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Factors that affect the English language teaching-learning process in Ecuadorian public high schools, estudio realizado en 5 colegios públicos de la ciudad de Cuenca, provincia del Azuay, en el período Abril-Agosto 2012.

Trabajo de fin de titulación.

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DEDICATION

The present work is dedicated to my dear parents, siblings, and fiancé who have been

my support and who have given me their help anytime I needed it; and to my

beautiful little twins, José Daniel and Joaquín Alejandro, who came to my life just at

the right moment to give me the strength and inspiration to achieve this goal.

Love you forever my lovely little twins.

Soledad Monserrath

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Thanks to God who keeps me alive and gave me all the elements and tools to reach this goal.

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Soledad Monserrath Castillo

CONTENTS

ABSTRACT

This research is focused on the factors that affect the English language teaching-learning process in Ecuadorian public high schools; its main purpose is to analyze the factors that affect the teaching-learning process.

This research was carried out in five public high schools where English as a second language is taught. The participants were 15 English teachers and 15 students. Three teachers and three students were selected per high school.

This research was based on 15 teachers´ questionnaires, 15 teachers´ interviews, 15 students´ questionnaires, and 15 observation sheets, whose results were registered in predesigned formats.

The quantitative analysis was focused on the frequency and tabulation of the results obtained from the 20 questions of the teachers´ questionnaires, the observations done in every class, and the interviews made to each one of the teachers and students.

Factors such as teaching techniques, lesson design, number of students, classroom space, teaching resources, and even institution monitoring are the most important aspects that affect the English teaching-learning process.

INTRODUCTION

English is the universal language that connects people from all over the world. Today, it is very important to dominate and even master this language because of the great opportunities that brings to know English. For instance, a person that knows English can access up-to-date English information and apply for scholarships and interesting programs in countries where English is the official spoken language. However, in Ecuador, there are students that get into the University with little knowledge of English or even people who seek for a job do not know English at all.

There are factors that affect the acquisition of English as a second language in Ecuador; however, there is not too much research information about them. For this reason, this research work is focused on the factors that affect the English language teaching-learning process in Ecuadorian public high schools. The objectives of this study are: determine the classroom conditions in which English lessons take place; identify the characteristics of in-service English teachers; and determine teachers´ instructional competence.

The importance of knowing about these factors is that it will give us a zoom of the aspects that are failing in our English language teaching-learning process. So teachers, students, institutions, and authorities will improve those aspects and implement new alternatives in order to have a better or even the best English language teaching-learning process, and therefore, our students will have one more important tool in their lives, which is English knowledge, to face the challenges and take advantage of the opportunities they will definitely have.

Considering the relevance of this research, it is important to mention some previous studies related to this theme.

For instance, Ilter (2009) developed a study about the effect of technology on motivation in EFL classrooms. The investigator attempts to help students to feel eager to learn a foreign language and indicate the effect of technology for having an enjoyable foreign language teaching process. The main conclusion of this study was that technology provides a meaningful and interesting process in EFL classrooms.

Another study was done by Narayanan, Rajasekaran & Iyyappan (2008). The objective was to determine the factors that affect the learning of English as a second language at a tertiary level. It was concluded that motivation, attitude, language anxiety, and gender are factors that affect students´ language learning.

Aduwa-Ogiegbaen, S.E. & Iyamu (2006) conducted a study in which the purpose was to determine the factors that are responsible for the poor quality of the teaching of English as a second language in public secondary schools in Nigeria. The conclusion of this study was that harsh environment, inadequate staff rooms and offices, no electricity, dilapidated buildings, and lack of modern instructional technologies are factors that affect the quality of teaching English in public secondary schools in Nigeria.

The main beneficiaries of the present research are teachers, students, and the educational institutions because by doing this research they will get to know what aspects are failing during the English language teaching-learning process. Teachers and perhaps the institutions will become aware of their mistakes and therefore correct them. In the case of students, they will definitely have a much better process of learning because teachers will probably get more prepared and institutions will adequate classrooms to have an enjoyable teaching-learning environment.

METHOD

Setting and Participants

The field research was conducted in five public high schools located in the city of Cuenca in the period from April to August 2012. The participants were 15 English teachers and 15 students. The students were from 8th, 9th, and 10th grade and they were between 12 to 15 years old.

Procedures

A lot of scientific information was gathered from books and the Internet to do the literature review.

The method used in this investigation was quantitative. The information obtained from books and the Internet and the one obtained from the observations was analyzed and described using this method.

For the field research, five public high schools were selected; however, the 15 teachers that were observed, surveyed and interviewed were assigned and selected by the educational institutions. And some of the students that were surveyed were selected by their teachers. The rest of students were selected at random.

