level of the students? (Check 1)         'Students' Level         Basic ()       Intermediate ()         High Intermediate ()       High Intermediate         * to an be recognized based on the material they are using or placement of         3. Which of the following methods are used?         Communicative Language Teaching ()         Cooperative Language Teaching ()         Content-Based Instruction ()         Cognitive Academic Language Learning ()         Cognitive Academic Language Learning ()         Total Physical Response ()         Whole Language Approach ()         Corammar Translation Method	(
hpplied, and students' reaction to them. 2. Which is the level of the students? (Check 1) *Students' Level Basic () Intermediate () High Intermediate * It can be recognized based on the material they are using or placement of a. Which of the following methods are used? Communicative Language Teaching () Task-Based Language Learning () Content-Based Instruction () Task-Based Language Learning () Content-Rase Response () Whole Language Approach () Craul Physical Response () Whole Language Approach () Cortann-Translation Method () Others ()	( ) Advanced ( :
applied, and students' reaction to them.         2. Which is the level of the students? (Check 1)         "Students' Level         Basic ()       Intermediate ()         High Intermediate ()       High Intermediate ()         * Can be recognized based on the material they are using or placement of a strain and pproach ()       Communicative Language Teaching ()         Communicative Language Teaching ()       Concentre Language Teaching ()         Concentre Language Teaching ()       Content-Based Instruction ()         Cognitive Academic Language Learning ()       Teach Hysical Response ()         Whole Language Approach ()       Grammar Translation Method ()	(
applied, and students' reaction to them. 2. Which is the level of the students? (Check 1) *Students' Level Basic () Intermediate () High Intermediate * ta anb erecognized based on the material they are using or placement of 3. Which of the following methods are used? Communicative Language Teaching () The Natural Approach () Concertst-Based Instruction () Task-Based Language Learning () Content-Based Instruction () Total Physical Response () Whole Language Approach () Others () 4. Which of the following activities are used?	(
pipiled, and students' reaction to them. 2. Which is the level of the students? (Check 1) *Students' Level Basic () Intermediate () High Intermediate * It can be recognized based on the material they are using or placement of a. Which of the following methods are used? Communicative Language Teaching () Task-Based Language Teaching () Content-Based Instruction () Task-Based Language Learning () Content-Rate Response () Whole Language Approach () CrantmarTranslation Method () Others ()	(

5. Which of the following aspects of the lesson plan were applied in the class?	TEACHER'S INTERVIEW
Time	Where are you from?
Lesson topic	A1 Where do you live?
Objectives (X	Where did you learn English?
Warm-up activities	A2 How long have you studied English?
Introduction of the new topic	
Guided or individual practice ( ) Review/Assessment/Feedback ( )	Which subject was the most difficult during your major?
Materials and resources	How long have you been teaching English?
	B1 Which skill is easier for you to teach?
6. Which of the following aspects have been considered by the teacher?	Would you like to continue studying? Why?
Discipline	What are the advantages or disadvantages of teaching English in a "non-English
Feedback ()	B2 speaking country"?
Activities management	What are the main problems a teacher faces when teaching English in Ecuador?
Time management ( )	What social benefits are derived from learning English?
	C1 What is the most important reward of teaching English as a profession?
7. How many students are there in the classroom?	What are the benefits that come from teachers staying more time in the
10-15 () 16-25 () 26-30 () 31-more ()	educational institutions?
	C2 What is the difference between teaching English as foreign language (EFL) and
8. Do students have enough space to move and participate in dynamic activities?	teaching English as a second language (ESL)?
YES () NO (1)	and and an and a second second
9. Is the seating arrangement appropriate for the teaching-learning process?	
	TEACHER'S LANGUAGE PROFICIENCY:           C2         ()         C1         ()         B2         ()         B1         ()         A2         ()         A1         ()
YES () NO (1)	C2 () C1 () B2 () B1 () A2 () A1 ()
NOTES:	
10. Which of the following resources are there in the classroom to facilitate teaching?	
TV (4)	
Tape/Cd recorder ( )	
Computer(s) ( )	
Projector(s) ( )	
Smartboard ()	
Supplementary materials (1)	
Others ()	
