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

TRABAJO DE TITULACIÓN

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Magister.

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DEDICATION

I want to dedicate this thesis to God for his daily blessings.

I would also like to dedicate it to my parents who have given me the best example of perseverance, as well as their unconditional love and help.

ACKNOWLEDGMENT

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ABSTRACT

This research purpose is to analyze the factors that influence the English language teaching-learning process in Ecuadorian private high schools. It was developed in 15 private high schools in Ecuador, 12 in Riobamba, 2 in Quito, and 1 in Guayaquil.

The quantitative method, which is based on the analysis of statistical data, and the observation technique were used in this research. The sample was 15 students ranging 13 to 17 years old and 15 teachers. For observing teachers and students, an observation format was applied; also, students' and teachers' questionnaires and surveys were used for data collection.

The analysis of results demonstrate that small size and homogenous classrooms have more benefits than large size and heterogeneous ones, for example, curriculum can be adjusted according to students' needs, students feel more motivated to pay attention and become engaged, and teachers can have more time for professional assessment and feedback.

Key words: teaching-learning process, factors, English Language.

RESUMEN

El propósito de esta investigación es analizar los factores que influyen en el proceso de enseñanza-aprendizaje del idioma Inglés en colegios privados del Ecuador, se realizó en 15 colegios del Ecuador, 12 en Riobamba, 2 en Quito y 1 en Guayaquil.

El método cuantitativo y la técnica de la observación fueron utilizados en este estudio. La muestra corresponde a 15 estudiantes en edades entre 13 y 17 años y 15 docentes. A fin de observar a los docentes y estudiantes se aplicó un formato de observación, y también cuestionarios y encuestas para la recolección de datos.

El análisis de resultados demuestra que manejar clases pequeñas y homogéneas brinda mayores beneficios que clases grandes y heterogéneas, por ejemplo, el currículo puede ser ajustado de acuerdo a las necesidades de los estudiantes, así los estudiantes se sienten más motivados, prestan atención y se involucran en la clase, de igual manera los docentes cuentan con mayor tiempo para realizar una evaluación profesional y adecuada retroalimentación.

Palabras claves: proceso de enseñanza-aprendizaje, factores, idioma inglés

INTRODUCTION

This research is about the factors that influence the teaching-learning process in Ecuadorian private high schools, and analyze them. It is important that both teachers and institutions are aware of which factors affect the teaching-learning process, so that they can make the best decisions regarding teaching methods, class sizes, continual training and education, classroom equipment and design, in order that students receive the best possible English language education.

Four objectives have been considered in this research. The first one is to identify students' English level and their needs in the classroom, the second is to determine the classroom conditions in which English lessons take place, the third is to identify the characteristics of in-service English teachers, and the fourth objective is to determine institutional facilities and norms regarding quality education.

Numerous studies concerning the factors that affect the English teaching-learning process have been conducted, one of them is study that was written by Spanish authors, Madrid, Ortega, Jiménez, Pérez, Hidalgo, Fernandez, Garcia, Gomis, Verdejo and Robinson (1993), its main purpose was to study the sources of motivation in EFL classroom. The learners had to rank six factors in order of importance; classroom methodology: activities, tasks, EFL teacher's qualifications, parents and family background, English as a school subject itself, the desire to be immerse in English-speaking communities, and finally the instrumental importance of English in society.

Another interesting study was carried out by Gawi (2011), whose purpose was to

find out if there is a difference between students who start learning English between 5 and 6 years old and others who start learning between 12 and 13 years old.

According to the study, students who start learning English in younger ages are more likely to have a high level of English. A limitation in this study is that the author only focused on the age students started learning and not on the amount of time they have studied English; additionally, there were no female participants because of Saudi Arabia society structure.

Finally, Soureshjani and Riahipour (2012) carried out research which studied the effect of gender on EFL acquisition. In this study, the difference between male and female students test scores in pre-university schools was analyzed to know if there was a significant difference. The study showed that females outperformed males in the tests, this shows that the independent factor of gender has an effect on the English language teaching-learning process.

The main limitation encountered in this research was having only one interviewed student per class from each high school, as well as the lack of information about students' prior knowledge and age, since some studies show that the age students start learning English influences on their ability to acquire it.

The present research may be of great contribution to educational institutions, authorities, teachers and students in order to improve the teaching- learning process of the English language, besides this research may provide fundamentals for future investigations on this topic.

METHOD

Setting and Participants

This research was carried out in 15 private high schools in Ecuador, 12 in Riobamba, 2 in Quito and 1 in Guayaquil. The sample selected consisted of 15 students who filled out questionnaires and 15 English teachers from the classes who were interviewed and filled out questionnaires. The grades of the classes observed ranged from 10th grade of basic education to 3rd year of senior high school, and hence the ages ranged from 13 to 17 years old.

Procedures

The research began with a literature review, 5 different journals relating to the topic were selected from the internet.

Additionally books related to teaching strategies such as the cooperative approach, total physical response, and grammar translation methods were read. In order to gather information about the dependent factors which influence the English teaching-learning process, it was necessary to consult books that dealt with learning styles, classroom observation, class size, class structure, lesson design and feedback

The design of the study included classroom observations 15 classes in 15 different high schools

For the observation step an observation format with 11 parameters related to teacher's performance and student's background was used. At the same time, teachers

and students filled out a questionnaire, the student's questionnaire had 14 questions in Spanish and the teacher's questionnaire consisted on 20 questions in English.

Finally, interviews to the teachers were carried out, this provided more information about their English level, their education, and their point of view about the institution where they work.

The instruments used to collect data were the questionnaires and the observation formats. Also, notes were taken during the teachers' interview. The data from the students and teachers questionnaires was analyzed quantitatively and tabulated by using pie charts. The graphs are well presented and show clear results. The interviews and answers to the questionnaires were analyzed qualitatively, to determine the factors that influence the teaching-learning process.

DISCUSSION

Literature Review

Learning another language requires attention, perseverance, responsibility, and above all time and interest. The learning of the English language broadens students' horizons and benefits their professional growth. In Ecuador the importance of the English language has grown considerably, in recent years, it is considered as path for economic, social, and technological development. Parents demand that their children learn the language and teachers and institutions must respond to this demand by improving and innovating the teaching-learning process.

The goal of this project is to investigate the importance of the teaching-learning process of the English language as a foreign language in our country. This work includes a research carried out in 15 private high schools in Ecuador, on the methodology used to teach the English language, then also teacher's proficiency based on reading research about different approaches and methods teachers apply in their classes.

Previous research has shown that there is a huge gap between public and private institutions in the quality of teaching English language and it might be related to the English teachers' lack of methodological preparation, thus constant training is a necessary condition.

The English language has become an essential requirement in this globalized world. However, teachers' methods application and English language proficiency are deficient in Ecuador which limits the teachers' use of innovative strategies in the

classroom and hinder them in improving their methodology, a fundamental aspect within the teaching-learning process. The concern to improve the quality of education in the area of English, in Ecuador, has led educators to consider, among other factors, the important role that the teacher plays in the education process. Even though, it is complicated the participation of the teacher has a fundamental role dealing with the limitations of educational institution. Paredes(2012)states that it is important that the government ensures that all the English language teachers take the TOEFL exam. The TOEFL is an international exam that provides a result of the level of knowledge of the English Language. There is no level of difficulty, it is an exam that gives a result, demonstrating in what level one is at, said the academic director.

The national government offers unlimited scholarships for international post-graduate studies to the best Ecuadorian students and many of these post-graduates have the obligatory requirement of a high level of the English language. In addition, the government offers these scholarships to those already teaching in schools and universities to improve English language teaching.

However, it is necessary to acknowledge that there are a large number of factors that influence the work of the teacher and the results as for example: the conditions of the context, socio-economic aspects, cultural and even physical-geographical, in connection to others that are particular to the institution: infrastructure, resources, among others.

The active strategies applied in the teaching-learning process are of vital importance, as they have the goal of developing skills and abilities in the students

permitting the understanding and assimilation of a determined theme and contents in the subject of English language.

One of the fundamental factors in this process is the motivation and predisposition of the student to learn, since the lack of interest by the student for learning English can cause apathy on the teacher. To counter this apathy the teacher must have a number of different teaching methods to be able to create interesting and motivating classes. In the following section, some different teaching-learning approaches will be presented.

Teaching approaches and methods

There are different and very interesting studies about the most commonly used approaches and methods for teaching a second or foreign language. Each approach or method has an articulated theoretical orientation and a collection of strategies and learning activities designed to reach specific goals and achieve the learning outcomes of the teaching-learning processes.