In order to collect the data, the University provided us with pre-design formats of a teachers` questionnaire, a students` questionnaire and an observation sheet. These formats were filled in by each one of the 15 teachers and 15 students; just the observation sheet was used to check according to what the investigator saw. Additional information was written in a notebook.

The teachers` questionnaire consisted of 20 questions in English; the students` questionnaire had 14 questions in Spanish, and the observation sheet has 11 questions with an interview format for the teacher based on the Common European Framework.

The interview to the teachers was done in some cases during the class time when students were working on an activity and in other cases were after class. In almost all the cases, the students` questionnaire was filled in during class time. Even though the students had to be selected by the researcher to fill in the questionnaire, not all the teachers agreed to do this. There were a couple of teachers who were the ones that selected the student to fill in the questionnaire.

The techniques used in this research were surveys and note-taking. The instruments that were applied were observation sheets formats and questionnaires, which were provided by the Universidad Tecnica Particular de Loja. The resources used were books and the Internet.

The teachers` questionnaire was used for the quantitative analysis of results. The 20 questions were analyzed and tabulated according to the four variables which are factors concerning students, factors concerning teachers, and factors concerning classrooms and educational institutions. Teachers` answers were described using graphs for a better understanding and comprehension.

The obtained results were described and interpreted in each graph based on the information obtained from the students` questionnaire, the interview to the teachers, the observation sheet, and the notes that were taking during the observation of the class.

DISCUSSION

Literature Review

Today we are living in a globalized world where English is the language that makes the connection between people from different countries and cultures. English is one of the most spoken languages, especially in countries where the economy, technology, industries, business, international trades, and science are developed.

In Latin American countries like Ecuador, English should be a strict requirement for getting a job, or getting a college or master"s degree. It is important that people acquire elements of conversation, communication, reading, comprehension, and faculty to express in the foreign language in order to have a better access to our globalized world. The person who actually speaks and understands English is a lucky person because he/she is able to communicate and get assistance in any part of the world.

According to Carrera (2012), the Ministry of Education of Ecuador made evaluations through the Cradle Project to 5022 English teachers in 2010, in order to know in what level of knowledge they were situated. Seventy four percent of them, were in the beginners level, and 25,6% were in an intermediate level. Some students from 10th grade and third year of high school were evaluated as well. They got an average of 13 out 20.

These percentages express the real situation of English teachers and students in Ecuador. English teachers should be in a higher level in order to teach students the foreign language. Students need to have qualified teachers so they can get fluent in English. It is important to mention that Ecuadorian English teachers should always be in continuous preparation and training because English is not our first language,

and for this simple reason there is always going to be something new to learn every day.

The importance of teaching English in Ecuador is fundamental; Ecuadorians should become fluent and skilled in English because this will make us more competitive in almost all areas of knowledge, and human development. Learning English will give us more opportunities to develop our capabilities, competences, and aptitudes not just in Ecuador but also in all parts of the world.

Those who does not know yet how important English is, they should start getting informed and learn this universal language that is going to help them wherever they are at any time.

So, it is good to know the importance of teaching and learning English, however, there are some factors that affect the English language teaching-learning process. For that reason, it is important to have a general idea of some elements and factors that contribute to have a satisfactory English teaching-learning process. These are:

Teaching Approaches and Methods

There are different methods and approaches that are used in language teaching; the most common are Community Language Learning, which is a method based on teacher's counseling and interaction between students and teachers. According to Richards & Rodgers (2001), students work in group in order to get along with their classmates, they work together so they can exchanges ideas. Teachers have to give help and support to students who have troubles and difficulties in the activities they are developing, so teachers have to be trained and prepared in counseling.

The Natural Approach in another method in language teaching based on the acquisition of the language on a natural way or in nonformal settings. Richards & Rodgers (2001, p. 190) state that "The Natural Approach emphasizes comprehensible and meaningful practice activities, rather than production of grammatically perfect utterances and sentences".

Richards & Rodgers (2001) claimed that Cooperative Language Learning method uses cooperative activities. Pairs and small groups are formed in order to exchange information between students; they learn from their classmates and their interaction.

There is also Content-Based Instruction method which uses the content and information of the theme of the lesson that students will acquire. Teacher do not use other type of syllabus just the content.

As said by Richards & Rodgers (2001), the Grammar-Translation Approach uses the students" mother tongue or first language to teach a target language. Teachers translate the information that will be taught like vocabulary and grammar for a comprehensible class.

And finally there is a Total Physical Response method, which according to Richards & Rodgers (2001), uses kinesthetic sensory system to teach students some information. It helps students to assimilate information and skills at a rapid rate because they will feel motivated to learn by doing activities that include the use of their bodies.