11. In which percentage does the teacher use English in class?	
11. In which percentage does the teacher use English in class?	
25% () 50% () 75% () 100% (47	
	5. Which of the following aspects of the lesson plan were applied in the class?
	5. Which of the following aspects of the lesson plan were applied in the class?
	Time
25% () 50% () 75% () 100% CF	Time G
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA	Time (*) Lesson topic (*) Objectives (*)
25% () 50% () 75% () 100% 64 UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Visanadad Catalaca de taja	Time (7) Lesson topic (7) Objectives (7) Warm-up activities (7)
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lu Hummolde Culder at Up MODALDA ABIERTA Y A DOTANCIA	Time (7) Lesson topic (7) Objectives (7) Warm-up activities (7) Introduction of the new topic (7)
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Viennedad Cadeda a laja MODALIDA ABIERTA Y A DISTANCIA CARRETA DE INGLES	Time () Lesson topic () Objectives () Warm-up activities () Introduction of the new topic () Guided or individual practice ()
25% () 50% () 75% () 100% ( UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA la Universidad Catalas da taja MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES OBSERVATION SHEET	Time () Lesson topic () Objectives () Warn-up activities () Introduction of the new topic () Guided or individual practice () Review/Assessment/Feedback ()
25% () 50% () 75% () 100% (4 UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Visionada Cadada da las MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: (bloching) Amos (començos	Time () Lesson topic () Objectives () Warm-up activities () Introduction of the new topic () Guided or individual practice ()
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Unimitada Catalana taja MODALIDA DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Amos Comentos	Time () Lesson topic () Objectives () Warn-up activities () Introduction of the new topic () Guided or individual practice () Review/Assessment/Feedback () Materials and resources ()
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA La Unimitada Catalana taja MODALIDA DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Amos Comentos	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?
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lu Humodo Lodeda dug MODALIDA ABIERTA Y A DOTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Amos Comentos Pari 1 1 ⁴⁴ , 2013 esde two básica a 3m bachillerado: 2 ^{ch} bochillerado.	Time [] Lesson topic [] Objectives [] Warn-up activities [] Introduction of the new topic Guided or individual practice [] Review/Assessment/Feedback [] Materials and resources []
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lu Umandu Caleda du lu MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Anas Comentos Pari ( 1 ^{sh} , 2013) Esdetwo bádica a 3ro bachillerado.	Time Lesson topic Objectives Warn-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
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Lu Universida Chillera tu tu MODALIDA ABIERTA Y A DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Anacs Comentos April 1 ^{sh} , 2013 Esede Sto bádica à 3ro bachillerado. es the teacher consider Students' needs to teach English?	Time Groupic Group Control Con
25% () 50% () 75% () 100% 67 UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA LUMANACA CARLES AL DE MODALIDA ABIERTA YA DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Amos Comenios Destrutions Johann Amos Comenios Destrutions Johann Amos Comenios tesde 8vo básica a 3robachillerato): 20 boch llerato. es the teacher consider Students' needs to teach English? nts' yleeds (age, personality, attitude, aptitude, motivation, and learning styles)	Time       Image: Constraint of the constraint of the new topic         Objectives       Image: Constraint of the new topic         Introduction of the new topic       Image: Constraint of the new topic         Guided or individual practice       Image: Constraint of the new topic         Review/Assessment/Feedback       Image: Constraint of the following aspects have been considered by the teacher?         Objectives       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?
25% () 50% () 75% () 100% (* UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Luturoda Codea a tup MODALIDA ABIERTA Y A DISTANCIA CARREAD E INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Amos Comentos pril 1 ^{sth} , 2013 sexte 8to bádica a 3to bachillerado. tes the teacher consider Students' needs to teach English? nts' Needs (age, personally, attitude, aptitude, motivation, and learning styles) () NO ()	Time Groupic Group Control Con
25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Luisanado Cadada a tup MODALDA ABIERTA Y A DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Anacs Comenos April 1 th , 2013 este Bvo bádica 33robachillerato): 2 th boch-llerato. es the teacher consider Students' needs to teach English? nat' Aceds (age, personality, attitude, aptitude, motivation, and learning styles) () NO ()	Time       Image: Constraint of the new topic         Objectives       Image: Constraint of the new topic         Warm-up activities       Image: Constraint of the new topic         Guided or individual practice       Image: Constraint of the new topic         Review/Assessment/Feedback       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the following aspects have been constraint of the following aspect of the f
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25% () 50% () 75% () 100% () UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA Luissedad Catalas de lap MODALIDA ABIERTA YA DISTANCIA CARRERA DE INGLES OBSERVATION SHEET TIONAL INSTITUTION: Johann Amos (comentos Dys. () 5% () Johann Amos (	Time       Image: Constraint of the new topic         Objectives       Image: Constraint of the new topic         Guided or individual practice       Image: Constraint of the new topic         Guided or individual practice       Image: Constraint of the new topic         Guided or individual practice       Image: Constraint of the new topic         Materials and resources       Image: Constraint of the new topic         O. Which of the following aspects have been considered by the teacher?         Discipline       Image: Constraint of the new topic         Activities management       Image: Constraint of the new topic         Time management       Image: Constraint of the new topic

Communicative Language	Teaching	(1)		
The Natural Approach		()		
Cooperative Language Lea	rning	()		
Content-Based Instruction		()		
Task-Based Language Tea	ching	()		
Cognitive Academic Langu	age Learning	3 ()		
Total Physical Response		(1		
Whole Language Approach		()		
Grammar Translation Met	nod	()		
Others		()		