One of these methods is the cooperative language learning, which focuses on student-student interaction and how a teacher can maximize this interaction. This type of teaching is not simple because the teacher has to organize the students in groups and help them to work together; this means that the instructions need to be good and clear so that students can work as a team. The teacher also needs to provide all the required support and feedback especially to those students who might feel excluded due to their lack of proficiency. McCafferty, Jacobs, DaSilva (2006) states that “positive interdependence encourages cooperation and a feeling of support” (p. 5). According to Holt (1993) cooperative learning encourages “individual accountability, social skill development, simultaneity, and interaction” (p. 4).

The cooperative language learning method is both stimulating and interesting for the students because they can work in groups. Additionally, it is practical, as Holt (1993) notes that comprehension and language production improve through its use.

Another method is the cognitive academic language learning. This method is known as CALLA, it is designed to improve the students' second language achievement. Regarding this method Richards & Rogers (2001) describe its three main components; (1) a curriculum that is based on standards with content subjects that are relevant for the grade being taught; (2) development of academic language with a focus on literacy and (3) training in applying learning strategies. For a successful use of this method teachers need to structure their classes and curriculum intelligently, applying the concept of "scaffolding instruction" which is a learning process designed to promote a deeper level of learning. Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals Sawyer (2005)

Another important method is the grammar translation. According to Richards J. and Rogers (2001) second language is learned first by studying in detail the grammar rules, and then, applying this knowledge to sentences and texts translation into the target language. In this method, Richards (2001) "students need to memorize rules and facts to understand and manipulate the morphology and syntax of the foreign language" (p. 5). Harmer (1998) states that the danger with grammar translation is that it teaches about the language but does not help to use it effectively for communication.

Another important approach is the total physical response which was developed by Asher in 2000. It was designed with the purpose of teaching language through

physical motor activities by connecting speech with action. Asher (2000) states that this method is related with children first language acquisition since significant input comes before they can learn to speak, and while they learn this input there is a lot of motion and action. The connection between movement and language assists the language acquisition process through the association between stimulus and response.

Also, Asher indicates that to apply this method correctly, it is important to eliminate affective filters such as anxiety and stress, so that students could feel confident to express themselves. Total physical response is very effective especially with beginners.

Finally, the natural approach, it is a method that separates the language learning process into four basic stages: preproduction, early production, speech emergence, and intermediate influence. This method applies natural principles for learning a second language and it focuses on communication as the primary function of language. Teachers need to develop different approaches for L2 learning and respond to their students' individual needs in the classroom by applying the most appropriate techniques and activities to improve the teaching-learning process.

Managing Learning

Teachers may have several excellent ideas about activities to apply in the classroom, but they can be useless if they are unable to explain them in a clear and simple way. Students lack of instructions understanding is a common problem in the classroom; in this regard, Harmer (2007) indicates that “the best activity in the world is a waste of time if students do not understand what they are supposed to do” (p.37).

Harmer(2007, p 37) also explains how instructions should be taught:

There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully?

If teachers follow these rules then the students will understand the activities better and the classes will be more successful.

Feedback is also an important part of a teacher's job, giving feedback helps students to assess their progress and identify their problems. Gower, Phillips, and Walters (1983) describe a number of ways to give feedback: "giving praise and encouragement, correcting, setting regular tests, having discussions about how the group as a whole is doing, and giving individual tutorials" (p.125).

Time management in the classroom is also a very important aspect to be considered when teaching a foreign language. As teachers become more and more accountable for student success, taking advantage of every minute of class time becomes crucial. Efficient use of class time can increase student performance and decrease teacher anxiety. Students need to know what is expected of them during the class time (Kounin (1997)

Lesson Design

A lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities.

Lesson plans need to be designed to motivate and captivate the students interest. If the lesson plan is mapped out well, the students will enjoy the class and learn better.

Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep teachers organized and on track while teaching, thus allowing them to teach more and help students reach objectives more easily. Lesson planning provides a coherent framework for smooth efficient teaching, gives a sense of direction in relation to the syllabus, helps the teacher to be more confident when delivering the lesson, and provides useful basis for future planning Jensen (2001)

Planning is imagining the lesson before it happens. This involves prediction, anticipation, sequencing, organizing, and simplifying. The decisions and final results depend on the teaching situation, the learner's level, needs, interests, and the teachers' understanding of how learners learn best, the time and resources available Mariane (1991)

Class Size

Class size is an important aspect that often affects the English teaching and learning process. It varies considerably depending on the institution and the age range, generally in private schools classes are smaller and in public schools larger, then teachers have to use different skills or methods to get the best results from their students. Regarding this problem, Harmer (2007) explains that it is difficult for the teacher to make contact with the students at the back and it is difficult for the students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative teaching and learning sessions. As a result, there are often problems with discipline and attention, and many students do not make the progress they should. For

the teacher to address the problems created by varying class sizes they can use techniques that involve all the class or changing the seating structure of the classroom. This is a problem that institutions and the government have to look at to see if they can reduce the class sizes and help teachers.

Classroom Space and Seating Arrangement

The way the classroom is organized influences in the teaching-learning process as different arrangements can influence the atmosphere and help with the implementation of certain teaching strategies or activities. About it Gower, Phillips, Walters (1983) explain that the position of the teacher and the manner in which the students of the class are organized are very important in the teaching-learning process. They also say that different cultures prefer different forms of communicating, for example Arabs like to be close when they talk. The modern arrangements are presented by Harmer (2007), they include the horseshoe, separate tables, and orderly rows. Teachers choose the best method. The arrangement that the teacher uses should be flexible depending on the class size and the activity to be carried out. Classrooms have to be big enough in order to manipulate tables and chairs easily.

Classroom and/or Teaching Resources

Teachers often use different resources to make their classes more interesting. In most institutions the most common used resource is the text book. Regarding to this Gower, Phillips, and Walters (1983) indicate the advantages and disadvantages of using textbooks. They say that textbooks provide syllabi which are designed for the students' level; they also give continuity and progression and are produced in a professional manner that includes colorful presentations, audio passages making use of cassettes or

CDs and nowadays DVDs. Some disadvantages are that the course book is unlikely to be suitable for all the students due to the level of language and topics it presents, and as a result students might not like the book and they might be reluctant to use it. Also, the textbook can stop teachers from being creative in introducing new materials into the classroom that would motivate and interest the students.

Nowadays, there are many new technologies and tools such as the internet which gives teachers more possibilities to find good resources. Teachers need to explore new options and not only limit themselves to use the textbook.

Classroom Observation

Institution monitoring is part of the teaching process because it helps teachers and institutions to improve the teaching-learning process. There are different ways of carrying out observation, Bartolo (2004) describes observation in the Italian University classroom using note-taking and video recording, during which the observer can note down overall impressions regarding the lesson topic, the quantity of language modification, the general approach to the lesson, and significant aspects of the class. Many of the reviews and summaries of the classroom observation research, such as that of Herbert (1991) have consistently found that a number of classroom behaviors significantly relate to students' academic achievement. Several aspects of classroom instruction such as conducting daily reviews, presenting new material, conducting guided practice, providing feedback and correctives, conducting independent practice, and conducting weekly and monthly reviews have been found to be significantly related to students' academic achievement. In other words, research using systematic classroom observation has provided us with a substantial knowledge base that has helped us

understand effective teaching.

Learning Styles

It is evident that all students have different learning styles, this is the way human beings are made, we all learn differently. Some people find it easy to learn visually, some aurally, and others by memory, etc. It is for this reason that teachers need to consider their students' learning styles in order to decide which techniques need to be used in the classroom.

Lightbrown and Spada (2006) summarize the term learning : “it has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing and retaining new information and skills” (p.59). One of the most popular learning styles is the “kinesthetic” which refers to learning through action. In order to take into account the different learning styles teachers must be flexible and Coleman (2005) consider this by saying that evidence shows that individuals perceive, analyze, organize, and recall information in different and stable ways. They go on and state that conflicting theoretical frameworks and classifications make applying the information practically difficult. As a result of these difficulties, teachers must be aware of the different students learning styles and be flexible in the classroom in order to accommodate these different learning styles. Once the students' learning style; visual, auditory, tactile or kinesthetic are identified then the teacher can choose the best activities for their lessons.

Language aptitude

It is clear that in a classroom some students are very good at learning languages and others are not as good. Schools have often used Intelligence Quotient (IQ) tests to assess the intelligence of the students, and some researches have shown that IQ (Intelligence Quotient)scores can help to predict if students will be good at learning a second language. However, new theories are being applied, influenced by Gardner (1993) who proposes that individuals have “multiple intelligences” these include musical, interpersonal relations, athletic, and verbal intelligence, which implies that teachers should consider the aptitudes of their students in a global manner. Coleman and Klapper (2005) consider that language aptitude is an ability we are born with which is related to but distinguishable from general verbal intelligence. This conclusion implies that teachers must be flexible in the classroom considering the different levels of aptitude.