Teaching Techniques

According to Brown (1994), there are three kinds of teaching techniques. The first type is Controlled techniques, which are basically teacher centered. The teacher and students know what they will do during the activities in class. There are different

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controlled techniques such as: warm-up, setting, organizational, content explanation, role-play demonstration, dialogue/Narrative presentation, dialogue/Narrative recitation, reading aloud, checking, question-answer, display, drill, translation, dictation, copying, recognition, review, testing, meaningful drill.

In semicontrolled techniques, the teacher interferes when it is necessary but let students to do the activities by their own. Activities from this type are: brainstorming, storytelling, question-answer referential, cued narrative/dialogue, information transfer, information exchange, wrap-up, narration/exposition, and preparation.

The third type is free techniques; the teacher does not interfere in students activities at all. The students are totally free in their activities. They do the activities by their own. Examples of this technique are: role-play, games, report, problem solving, drama, simulation, interview, discussion, and compositions.

Managing Learning

According to Alexander (2012), when managing learning, there are three basic points to take in mind as a teacher: giving instructions, feedback, and time management. When the teacher is supposed to give instructions, it is a good idea to catch the attention of his/her students. Avoid any kind of distractions and check that all the students are listening and watching. It is important to use simple language that students will truly understand. The use of gesture, eye contact and the voice are essential because they help us get across what we want to say.

Feedback is an important part of education; it is a process where students evaluate their success and progress. Gower, Phillips & Walters (1995) argue that feedback helps to create self-awareness and improvement. There are many forms for

giving feedback: giving praise and encouragement; correcting; regular test; individual tutorials, etc.

According to Lightbown & Spada (2006), there are six feedback types. There is explicit correction, which is a provision of the correct form. The teacher gives the correct form and explains at the same time the reason why a student has made a mistake.

Recast is another type of feedback. The teacher reformulates all or part of what the students has said minus the error.

There are also classification requests where the teacher asks the students to reformulate their utterances or correct them because they have not been well understood.

Metalinguistic feedback refers to give students comments, information or ask questions in order to make students correct their utterances.

Elicitation uses three techniques in order to elicit the correct form from the students. First, teachers try to elicit completion of students" own utterance. Second, teachers ask students the correct form of their utterances. And third, teachers ask students for reformulation of their utterances.

The last type of feedback is repetition, where the teacher repeats many time the mistake or errors from their students.

Alexander (2012) suggests that having a good time management can engage students in effective learning. It is important to plan the lesson before the class; use every single minute in activities that promote learning; try to use simple routines that are familiar to your students so you will not waste your time on the maintenance of the lesson. And if possible use a checklist of the activities you are supposed to do and develop in that day.

Lesson Design

It is very important to plan a lesson because the decisions that the teacher makes when planning are based on the needs, problems and interests of the students. Planning a lesson contributes to have a successful lesson learning. Some teachers plan because they want to feel more confident and get to know better the theme of the lesson. Other teachers plan because it is a school"s requirement. Harmer (1991) suggests that a lesson plan must include a description of the class; a recent work; objectives; the content which contains context, activity and class organization, aids, language, possible problems; and additional possibilities.

Class Size

According to Ehrenberg, Brewer, Gamoran & Willms (2001), the number of students in a class can affect students learning in different ways. It could affect the way students interact with each other. It contributes to have a more or less noise and disruptive behavior.

The number of students in a class could affect the types of activities the teacher wants to develop and the material that can be covered. Ehrenberg, Brewer, Gamoran & Willms (2001) claims that depending on the number of students, it will take more time to satisfy each student"s needs than the needs of the whole group. The smaller the class size, the more time teachers have to focus on each student"s needs. It is definitely is more easy, possible and practical to do activities with small classes.

Woodward (2001, p. 218) states:

Very large classes include: noise, too many people and fixed objects in a restricted space, not enough materials for everyone, not being able to respond to differing needs, the difficulty of organizing anything

more than lockstep teaching and the lack of target language use if

students speak common languages.

Classroom Space

Classroom space is very important when deciding the learning activities

because depending on the number of students and the physical space, we can develop

different activities.

Wohnwill & Vliet (1985, p. 108-109) state:

Students need ample space because crowding causes problems. For

example, a high-density school influences achievement negatively.

The consequences of high density conditions that involve either too

many children or too little space are: excess levels of simulation;

stress and arousal; a drain on resources available; considerable

interference; reductions in desired privacy levels; and loss of control.

Coyne (2011) suggests that the capacity of students in a classroom is 25.

About 30 to 40 square feet should be used per student. When giving instructions and

tutoring in small groups, the schools should have small classrooms as well.

Seating Arrangement

It is important where students sit in a classroom because it can determine

students" attitude to each other and to the teacher, teacher"s attitude to students, the

way students interact, and the type of activity they can do. Gower, Phillips & Walters

(1995, p. 23) state that "seating arrangements depends on the size of the class, the

size of the groups, the types of activity and the style of the furniture".