4. Which of the following	g activities	are used?		
Whole-group activities	(1)			
Whole-group activities Individual activities	(X ()			

YES (/) 9. Is the seating arrange	ment appropr	N0 iate for the	() teaching-lear	rning process?
YES () NOTES:		NO	. ()	oring and statistical area
10. Which of the followin	g resources ar	e there in t	he classroom	to facilitate teachin
TV Tape/Cd recorder	()			
	6.3			
Computer(s) Projector(s)	()			
Computer(s)				

	TEACHER'S INTERVIEW			
Al	Where are you from?	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA		
au	Where do you live?	La Universidad Católica de Loja		
	Where did you learn English?	MODALIDA ABIERTA Y A DISTANCIA		
A2		CARRERA DE INGLES OBSERVATION SHEET		
A2	How long have you studied English?	OBSERVATION SHEET		
	Which subject was the most difficult during your major?	EDUCATIONAL INSTITUTION:		
	How long have you been teaching English?	DATE:		
B1		YEAR(desde 8vo básica a 3ro bachillerato):		
DI	Which skill is easier for you to teach?	1. Does the teacher consider Students' needs to teach English?		
Would you like to continue studying? Why?				
	What are the advantages or disadvantages of teaching English in a "non-English	*Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)		
B2	speaking sources "2	YES ( NO ( ) * It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line)		
spound country :		* It can be recognized based on the variety of activities (visual, audio, audio, table) is a policy of the second students' reaction to them.		
	What are the main problems a teacher faces when teaching English in Ecuador?	The second		
	What social benefits are derived from learning English?	2. Which is the level of the students? (Check 1)		
C1		*Students' Level		
	What is the most important reward of teaching English as a profession?	Paris ( ) Intermediate ( ) High Intermediate ( ) Advanced ()		
	What are the benefits that come from teachers staying more time in the	* It can be recognized based on the material they are using or placement done by the institution.		
~~~	educational institutions?	3. Which of the following methods are used?		
C2	What is the difference between teaching Fight and the			
	What is the difference between teaching English as foreign language (EFL) and	Communicative Language Teaching ()		
	teaching English as a second language (ESL)?	The Natural Approach ()		
	Contra Language Teachdar (1973)	Cooperative Language Learning ()		
TEACHER		Content-Based Instruction () Task-Based Language Teaching ()		
I EACHER	S LANGUAGE PROFICIENCY:	Cognitive Academic Language Learning ()		
LZ (/) C1 () B2 () B1 () A2 () A1 ()	Total Physical Response ()		
		Whole Language Approach ()		
		Grammar Translation Method ()		
		Others ()		
		obes () ()		
		4. Which of the following activities are used?		
		Whole-group activities ()		
		Individual activities ()		
		Group work activities ()		

Time	503			
esson topic	()	1		
)bjectives	()			
Narm-up activities	()			
ntroduction of the new top	nic (M			
Guided or individual practi				
Review/Assessment/Feed				
Vaterials and resources	Jack (-		
viaterials and resources	i cr.			
5. Which of the followin	g aspects have	been conside	ered by the te	acher?
Discipline	16			
Feedback	()			
reedback Activities management	it			
	(X			
Time management	(D)			
7. How many students a	re there in the	classroom?		
		26-30		31 - more
			icipate in dy	namic activities?