This literature review includes five journal articles on issues that affect the teaching-learning process of the English language. These provided insights into real problems and issues in the classroom, and they are presented here with their aims, methodology and conclusions.

Li (2010) carried out a study to determine is the relationship between the beliefs of EFL learners and the learning strategy that they use, during the study the author studied what learning beliefs and strategies are used and what is the relationship between these two factors, the study was carried out with English major sophomores in vocational colleges. The methodology for the study involved using two questionnaires which were designed by the author with some assistance from Horwitz’s “Beliefs about Language Learning Inventory”. The other questionnaire was Oxford’s (1990) 50 items

strategy Inventory for Language Learning (SILL) which was used to determine which learning strategies the subjects used. The study found that there is a relationship between students' beliefs about language learning and the learning strategy that they are going to use, this has some pedagogical implications which include the need to identify and assess the language learning beliefs of students, foster positive language beliefs, conduct strategy training program in the classroom and finally implement strategies and beliefs components within the language teaching syllabus.

Ortega, Jimenez, Perez, Hidalgo, Fernandez, Garcia, Gomis, Verdejo, Robinson (1993), carried out a research about the sources of motivation in the EFL classroom. They studied how important motivation is for learning a second language; the study was carried out in primary and secondary schools, and with first year University students, in Granada, Spain. To determine the sources and importance of motivation a questionnaire was used which focused on: classroom methodology, EFL teachers qualities, parents and family background, English as a school subject, the desire to integrate into English speaking communities, and finally the instrumental importance of English in modern society.

The authors found that attitudes, motivation and situational anxiety are very important in the language learning process, so for students to perform well it is important to have good attitudes and motivational reasons for learning English. In addition it is important to reduce the anxiety within the language learning classroom.

Gawi (2012), studied the effects of age on learning English, in schools in Saudi Arabia, her research was designed to see if there is difference between students who start learning English between 5 and 6 years old and those between 12 and 13, to see if those

who start younger are better at English. The data collection method applied a questionnaire and student test results, the general approach was experimental and investigating and studied one independent variable, age. The questionnaire used a 5 – Likert Scale format. The results showed as expected that those who start learning a language earlier between 5 and 6 years old have better performance than those who start at between 12 and 13 years old, and that those who started at between 12 and 13 and have studied the language for four years have a weak performance in the English test. Based on these results the author's conclusion was that students should start learning a second language between 5 and 6 years old, these findings also supported other studies made in the area of age and second language learning.

Soureshiana, Riahipour (2010), this study focused on the influence of gender in the EFL classroom, the study was carried out in Iran at pre-university schools. The researchers wanted to see if females performed better than males, if there scores in achievement tests were different and how big the difference was. The methodology for the study was simple as they assessed test scores from the end of second semester test, which tested vocabulary, grammar, sentence function and reading comprehension. A special statistical analysis software package called SPSS (Statistical Package for Social Sciences) 16.0 was used to analyze the data. The results showed that the females performed better in the tests than the males, these results show that gender is an important factor in EFL learning, they found that the effect is significant.

Samson, Rajini (2012), this interesting research assessed teachers and students to see if there was a relationship between problems perceived by teachers teaching English at secondary level, their aptitude, and their academic training. The participants were 80

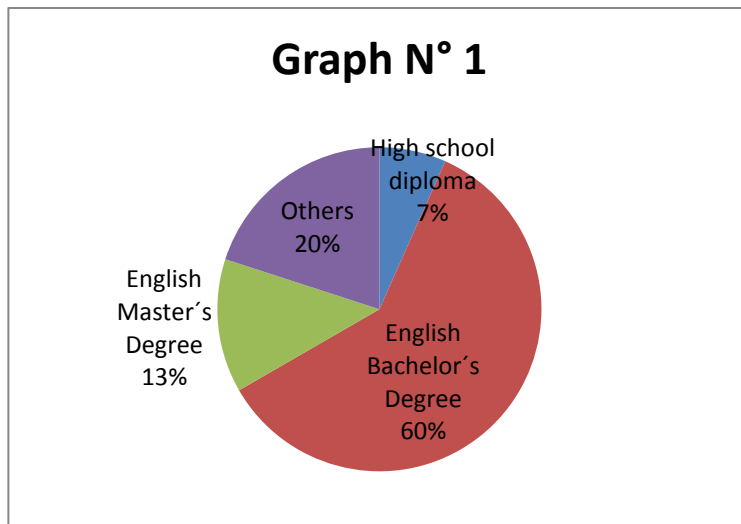
high school teachers. To measure the aptitude a standardized tool was used – Battery of Differential Aptitude Test by Bennett, Seashore and Wesman (1959), and another tool was used to assess nature and extent of the problems perceived by English teachers. The results were that the teachers who had higher aptitude in English perceived less problems in teaching the subject, and also teachers who had more academic training perceived less problems in teaching English. The authors concluded that there is a high negative correlation between aptitude and the problems perceived in teaching English, also they concluded that teachers with English methodology in B.Ed have less perceived problems than those without English methodology in B.Ed.

Description, Analysis, and Interpretation of Results

Four important factors were analyzed in this section, with five questions for each section; factors concerning teachers, factors concerning students, factors concerning classroom, and factors concerning educational institutions. The teachers' questionnaires information has been analyzed quantitatively and put into pie charts. Further analyses and results interpretation has been prepared based on additional information from student questionnaires, teacher interviews, and class observation notes

Factors Concerning Teachers

Which level of education do teachers have?



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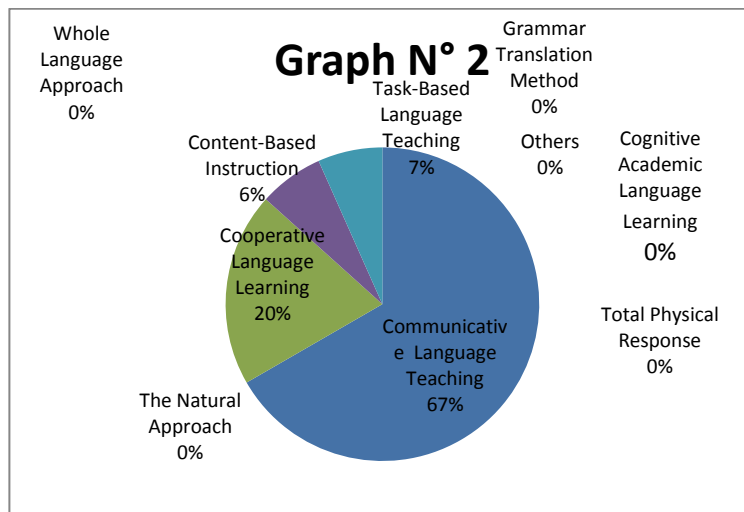
Source: Survey, questionnaires

Graph 1 shows that more than half of the teachers, 60% have a Bachelor degree in English, and only 13% have a Master's degree. In the interviews applied to teachers most of them say that they would like to continue studying, as they enjoy it and realize it is important for their profession. This shows that teachers want to develop and learn more in their profession. For this reason, it would be beneficial if the government

continue providing support and training to all teachers so that they can get a high score in standardized tests such as TOEFL.

The results show that 20% of teachers have other qualifications, this can be explained by the fact that some of the teachers in the sample come from foreign countries such as Belgium and the United States, hence their primary qualification is the ability to speak English. Finally 7% of the sample has only a high school diploma which can be considered as a low qualification, this occurs in private high schools as they can hire teachers according to their needs and not necessarily following the government regulations.

Which of the following methods were used in the observed classes?



Author: VacaCáceres Janneth Liliam
 Source: Survey, questionnaires

Graph number 2 shows that the most used method was the Communicative Language Teaching; it was used in 67% of the classes. This method involves high levels of interaction between students and it is very practical. According to the students'

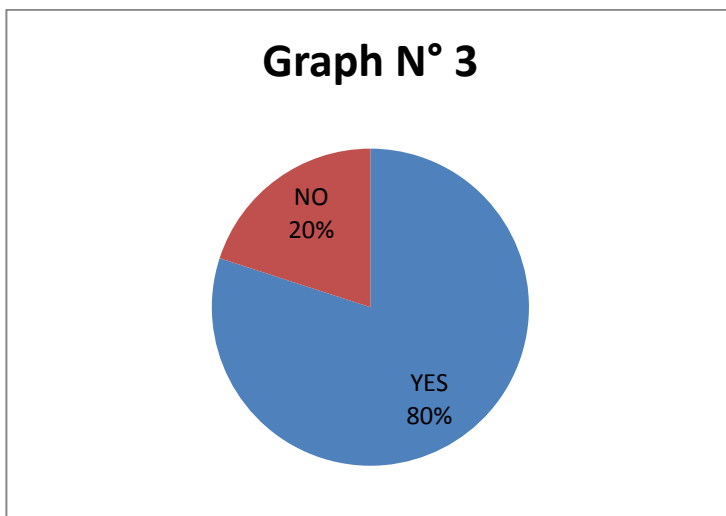
questionnaire, it was found that they like this method because it motivates them and “it is very fun because they can interact each other, so meaningful communication occurs.