When the teacher and students are working on activities where the teacher

need to direct from the front, it is a good idea to make a horseshoe or U shape

arrangement because it allows face-to-face contact between students and between the teacher and students.

If the teacher wants to hold a class meeting or discussion where students will be sharing their work, opinions, and offering each other feedback, it is always a good idea to place students in a full circle.

Lewis (2012) suggests that classic rows avoid in some way students" chatty and misbehaving because they will be facing forward almost all the time. As one more important point in seating arrangement, teachers should walk around the classroom when doing an activity in order to monitor and manage students" behavior and help them when they need assistance.

Classroom and/or Teaching Resources

Teaching resources are of great importance in teaching and learning a second language. They can support students" learning and also increases students" understanding and success of the lesson. Resources make the class more interesting and dynamic; without them, the class would be boring. Different types of resources can stimulate and encourage students to do the class activities.

Woodward (2001, p. 132-160) states that "the most common tools of the language teaching trade are the dictionary, the board, the box of roads, the picture pack, and the music tape".

The dictionary is used for looking up a word we do not know its meaning and for checking the spelling, the root, etymology, synonyms, and morphology of new words. The board is used for giving explanation of a class, to write or draw something important and of great relevance that needs to be remembered. The music tape is used basically for relaxation. The coursebook is used as a guide for teachers

and students. It gives teachers assistance when they do not know what to teach, how to teach, and with what materials.

Brinkley (2012) argues that multimedia uses websites, slide shows, computer-based training courses and TV as tools for communicating when there is a class with students with different learning styles. Videos, DVDs or videotapes, MP3 player, laptop, TV or CD player help students to understand better the lesson or a particular subject or idea.

Classroom Observation

Institution monitoring refers to the inspection of educational institutions work. Its objective is to find the weakness and strengths of schools in order to improve the performance and quality of education system. Wilcox & Gray (1994) report that there are some benefits of monitoring education. For instance, it gives inspectors an idea of how the school is working so they can give parents information about the school system. It gives inspectors the opportunity to get to know their school better. One more benefit is that inspectors can monitor classroom performance and identify the problems and difficulties that teachers and students are facing.

Teachers" performance has a great impact in students learning. If teachers are performing well, then students will perform in the same way. If students have a great performance means that teachers are using skills and methods in a successful way.

Students' Motivation

Motivation is very important for language learning process. It helps us to keep our objectives clear and willing to achieve our goals. It encourages us to continue our way to success. Teachers can increase motivation by making dynamic

activities, or something different from everyday activities. Teachers have to inspire, challenge, and stimulate students to maintain the interest on their purposes.

According to Lightbown & Spada (2006), there are two factors that define motivation. The first one is learners" communicative needs, and the second one is learners" attitudes towards the second language community.

Lightbown & Spada (2006, p. 59) states:

If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Likewise, if learners have favorable attitudes towards the speakers of the language, they will desire more contact with them.

Deci & Ryan (1985) note that there are two kinds of motivation. These are intrinsic motivation and extrinsic motivation. The first one refers to doing something because it is enjoyable and pleasant. On the other hand, extrinsic motivation refers to doing an activity because we will receive something in exchange.

There are many ways and activities to do in order to motivate students. These are: the use of critical thinking questions where students express their own opinions; the use of music when teaching; video and power point presentations for having a more dynamic class; letting all students to participate in class, playing games, etc.

Learning Styles

According to Lightbown & Spada (2006), there are perceptually-based learning styles, which are, visual learners, who are the ones who learn something by seeing it. There are also the aural learners, who learn something by hearing it. There are the kinaesthetic leaners, who learn by physical action.

Lightbown & Spada (2066,p. 59) states that "the term „learning style" has been used to describe an individual"s natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills".

Brown (2000) suggests that there are five learning styles. The first one is Field independence, which refers to the ability to perceive a particular item, thing or article in a field where there are many other distracting articles.

Another learning style is left- and right- brain functioning where the left hemisphere is the one that works the most. It is connected with logical and analytical thought, and it is more efficient in processing mathematical and linear information. On the other hand, the right hemisphere is associated with visual, tactile, and auditory images; it processes holistic, integrative, and emotional information.

There is also the ambiguity tolerance learning style, which concerns to the ability to tolerate ideas, opinions, and propositions that are different from your own ones.

Reflectivity and impulsivity learning styles differ in reading. Reflective style learners make fewer errors in reading than impulsive learners. However, impulsive learners are faster readers.

Visual and auditory learning styles differ each other in that visual learners enjoy reading and studying charts, drawing, and other graphic information, while auditory learners prefer listening to lectures and audiotapes.