B. Do students have end	ough space to m	ove and part	14	
8. Do students have end YES () 9. Is the seating arrange	ough space to m	ove and part	14	
8. Do students have end YES () 9. Is the seating arrange YES ()	ough space to m	ove and part NO iate for the to	14	
B. Do students have end YES () 9. Is the seating arrange YES NOTES:	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
B. Do students have end YES () 9. Is the seating arrange YES () NOTES:	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
B. Do students have end YES () 9. Is the seating arrange YES () NOTES:	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
8. Do students have end YES () 9. Is the seating arrange YES // NOTES: 10. Which of the followir TV Tape/Cd recorder	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
8. Do students have end YES () 9. Is the seating arrange YES NOTES: 10. Which of the followin TV Tape/Cd recorder Computer(s) Projector(s)	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
10-15 (J) 16 8. Do students have enc YES () 9. Is the seating arrange YES J NOTES: 10. Which of the followin TV TV TV TV Tape/Cd recorder Computer(s) Projector(s) Smartboard	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
8. Do students have end YES () 9. Is the seating arrange YES NOTES: 10. Which of the followin TV Tape/Cd recorder Computer(s) Projector(s)	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
8. Do students have end YES () 9. Is the seating arrange YES // NOTES: 10. Which of the followin TV TV Tape/Cd recorder Computer(s) Projector(s) Smartboard	ough space to m	NO NO iate for the to NO	(A) eaching-learn ()	ning process?
8. Do students have ency YES () 9. Is the seating arrange YES // NOTES:	nugh space to m ement appropr ng resources ar () () () () () () () () () () () ()	NO NO late for the to NO	() e classroom t	ning process?
8. Do students have ency YES () 9. Is the seating arrange YES // NOTES:	ement appropr or resources ar () () () () () () () () () () () () ()	NO Iate for the ta NO e there in the	() e classroom t	ning process? o facilitate teachin
8. Do students have ency YES () 9. Is the seating arrange YES // NOTES:	nugh space to m ement appropr ng resources ar () () () () () () () () () () () ()	NO NO late for the to NO	() e classroom t	ning process?

	Where are you from?				
A1	Where do you live?				
	Where did you learn English?				
A2	How long have you studied English?				
	Which subject was the most difficult during your major?				
	How long have you been teaching English?				
B1	Which skill is easier for you to teach?				
Would you like to continue studying? Why?					
	What are the advantages or disadvantages of teaching English in a "non-English				
B2	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?				
	What are the benefits that come from teachers staying more time in the				
C2	educational institutions?				
0.0	What is the difference between teaching English as foreign language (EFL) and				
	teaching English as a second language (ESL)?				
	2'S LANGUAGE PROFICIENCY:				
() C1 (1) B2 () B1 () A2 () A1 ()				

	for the second
 Kindi et da fullewing etowate et incl. 200 plan were applied in the cases 	5. Which of the following aspects of the lesson plan were applied in the class?
	Time (/)
UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA	Lesson topic
La Universidad Catélica de Loja	Objectives (/) Warm-up activities ()
MODALIDA ABIERTA Y A DISTANCIA	Introduction of the new topic (/)
CARRERA DE INGLES	Guided or individual practice ()
OBSERVATION SHEET	Review/Assessment/Feedback ()
EDUCATIONAL INSTITUTION: Spelman.	Materials and resources
DATE: April 310, 2013	001E .4my 20 .2013
	6. Which of the following aspects have been considered by the teacher?
YEAR(desde 8vo básica a 3ro bachillerato):	Discipline
1. Does the teacher consider Students' needs to teach English?	Feedback ()
1. Does the teacher consider students needs to teach English	Activities management (1)
*Students' Needs (age, personality, attitude, aptitude, motivation, and learning styles)	Time management (
YES (NO ()	7. How many students are there in the classroom?
* It can be recognized based on the variety of activities (visual, audio, audiovisual, realia, and on-line)	7. How many students are there in the classicourt
applied, and students' reaction to them.	10-15 () 16-25 () 26-30 () 31-more ()
2. Which is the level of the students? (Check 1)	a second s
	8. Do students have enough space to move and participate in dynamic activities?
*Students' Level	YES () NO ()
Basic (/) Intermediate () High Intermediate () Advanced ()	9. Is the seating arrangement appropriate for the teaching-learning process?