Also, most teachers use this method because it helps them to provide comprehensible input and work in a low-anxiety environment. In reference to these needs and wishes the Communicative Language method is effective Ortega (1993), concluded that the importance of English was the primary motivation for students to learn English, the communicative language method encourages students as they feel they are making practical progress in the subject, practicing their communication.

The second most used method was Cooperative language learning. It is used in 20% of the classes. Teachers say they use this method because it allows students to work in groups while developing fun and interesting activities where they learn to work as a team and it gives students with a lower level the possibility to improve their skills and knowledge. It could be observed that students like to work in groups and enjoy sharing with their classmates.

The third and fourth most used methods were Content-based instruction and Task-Based language teaching which were used in 6% and 7% of classes respectively. Subjects such as history and geography were incorporated in the academic syllabus for the English language classes; this stimulated the students, as it was practical and interesting.

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



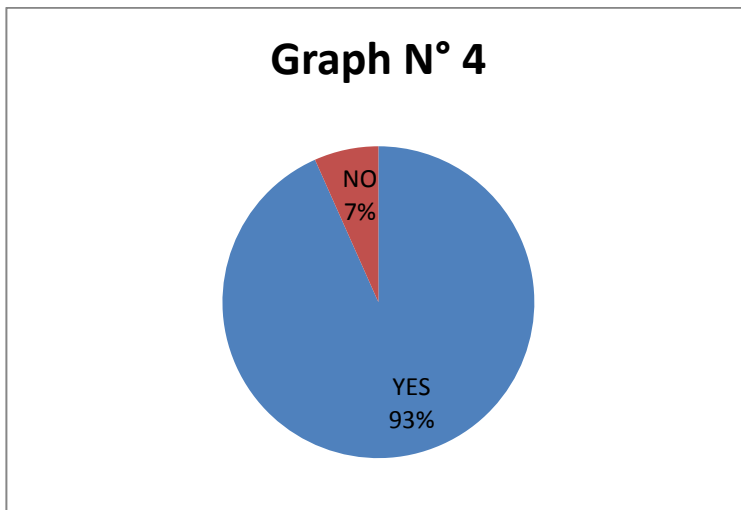
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Source: Survey, questionnaires

The graph above shows that 80% of the teachers use whole group activities. In the teachers' interview, they did not specify why they used whole group activities. However, in the observed classes, it was found that the whole group activities were used to introduce new material and explain specific grammar points. The quality of whole group activities was good, mostly due to the high levels of discipline, which is confirmed with students' questionnaires.

On the other hand, 20% of the teachers said that they do not use whole group activities, but the reasons were not specified. Some of the classes observed had many students, more than 30, with this number of students, whole group activities are complicated and it might be one of the reasons why teachers avoid them.

Do teachers use individual activities to teach their lesson?

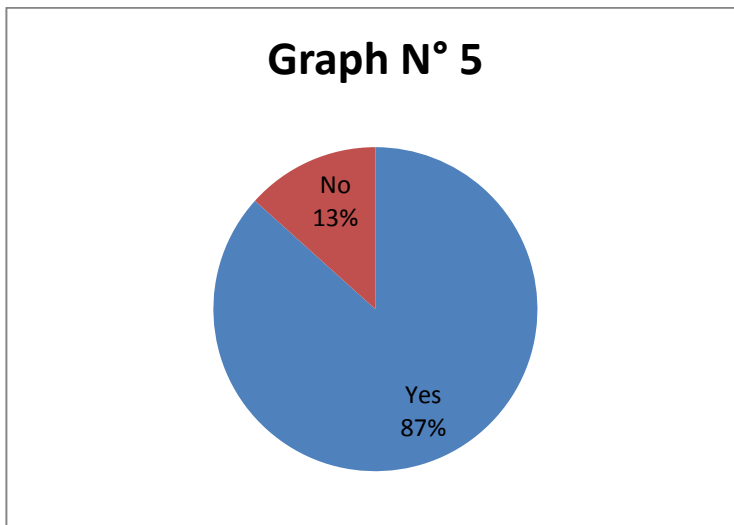


Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

Graph 4 shows that 93% of teachers use individual activities, which makes it easier to manage discipline and to evaluate students individually allowing feedback to be given according to each student's needs. Based on the observed classes, individual activities were used specifically for writing and reading tasks

On the other hand, only 7% that represents 1 teacher out of 15 indicated that he does not use individual activities when there are many students in the classroom as it is difficult to monitor students and evaluate them individually.

Do teachers use group work activities to teach their lessons?

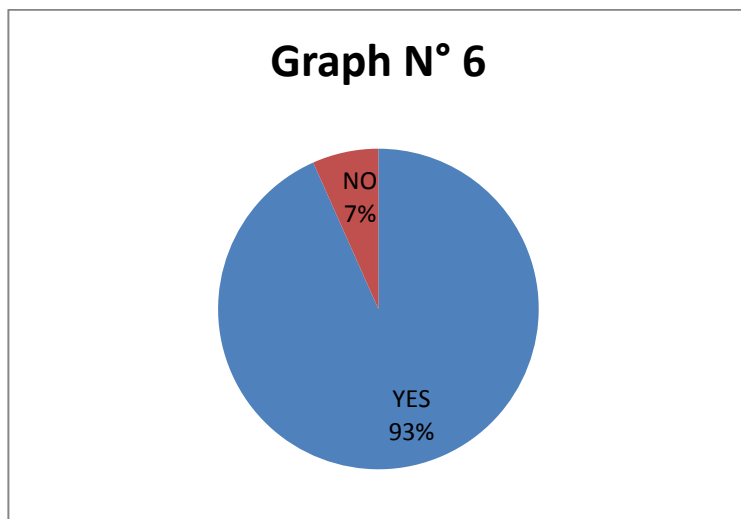


Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

The graph above shows that 87% of teachers use group work activities in their English lessons because in the majority of observed classes teachers used the Communicative Language Teaching and Cooperative Language Learning, these two methods imply the use of group activities. In this regard Richards (2006) comments that an important aspect of classroom tasks in CLT, is that they are designed to be carried out in pairs or small groups.

In 13% of the classes teachers do not work with group activities because not all students participate in the same way; it is easy to get distracted and they do not focus on the activities they have to perform.

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



Author: VacaCáceres Janneth Liliam

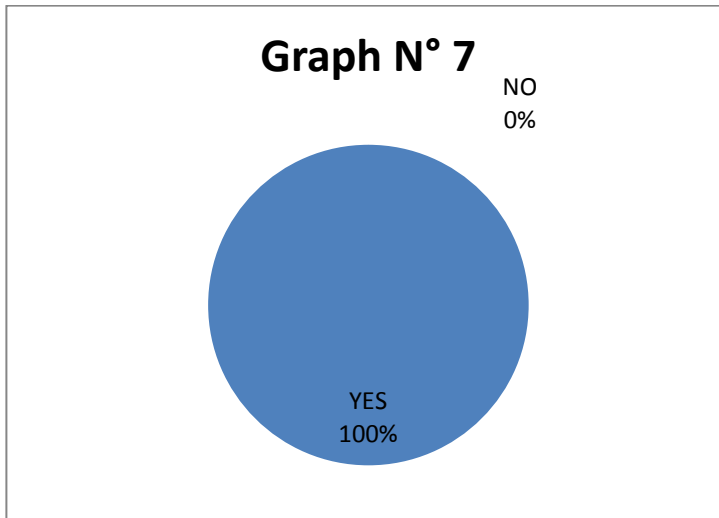
Source: Survey, questionnaires

Graph number 6 shows that 93% of teachers use English in their classes and this information was confirmed in the students' questionnaire. Teachers know that constant exposure to English helps students to improve their listening skills and be exposed to the target language; this is the main reason teachers encourage students to use only English during the classes. The exposure to L2 builds a conceptual variable in the L2 learning process. The learner has to get in contact with the target language, to get input, Klein and Dimroth (2003) or be exposed Chiswick and Miller(1995) to the target language. It is important to note that the kind as well as the intensity of this contact is relevant for the L2 acquisition process.

On the other hand, only 7%, which represents to one teacher who answered that he does not use English most of the time because the students' English level was low and they were not able to understand the teacher's instructions. Based on the

observations performed, it can be said that students feel more comfortable when the classes are taught in both Spanish and English.

Do teachers plan their lessons?