Besides the above learning styles, Felder & Soloman (2012) suggest that there are other learning styles, which are active learners who like to do activities in order to learn and reflective learners who like to think about the activity instead of doing it. There are sensing learners who like already known facts of learning. Intuitive learners like to discover new possibilities of learning. Visual learners are the

ones who are good at remembering what they see so they learn just by looking at something. While verbarl learners learn more by written and spoken explanations. There are also sequential learners who understand and follow steps. And finally there are the global learners who like to learn all at once.

Students' Intelligence or Aptitude to Learn English

Carroll (1962) demonstrated that the aptitude to learn a foreign language is composed of four cognitive abilities. The first ability is phonetic coding, which is the one that helps students to identify sounds. We have also a grammatical sensitivity, which is the ability to distinguish the function of grammatical words. Another component is rote learning ability which helps students to make use of their memories about foreign language situations and apply it in new foreign language learning situations. And the final ability is inductive language learning, which helps students to deduce language rules.

Lightbown & Spada (2006, p. 57) states that "a learner with high aptitude may learn with greater ease and speed but that other learners may also be successful if they persevere"

Besides all the information mentioned above about the factors affecting the English language teaching-learning process, there are also different previous studies related to this topic.

Ilter (2009) developed a study, which purpose was to help students with lack of motivation to feel eager to learn a foreign language and indicate the effect of technology for a successful and enjoyable foreign language teaching process. In is important to say that it is a descriptive study based on a questionnaire which was prepared on purpose. The questionnaire was composed of 15 questions about motivation and technology use in EFL classrooms. There were 350 students involved

in this research; 198 from natural sciences departments and 152 from social sciences departments. 186 of them were male and 164 of them were female students.

Ilter concluded that the use of technology in EFL classrooms provides meaningful and interesting process in language learning and students can be more motivated with this technological development in EFL classrooms.

In the next study we will analyze the opinions considered by Khmakhien (2010), who developed a study that had two main objectives, which were to determine three factors: how gender, motivation and experience in studying English affect the choices of language learning strategies; and to compare the roles of these factors and the pattern of language learning strategy used by Thai and Vietnamese students.

According to Khamkhien (2010), the methodology utilized in this study was the 80-item Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) and a background questionnaire, which were applied to two groups of university students drawn from two public universities in Thailand and Vietnam.

Khamkhien (2010) concluded that amongst these factors, motivation in the most important one affecting the choice of the strategies, then experience in studying English, and gender, respectively.

Another study analyzing the factors affecting the English teaching-learning process is stated by Ramirez (2008) who developed a study that had the purpose of determining the sixth-graders" perceptions of English language learning and the impact of active learning approaches in a public school in Manizales. This was a qualitative descriptive research. The method that Ramirez (2008) used was a questionnaire administered to the students in which they write their perceptions about the learning process according to the tasks conducted.

Ramirez (2008) referring to the present research concluded that the most important aspect of the study was that meaningful and active classes help teachers change the students‟ negative perceptions of English as a foreign language. When students feel that they can use the language for real communication of their own experiences or views of the world, their self-esteem and confidence grow and the process of the class flows more efficiently, making learning happen. This is the most important reflection from this piece of research.

The following study to consider was accomplished by Narayanan, Rajasekaran & Iyyappan (2008). The purpose of their study was to determine the factors that affect the learning of English as a second language at a tertiary level. For this study the researchers have taken four hundred and eight (138 female and 270 male) first year engineering and technology students from five engineering colleges in and around Chennai, India. In this study questionnaires have been prepared and the data have been collected mainly in written modes.

According to Narayanan, Rajasekaran & Iyyappan (2008), the conclusion of their study is that motivation, attitude, language anxiety, and gender are factors that have a great impact on students‟ language learning.

The last study was developed by Aduwa-Ogiegbaen, S.E. & Iyamu (2006). They claimed that the purpose of their study was to determine the factors that are responsible for the poor quality of the teaching of English as a second language in public secondary schools in Nigeria. Their study involved data collection through a survey as well as observation by trained research assistants. A questionnaire was distributed to the 3000 senior secondary school students in six geopolitical zones in Nigeria.

Aduwa-Ogiegbaen, S.E. & Iyamu (2006) concluded that factors such as harsh environment, inadequate staff rooms and offices, no electricity, dilapidated buildings, and lack of modern instructional technologies are responsible for poor quality of teaching English language.

Description, Analysis, and Interpretation of Results

This section contains a Quantitative Analysis of the results obtained from the teacher‟s questionnaire. This analysis is focused on the frequency, and tabulation of the twenty questions that are part of the teacher‟s questionnaire. The analysis is based on the factors concerning teachers, students, classroom, and educational institution which affect the English language teaching-learning process in Ecuadorian public high schools.