* It can be recognized based on the material they are using or placement done by the institution.	YES (/) NO ()
3. Which of the following methods are used?	NOTES:
Communicative Language Teaching	10. Which of the following resources are there in the classroom to facilitate teaching?
The Natural Approach ()	TV (2
Cooperative Language Learning ()	Tape/Cd recorder
Content-Based Instruction ()	Computer(s) ()
Task-Based Language Teaching ()	Projector(s) ()
Cognitive Academic Language Learning (1/2) Total Physical Response (1)	Smartboard ()
Whole Language Approach ()	Supplementary materials (1) Others
Grammar Translation Method ()	Others (P) there are relative pervaliations to date of a
Others()	11. In which percentage does the teacher use English in class?
Supplementation of the second se	25% () 50% () 75% () 100% (7
4. Which of the following activities are used?	25% () 50% () 75% () 100% ()
Whole-group activities ()	
Individual activities ()	
Group work activities ()	
	a conference and a start and a start warm applied to the classify
TEACHER'S INTERVIEW	
I DAGITER J IN I ERVIEW	
Where are you from?	UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
A1 Where do you live?	La Universidad Católica de Loja
Where did you learn English?	MODALIDA ABIERTA Y A DISTANCIA
	CARRERA DE INGLES
A2 How long have you studied English?	OBSERVATION SHEET
Which subject was the most difficult during your major?	EDUCATIONAL INSTITUTION: Colegio Henor
How long have you been teaching English?	DATE:
B1 Which skill is easier for you to teach?	YEAR(desde 8vo básica a 3ro bachillerato):
Would you like to continue studying? Why?	

What are the advantages or disadvantages of teaching English in a "non-English

What are the main problems a teacher faces when teaching English in Ecuador? What social benefits are derived from learning English?

What is the difference between teaching English as foreign language (EFL) and

What is the most important reward of teaching English as a profession?

What are the benefits that come from teachers staying more time in the

 TEACHER'S LANGUAGE PROFICIENCY:

 C2
 ()
 C1
 ()
 B2
 ()
 B1
 ()
 A2
 ()
 A1
 ()

B2

C1

C2

speaking country"?

educational institutions?

teaching English as a second language (ESL)?

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

Students Needs (age, personality, <u>attitude</u>, 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	(1)
The Natural Approach	()
Cooperative Language Learning	(1)
Content-Based Instruction	() .
Fask-Based Language Teaching	()
Cognitive Academic Language Learning	()
Fotal 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 ()

Time	61		
Lesson topic	(A)		
Objectives	in		
Warm-up activities	ir.		
Introduction of the new topic	in		
Guided or individual practice			
Review/Assessment/Feedba			
Materials and resources	ix		
6. Which of the following	aspects have been	considered by the	teacher?
Discipline	15		
Feedback	()		
Activities management	14		
Time management	ix		
and many-mone			
7. How many students are	e there in the class	sroom?	
	gh space to move :		lynamic activities?
YES () 9. Is the seating arranger YES ()		NO ()	
YES () 9. Is the seating arranger YES () NOTES:	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES:	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following TV TP Tape/Cd recorder	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following TV TP Tape/Cd recorder	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following TV Tape/Cd recorder Computer(s)	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following TV Tape/Cd recorder Computer(6) Projector(s)	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () NOTES:	nent appropriate l	NO () for the teaching-lea NO ()	rning process?
YES () 9. Is the seating arranger YES () 10. Which of the following TV Tape/Cd recorder Computer(s) Projector(s) Smartboard Supplementary materials	resources are the	N0 () for the teaching-lea N0 () re in the classroom	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following TV Tape/Cd recorder Computer(s) Projector(s) Smartboard Supplementary materials Others	resources are the	N0 () for the teaching-lea N0 () re in the classroom	rning process?
NOTES:	resources are the	N0 () for the teaching-lea N0 () re in the classroom	rning process?
YES () 9. Is the seating arranger YES () NOTES: 10. Which of the following TV Tapp/Cd recorder Computer(s) Projector(s) Smartboard Sopplementary materials Others 11. In which percentage d	resources are the	N0 () for the teaching-lea N0 () re in the classroom	rning process?

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?		
	How long have you been teaching English?		
B1	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)?		
	terround and an a second and a feed of the state		
FEACHER	S'SLANGUAGE PROFICIENCY:		
	C1 () B2 () B1 () A2 () A1 ()		