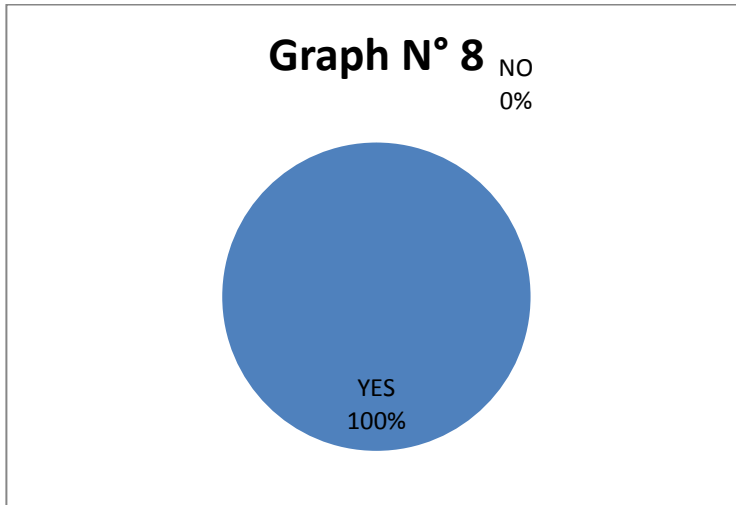
Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

According to the teacher's answers, it was found that 100% of them plan their lessons. Teachers consider that planning is necessary to manage time, prepare well-organized activities, and to check material needed for a successful class. In addition, teachers have to hand plans out to the Head Department as a requirement.

It is confirmed by students in the students' questionnaire. Students realize that teachers care for their learning, lessons are structured and easy to assimilate, and they are able to carry out individual, pair, and group activities. In addition, it was observed that students enjoy the lessons and feel engage on them. Lesson planning is a vital component of the teaching-learning process. Proper classroom planning will keep

teachers organized and on track. The better prepared the teacher is, the more likely she/he will be able to handle unexpected situations in a lesson Scrivener (2011)

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



Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

The graph above shows that 100% of teachers consider aspects such as discipline, timing, feedback, and instructions to teach their lessons.

Regarding to discipline, teachers are aware of its importance; thus, good and active lessons are necessary to encourage students in the classroom, at the same time rules have to be set and explained clear the first day of class. Besides, students consider that the class size is a great advantage because it is easier for teachers to manage discipline in a small classroom and they can interact without difficulty. In the observed classes, it was found that teachers have a good discipline management of the classroom.

The most relevant aspects for this result could be that the classes were small, rules were set up clearly from the beginning, and there was respect among all individuals involved in the teaching-learning process.

Teachers mentioned some aspects that must be avoided when managing time: over-prolonged warm-up activities, games with little or no language output, and instructions that take more time than the activity they have designed. They have also indicated that time is the single most wasted resource that teachers have available, and time is the essence because the task of learning a foreign language is enormous. In the students' questionnaire time is also mentioned, considering punctuality as a very important factor regarding timing. Based on the observations performed, it can be said that teachers start their classes on time and it was also noticed that they design each one of the activities within a specific period of time in their lesson plans.

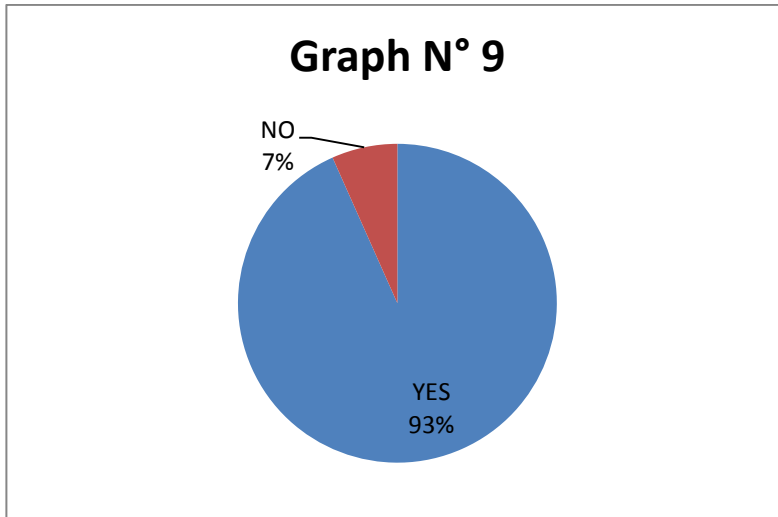
Concerning to feedback, teachers believe that a successful class needs an effective feedback. It was observed that feedback was provided cooperatively at the end of the class. There was also interaction in a very friendly environment.

Finally, all teachers agree with the importance of instructions because it allows teachers to face the teaching-learning process challenge by taking diverse student factors into account when planning and delivering instructions. In the students' questionnaires, it was found that most of them argue that teachers always provide clear instructions so that they can develop all the inside and outside activities successfully. This fact was confirmed since teachers use visual aids, technology, and examples in order to provide

clear instruction based on the variety of learning styles, interests, and abilities found within the classroom.

Factors Concerning Students

Do teachers consider students' needs to teach English successfully?



Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

Graph 9 shows that 93% of teachers indicate that students' age, personality, attitude, motivation, and learning styles are considered to teach English. They mention that to choose teaching methods and help students learn effectively, they must first know something about whom they are teaching. Students come from very different backgrounds and have various learning needs. Knowledge about students will enable to refine lectures, class discussions, comments, illustrations and activities so that they experience effective learning.

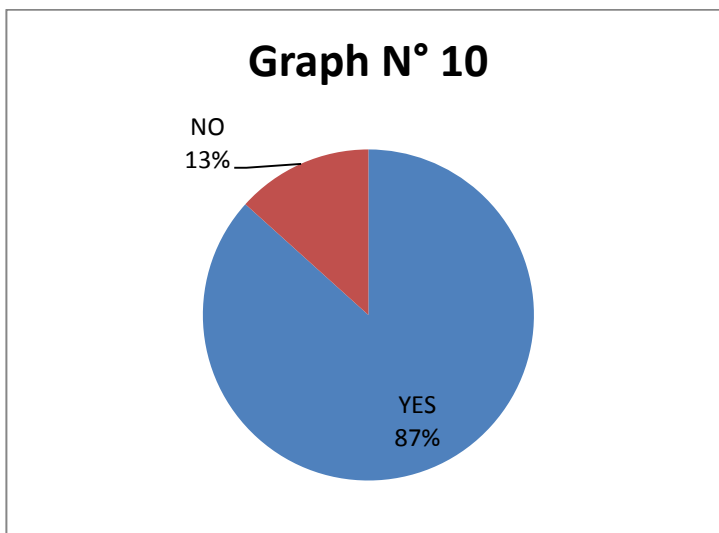
In 13 of the observed classes, teachers give a diagnostic test at the beginning of the school period in order to know the students background knowledge and real needs so

that they can plan their classes. On the other hand, 2 high schools work with placement test because the students are divided into levels.

In the observations performed, it was noticed that students were motivated and showed a lot of interest in learning; besides, teachers developed activities and tasks according to the students' level, age, and different learning styles, together with a good planning and class management

With the diagnostic and placement tests, teachers can make an analysis and have a clear idea about what language, skills, and knowledge (cultural knowledge) the students need now and in the future, it also helps to prioritize needs by considering students' strengths and weaknesses Alberta(2000).

Do teachers consider student's level to teach English successfully?



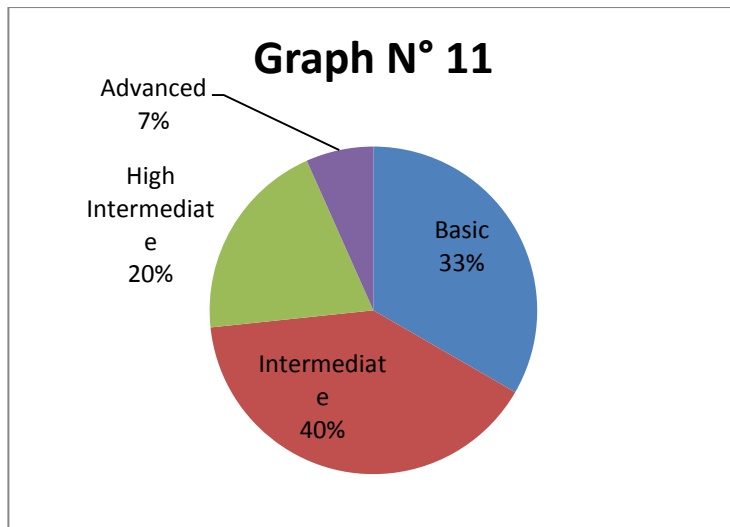
Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

The graph above shows that 87% of teachers consider the level of students to

teach their classes. In the observations performed, it was noticed that most teachers have multi-level classrooms; they include students who communicate in English at a variety of different levels, and different types of learning backgrounds, such as those who have learned orally and those who have learned mainly from a textbook. Students also have different levels of literacy in their own native language. Teachers mention that they face a challenge with multi-level classrooms because lessons preparation takes longer and students are more demanding, but at the same time, there are some advantages as for example students are able to learn at their own pace, they learn to work well in a group, and they develop strong relationships with their peers. Students also mentioned that they feel comfortable working in a multi-level environment since it ensures that all students are challenged and interested.