The quantitative analysis is supported by the observation of the class and the interview made to each one of the teachers and students.

Quantitative Analysis

Factors Concerning Teachers

Which level of education do teachers have?

Graph 1
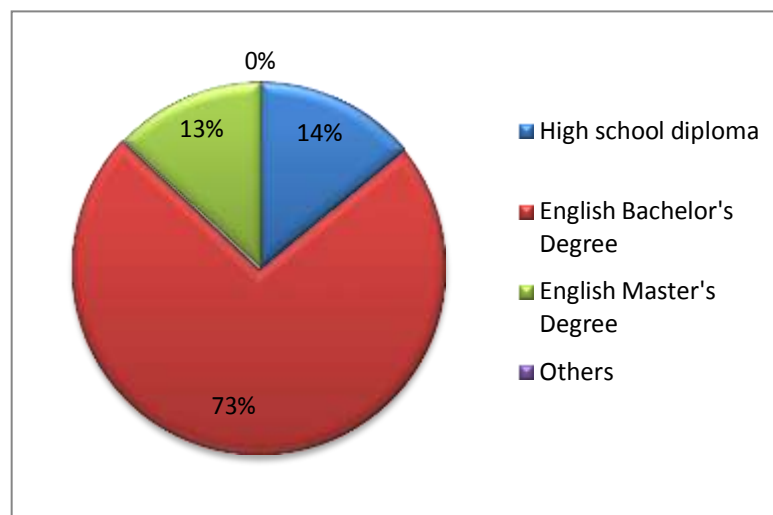
Author: Soledad Castillo

Source: Teacher‟s questionnaire

According to the obtained results graph 1 shows that 73% of the surveyed teachers have an English Bachelor's degree; 14% have a high school diploma; and 13% have an English master's degree.

It was observed that there are clear differences between teachers with high school diploma, teachers with English bachelor's degree, and teachers with an English master's degree. The ones who have only a high school diploma have knowledge based on their experience; they are fluent at speaking and seemed to be prepared. However, their methodology and pedagogy, and certain aspects during the teaching process like time management and feedback are notably poor and superficial. On the other hand, teachers with an English bachelor's degree and a master's degree have a profound method of teaching, they are fluent and the tasks and activities for the students are clear and understandable.

Although teachers with high school diploma need more pedagogy when teaching, it is important to note that they know how to deal with the students very well, and they are good at getting the attention from their students.

Another good point that it is essential to mention is that according to the interview made to the teachers, the majority of them got a B2 level in their language proficiency. They knew how to answer the questions made; however, some of them have little grammatical errors and need to enhance their vocabulary. Just the teacher with an English master's degree got a C2 level in its language proficiency. He actually understood well and answered all the questions from the interview. He did not hesitate at all. He had a fluent vocabulary. And he did not have any grammar error.