The results also show that 13% of teachers do not consider the students level, this percentage represents the 2 high schools which work with a different system where students are placed in their classrooms according to their level of English so from the very beginning teachers know the contents, activities, and materials they need for a successful class. In the observation, classes with standard levels are easy to manage for the teachers, but in order to reach their goals in multi-level classrooms teachers need to be trained, and work hard.

Which is the level of their students?



Author: VacaCáceres Janneth Liliam

Source: Survey, questionnaires

As it is shown in graph 11 teachers basically handle four levels in their classes: basic, intermediate, high intermediate, and advanced. 33% of teachers have students with basic or beginner level because some of them do not have any knowledge of written or spoken English. Teachers indicated that there are some students who have previously studied or been exposed to English, but they learned or remember very little; generally, these students have some knowledge to elicit responses to simple questions and requests, but they still need a review or clarification of basic language points.

On the other hand, 40% of teachers mentioned that most of their students have an intermediate level because classes are composed by intermediate students, who can talk and read about some subjects using appropriate vocabulary and fairly correct basic grammar. They can confidently use all the main tenses. Tone and style are not refined yet, but there is an awareness of pronunciation and what it entails. Teachers also said

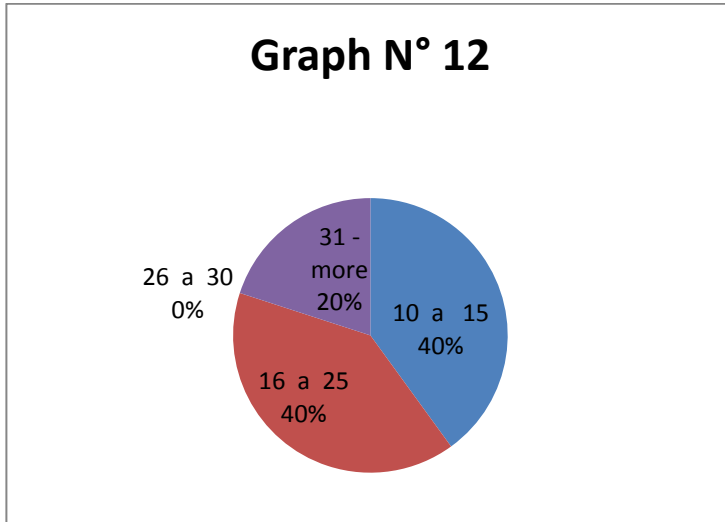
that intermediate students have a good basic ability to communicate and understand; they can also confidently use all the simple tenses and handle many everyday situations like shopping, booking a hotel room, asking for information, etc. It was observed that students have generally covered the parts of speech and knew how to use them.

It was also found that only 20% of students had a high-intermediate level. In order to place a student in this level teachers have considered the following aspects: students have an effective, but not perfect use of English. They can take part in extended conversations on a wide range of topics. If they do not know the appropriate term for something they are able to find a way of describing it. They have knowledge of some idiomatic English and colloquial expressions. In the observed classes, it was notorious how students were able to cover all the main areas of English grammar, answered to questions and used English according to their level.

Finally, 7% of teachers place their students in an advanced level, considering that they are able to hold extended conversations and write extended texts. Teachers indicate that their students are aware of differences between formal and informal English and may make occasional mistakes and their pronunciation is obviously not like a native speaker, they have little difficulty in communicating on everyday topics as well as specialized subjects.

Factors Concerning Classrooms

How many students are there in the observed classes?



Author: VacaCáceres Janneth Liliam

Source: Survey, questionnaires

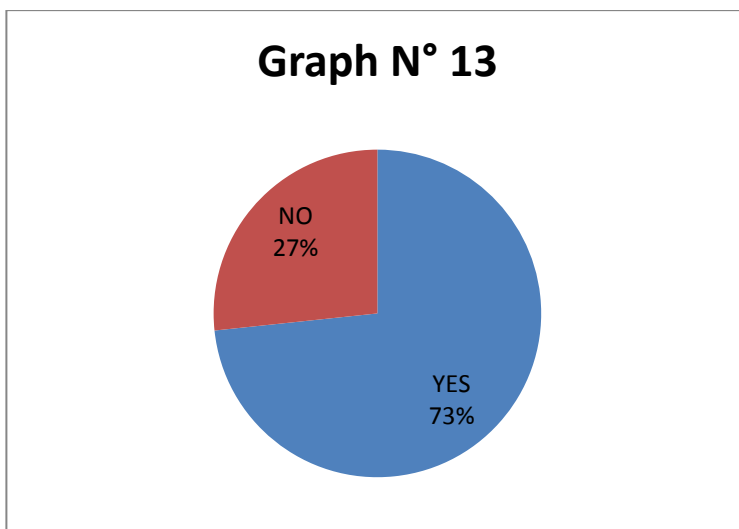
Graph 12 shows that 40% of the observed classes have from 10 to 15 students. Teachers consider that classes are easily managed with this number of students; they also argue that individualized instruction can be provided and discipline can be controlled in a better way, similarly students mentioned that small groups increase class attendance and they have more chance to learn and be given feedback from their peers.

Another 40% of observed classes have from 16 to 25 students. This number of students is common in private schools in contrast with public ones where classes are usually larger. Even though, according to researches done indicate that for students to be successful and be able to interact, classes should be less than 20 students; teachers seem to work perfectly fine with this number, in fact, it can be stated that in small classes

students are able to work in small groups and take advantage of all the material prepared to create a dynamic and challenging environment.

According to the results, none of the schools have classes with 26 to 30 students, but an important 20% represents to classes with 30 or more students. Teachers do not seem to be completely pleased working with large classes because discipline is harder to manage, especially when developing listening and speaking activities,also time managing can become a problem.

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



Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

The graph above shows that 73% of teachers feel comfortable with the number of students they are working with because they can control discipline and also because all students can interact and participate actively in the classroom.

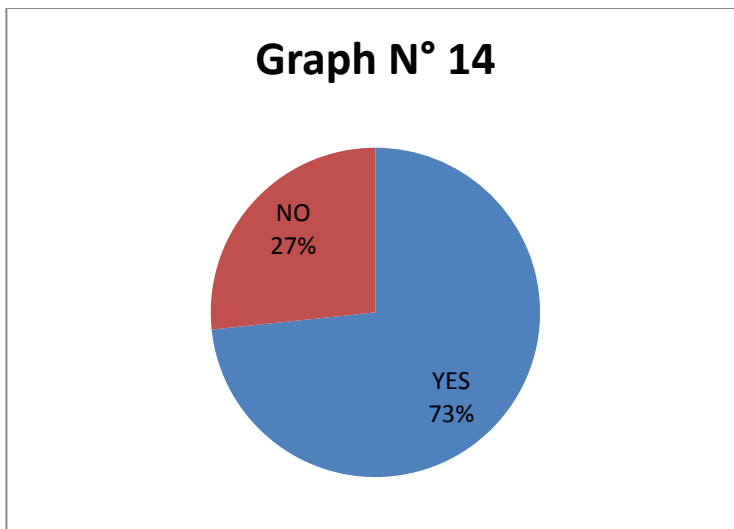
On the other hand, 27% of teachers mentioned that they do not feel comfortable with the large classes they are working with since discipline is difficult to manage and it

is hard to keep all the students attention during the class. Many language teachers hold a negative view on teaching English in large classes. Kennedy and Kennedy (1996) argue that it is difficult to control what happens when the number of group is large.

Additionally, Hayes (1997) associates the problems of teaching in large classes with discipline aspects.

So the teachers observed confirmed that small classes provide a setting in which teachers feel they can comfortable teach in. Additionally students think that big classes do not contribute to their working process; they prefer small classes.

Do teachers have enough space to work with the group of students they have been assigned?



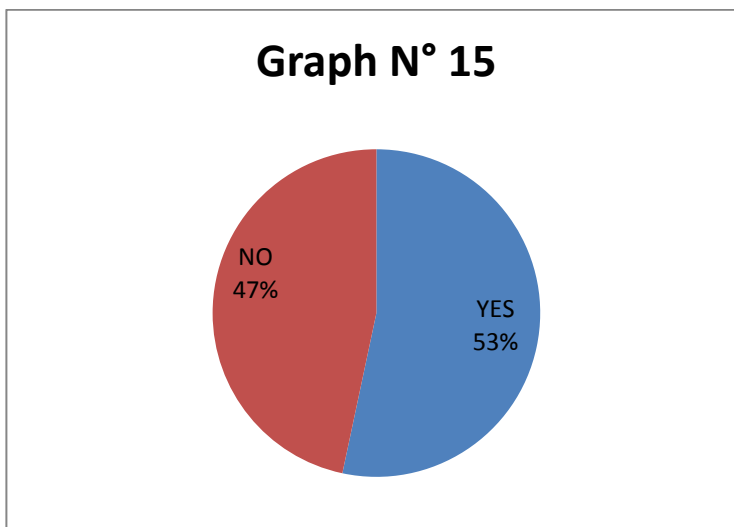
Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

Graph 14 shows that 73% of teachers have an appropriate space to perform each one of the activities in class. In the observations done, it was noticed that students have enough space to walk around freely and even move the chairs when needed.

On the contrary, 27% of teachers do not have the space required for a good teaching environment; in fact, the space is limited and for this reason, students do not feel totally comfortable especially when they need to move around or fix the chairs in a different way.

Teachers and students agree about the importance of classroom space to develop a successful lesson. The appearance of a room – how space is used, speaks to people and influences their interactions with each other. Classroom space impacts how teachers and students behave. Classrooms with a small amount of open space are prone to have inefficient pathways and look cluttered. Hall (1959).

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



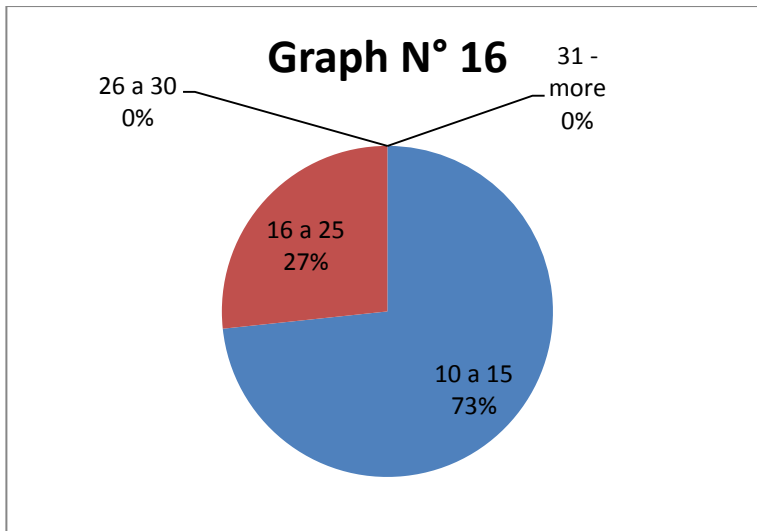
Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

The graph above shows that 53% of teachers arrange student's seats according to the activities to be performed. They like to organize fun and dynamic activities such as ice breakers, warm ups, races, and games where seats need to be re-organized each time.

Students mentioned that they arrange their chairs in circles or in a horseshoe format when they need to work in pairs or groups, also when they practice dialogues, role-plays or have short debates about topics of their interest period students argue that it creates an entertaining environment.

Nevertheless, 47% of teachers do not arrange student's seats according to the activities performed. Teachers consider that moving chairs requires a certain amount of time before starting the planned activity and sometimes it is not worth it. Teachers also indicate that this process creates indiscipline, that is why they prefer to limit activities that include re-arranging students' seats; and finally, there are some teachers who do not consider this aspect as something relevant in the teaching learning process.

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



Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

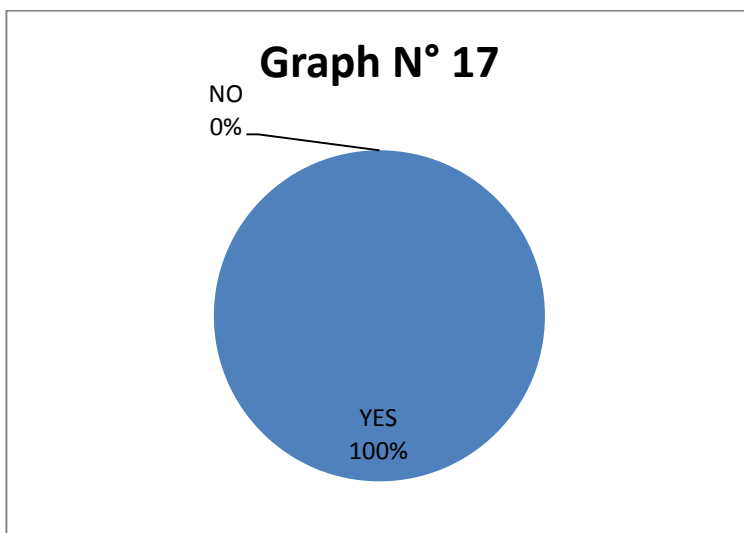
Graph 16 shows that 73% of teachers think that small classes, 10 to 15 students, is a good number for teaching English. These teachers consider that a small number of

students allow them to implement successful group activities, give individual feedback, and even have a good communication.

On the other hand, 27% of teachers think that an appropriate number is between 16 to 25 students. These teachers say that when working with more than 25 students discipline becomes a serious problem and that it is complicated to monitor the class when students are working in groups.

Meanwhile, 0% of teachers think that 26 to 30 or 31 or more is a good number to teach English. The results show that 20% of the observed classrooms had more than 31 students. This means that some of the teachers are working with large classes and for that reason they do not feel motivated and it is harder for them to manage the classes. It was observed that in larger classes there were clearly more discipline problems.

Do teachers use teachers' resources (TV, tapes, CD recorder, computer, projectors, smartboard and supplementary materials)?

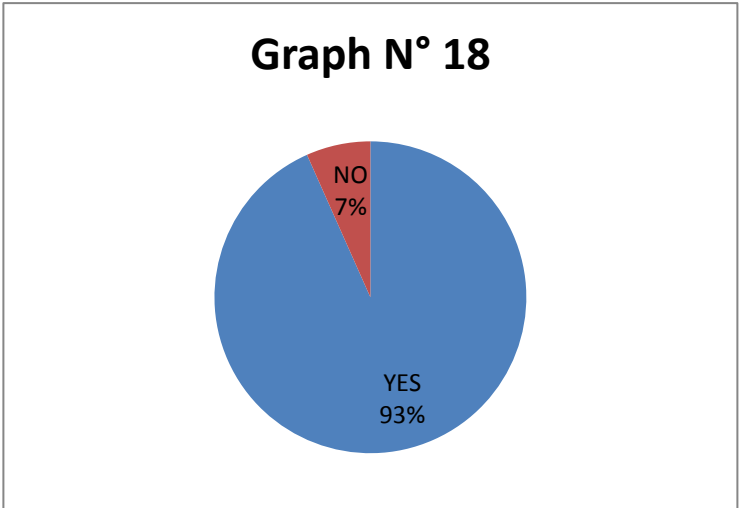


Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

It was found that 15 out of the 15 teachers interviewed indicate that they use resources to teach their lessons. It was confirmed in the observed classes because teachers used a variety of visual and audible resources. Teachers often use the CDs and DVDs, which are included in the textbook they explained that these resources help them to make classes more interesting and fun for their students. Gower, Phillips, and Walters (1983) explain that good course books offer numerous advantages such as providing a syllabus which is easy to follow and grade at the appropriate level of the students. Teachers also indicate that these resources offer continuity and progression, and they include professionally produced images, CDs, DVDs, etc.

Since all the observed classes belong to particular high schools, it was evident that they use the most modern and interactive resources such as computers, projectors, and smart boards, which benefit and contribute to succeed in the English teaching learning process.

Do teachers consider appropriate the resources they have in class?



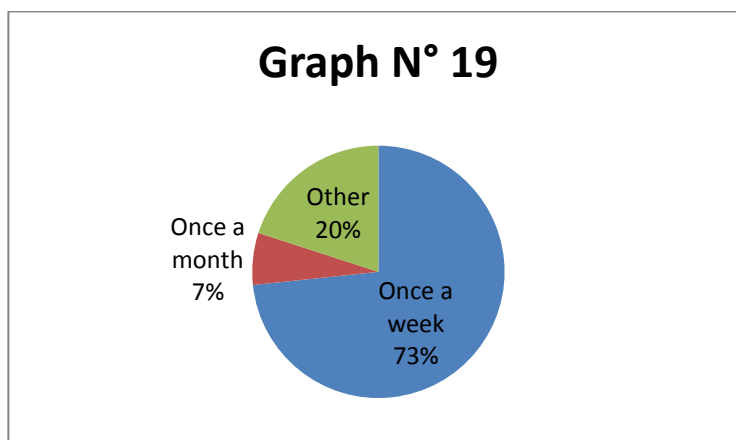
Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

As it is shown in graph 18, 93% of teachers consider that they have enough resources in the classrooms to teach English and this result was supported by the students' survey, where they mention that television sets, CDs, computers, and smart boards are used in their classes. In addition to this, in the observed classes it was noticed that these teaching tools were in good conditions which allowed students to develop their listening and speaking activities with no difficulty.