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

Graph 2
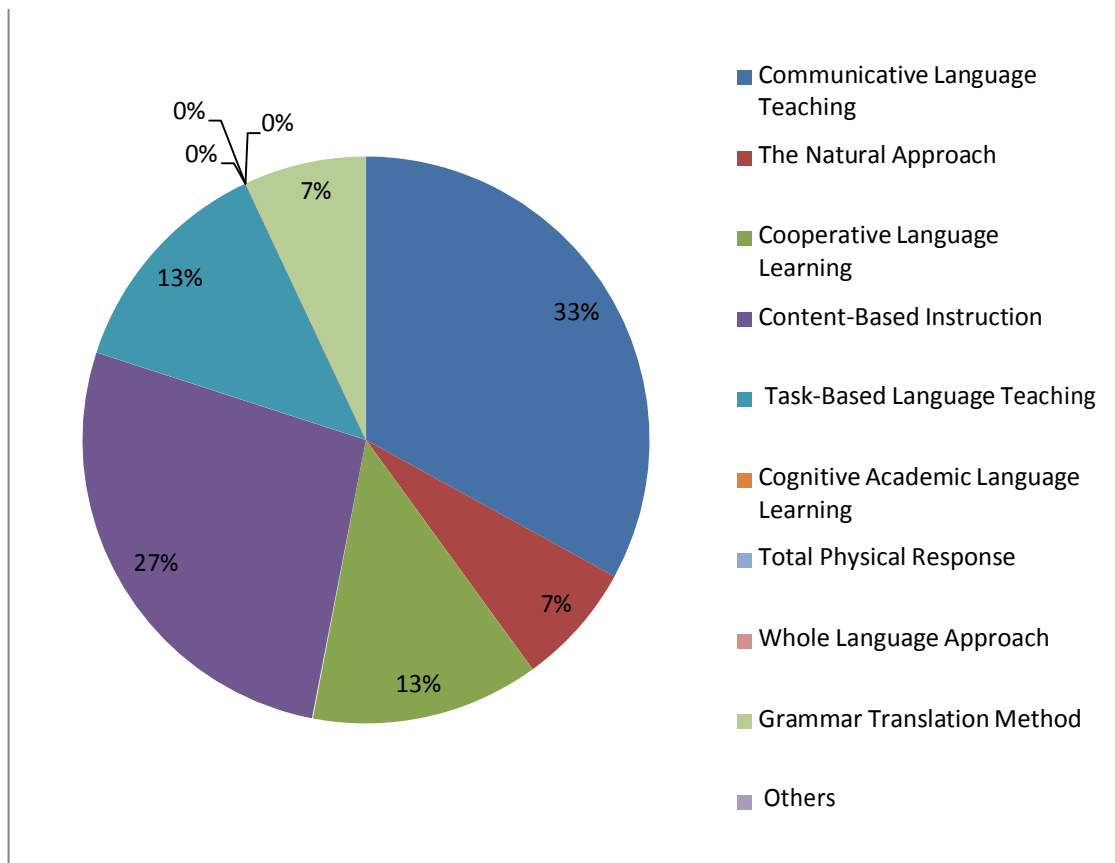
Author: Soledad Castillo

Source: Teacher"s questionnaire

Graph 2 shows that the method that was said it was used the most in the observed classes was Communicative Language Teaching with a 33%. Twenty-seven percent of the total corresponds to Content-Based Instruction. Then we have Cooperative Language Learning and Task-Based Language teaching with a 13%. Seven percent corresponds to Natural Approach and Grammar Translation method. The rest of the methods were not used according to the teachers" questionnaire.

Even though the majority of teachers claimed that they used Communicative Language Teaching, it was clearly observed that they actually used Grammar translation method. They used a lot of Spanish in their classes and they tend to

translate vocabulary and grammar in order to make their classes more understandable.

As said by Richards & Rodgers (2001), the Grammar-Translation Approach uses the students'' mother tongue or first language to teach a target language. Teachers translate the information that will be taught like vocabulary and grammar for a comprehensible class.

On the other hand, some of the teachers with an English bachelor''s degree who said that they use Content-Based Instruction and others who said that use Task-Based Language Teaching, they really did it in the observed classes. They went through all the content they had to see for that class; and they developed different activities and tasks during class time.

Students from this group of teachers said in the questionnaire that they like the way their teachers teach English because of the activities, dynamics and the easy and interesting tasks they have to do.

Teachers used activities and dynamics such as listening to a song; one of the teachers taught their students the past form of the verbs by playing with a little ball, she said a verb in the present form and then threw the ball to the student she wanted to say the past form of the verb she said. Another teacher asked his students to go to the board and write a sentence using the vocabulary they had just learned. Besides these activities, teachers also developed the activities from the book.

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

Graph 3
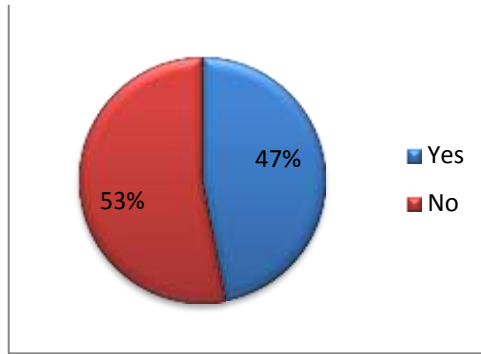
Author: Soledad Castillo

Source: Teacher"s questionnaire

According to the obtained results Graph 3 shows that 53% of the surveyed teachers mention that they do not use whole-group activities to teach their lessons. The rest of them, which is the 47%, use this type of activities.

The majority of the teachers mentioned that they do not like to use whole-group activities because there are too many students to do that type of activities; students got easily distracted and it is difficult for them to check that all the students are working well on the activity.

On the other hand, there were some teachers especially the ones with an English bachelor"s degree and English master"s degree that used whole-group activities at the beginning of the class when doing the introduction of the theme. In the observed classes, there were few teachers that started their classes playing a game or doing an activity where all the students participated. For instance, a teacher started the class asking questions about the last class. She asked her students to raise their hands to answer the question. There was another teacher who started her class playing a game called "guess the name". She started drawing something on the board and before she finished drawing she asked students what they think she is drawing.

The student who guessed first had to do the same thing. There was also another teacher that sang a song along with her students.

It was also observed in the classes that some teachers do not use whole-group activities at all. However, they used group activities in the observed classes.

According to the student‟s questionnaire, all the students claimed that their teachers develop activities that let them interact with their classmates.