On the other hand, 1 out of the 15 teachers interviewed, which represents 7% mentioned that he does not have sufficient resources due to the number of students and the lack of availability of the needed resources for each class, which can also be related to the disorganization in distributing the projectors, computers, or tape recorders. Students love listening activities but due to the lack of planning and resources these activities are limited.

Factors Concerning Educational Institutions

Does the institution review the teachers' lesson plan?

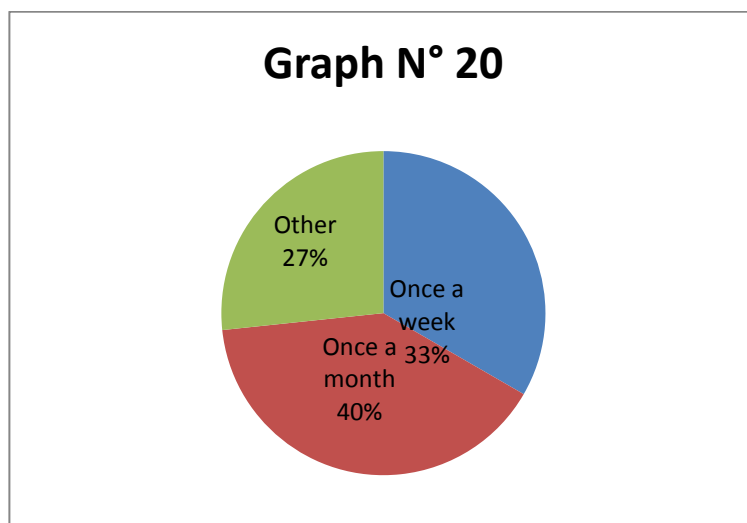


Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

Graph 19 shows that 73% of the institutions review teachers' lesson plans once a week. All the observed institutions have an English language teaching department with a coordinator who is responsible to ensure that all teachers fulfill this task. So, it was confirmed that teachers have to plan their lessons as there is a control and monitoring process.

On the other hand, 7% of teachers indicate that their institution review their lesson plan once a month and 20% at random, without previous notice, in all cases teachers knew they must be ready for any kind of evaluation related to planning. This is an evidence of the good organization that institutions have and the important role that planning plays in our educational system.

Does the institution monitor teachers' job?



Author: VacaCáceres Janneth Liliam
Source: Survey, questionnaires

It was found that in all institutions teachers are monitored. In fact, 40% of teachers manifested that a representative of the administrative staff visits the teacher's classroom once a month, while 33% of teachers said that they are monitored once a week, and finally 27% of teachers indicate that evaluation and visits are carried out at an unspecified time, so teachers do not receive previous news about the monitoring process.

Conclusions

Students had different levels of English, which sometimes makes it difficult to perform interactive activities in the classroom. In fact, teachers indicate that they need to take these different levels into account to group students and to look for the activities they are going to use.

Most classrooms are in good conditions and are big enough to perform different activities. In fact, most classrooms have good equipment such as TVs, CD recorders, computers, projectors, smartboards, and flashcards, which facilitates the teaching – learning process.

Most classrooms were small and had from 10 to 25 students. These class sizes were adequate for teaching and learning English since this fact allowed to control discipline and to perform different activities; teachers also feel comfortable with the number of students they work with.

The teachers' level of education was acceptable; most of them had a Bachelor and Master's degree, and only a few of them reach only a high school diploma. This result proves that most teachers are qualified to teach English.

Most teachers consider aspects such as discipline, timing, feedback, and instructions to teach their lessons, which allowed to have a good teaching learning process.

Private high schools have applied norms for assessing the quality of their English teachers since all the institutions reviewed the teachers' lesson plans once a week. Also, all the institutions monitor the teachers' job, by monitoring their classes.

Recommendations

It is recommended that all schools consider the student's level of knowledge and needs when organizing their classes, with an emphasis on level of English and not age, in this way, the English teaching-learning process will be more successful and students will have more opportunities to acquire the language.

Educational authorities have to consider that classes should be small, between 10 and 25 students; in this way, teachers can create a student-centered environment and offer personalized attention to each one of the students in the class.

Authorities and school principals must be aware of the importance of permanent training within or outside Ecuador. An additional recommendation is that educational institutions contract some native teachers, or have agreements with foreign schools for teacher work exchanges, to help improve the level of English among teachers. Teachers need to be updated about the new technologies, tools, and instruments, which can be used to achieve better outcomes. They must also consider the quality of the classrooms they provide, with respect to size, materials, instruments, factors which assist teachers to give better classes.

A final recommendation is that schools carry out continual monitoring of their teachers, both by reviewing lesson plans and observing their classes.

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ANNEXES



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

TEACHER'S QUESTIONNAIRE

| | |
|---------------------------------|--|
| EDUCATIONAL INSTITUTION: | |
| DATE: | |
| YEAR: | |

1. Which level of education do you have?

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

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

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

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

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

4. Which is the level of your students?

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

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

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

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

| | | |
|------------|--------|--|
| YES () | NO () | |
| Why? _____ | | |

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

| | | |
|------------|--------|--|
| YES () | NO () | |
| Why? _____ | | |

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

| | | |
|------------|--------|--|
| YES () | NO () | |
| Why? _____ | | |

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

| | |
|---------|--------|
| YES () | NO () |
|---------|--------|

10. Do you plan your lessons?

| | |
|------------|--------|
| YES () | NO () |
| Why? _____ | |

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

| | |
|------------|--------|
| YES () | NO () |
| Why? _____ | |

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

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

13.

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

| | |
|------------|--------|
| YES () | NO () |
| Why? _____ | |

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

| | |
|---------|--------|
| YES () | NO () |
|---------|--------|

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

| | |
|------------|--------|
| YES () | NO () |
| Why? _____ | |

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

| | | | |
|-----------------|-------------|-------------|---------------|
| 10 - 15 () | 16 - 25 () | 26 - 30 () | 31 - more () |
| Why? - _____ | | | |

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

| | |
|-------------------|--------|
| YES () | NO () |
| Which ones? _____ | |

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

| | |
|------------|--------|
| YES () | NO () |
| Why? _____ | |

20. Does the institution review your lesson plans?

| | | |
|-------------------------|--------------|-------------|
| YES () | NO () | |
| If yes, how frequently? | | |
| Once a week | Once a month | Other _____ |

21. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

STUDENT'S QUESTIONNAIRE

| | |
|---------------------------------|--|
| EDUCATIONAL INSTITUTION: | |
| DATE: | |
| YEAR: | |

1. ¿Te gusta aprender Inglés?

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|-------------------|--------|
| SI () | NO () |
| ¿Porqué? _____ | |

3. Consideras que las actividades realizadas en clase son:

| | | | |
|----------------|-------------|---------------|------------------|
| Muyfáciles () | Fáciles () | Dificiles () | Muydifíciles () |
|----------------|-------------|---------------|------------------|

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

| | |
|-------------------|--------|
| SI () | NO () |
| ¿Porqué? _____ | |

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

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

| | |
|-------------------|--------|
| SI () | NO () |
| ¿Porqué? _____ | |

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

| | |
|-------------------|--------|
| SI () | NO () |
| ¿Porqué? _____ | |

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

| | |
|-------------------|--------|
| SI () | NO () |
| ¿Porqué? _____ | |

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

| | |
|--------|--------|
| SI () | NO () |
|--------|--------|

GRACIAS!!!!



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA

La Universidad Católica de Loja

MODALIDA ABIERTA Y A DISTANCIA

CARRERA DE INGLES

OBSERVATION SHEET

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

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

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

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

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

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

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

3. Which of the following methods are used?

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

4. Which of the following activities are used?

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

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

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

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

| | |
|-----------------------|-----|
| Discipline | () |
| Feedback | () |
| Activities management | () |
| Time management | () |

7. How many students are there in the classroom?

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

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

| | | | |
|-----|-----|----|-----|
| YES | () | NO | () |
|-----|-----|----|-----|

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

| | | | |
|--------|-----|----|-----|
| YES | () | NO | () |
| NOTES: | | | |
| _____ | | | |

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

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

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

| | | | | | | | |
|------|-----|------|-----|------|-----|-------|-----|
| 25 % | () | 50 % | () | 75 % | () | 100 % | () |
|------|-----|------|-----|------|-----|-------|-----|

TEACHER'S INTERVIEW

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

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