Do teachers use individual activities to teach their lessons?

Graph 4
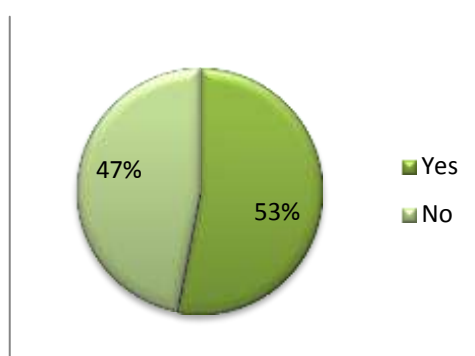
Author: Soledad Castillo
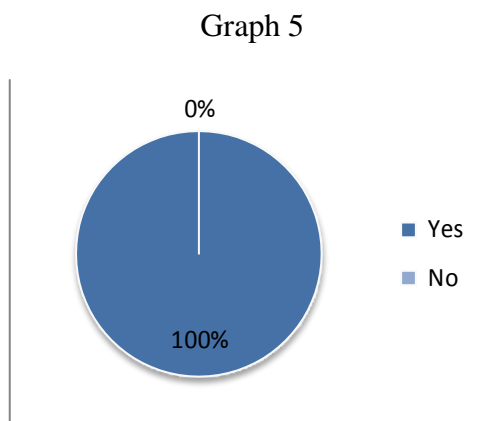
Source: Teacher‟s questionnaire

In graph 4, it is shown that 53% of the surveyed teachers mention that they use individual activities, while 47% of them do not use this type of activities.

Some teachers claimed that they use individual activities because when doing whole-group or group work activities, not all the students work or do the activity, just a few of them are the ones that really work on the activity.

In contrast, teachers that do not use individual activities mentioned that it is better and easier for them to monitor and check group activities than individual activities because there is just one hour for teaching a lesson and there is not time to check each one of the students‟ work during class time.

According to the surveyed teachers, the majority of them use individual activities; however, that was not demonstrated during the observed classes because the majority of them used group work activities. There was a couple of teachers that used the activities on the book to make students work individually. The activities from the book were activities such as completing the sentences with the correct word or matching the word with its meaning. The rest of the teachers used group work activities such as working in pairs to ask and answer questions or make a short dialogue or to compare answers.

Do teachers use group work activities to teach their lessons?

Graph 5

Author: Soledad Castillo

Source: Teacher"s questionnaire

According to the obtained results, Graph 5 shows that all of the surveyed teachers, which represent the 100%, mention that they use group work activities to teach their lessons.

It was observed in the classes that all of the teachers use this type of activities. Because there were classes of 25 or even more students, teachers tend to make groups of 5 or 6 students. Some teachers asked students to develop one or two

short activities and then they checked what students have done and corrected the mistakes.

Some of the activities teachers developed were giving a worksheet to each one of the groups and students had to think in group and fill in the spaces with the correct word. During another activity, the teacher gave his students a short reading and the students that were working in groups had to write down the main idea of the reading and new vocabulary.

Teachers mentioned that they prefer group work activities because it is easier to monitor students" work and it is more suitable when there is just an hour of class. Some teachers said that it is easier to work in groups for feedback and for checking the activities that students have done.

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

Graph 6
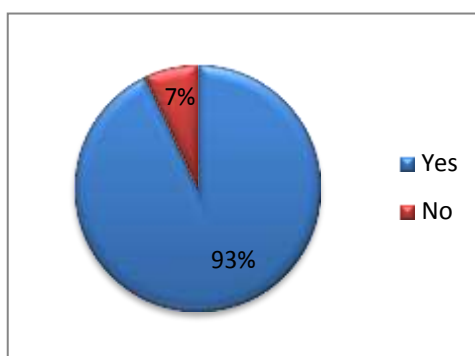
Author: Soledad Castillo

Source: Teacher"s questionnaire

Graph 6 shows that 93% of the surveyed teachers mention that they use English most of the time in their classes, while 7% do not.

According to the majority of the surveyed students, teachers use English most of the time in their classes; however, that was not demonstrated during the observed

classes. They actually used Spanish to translate vocabulary and even grammar. For instance, there was a case where a student asked to the teacher the meaning of a word; it was expected the teacher gives an answer in English or at least tells the students to look for the meaning on a dictionary; however, she just said the meaning in Spanish.

On the contrary, the teacher with a master´s degree and four teachers with a bachelor´s degree used English in class almost all the time. Even one teacher had some pictures of things that students did not know the meaning of. The teacher introduced the new vocabulary in English and showed the pictures simultaneously, so students got an idea of the real meaning of the new word just by looking at the picture and the teacher did not have to explain the meaning in Spanish.

Do teachers plan their lessons?

Graph 7
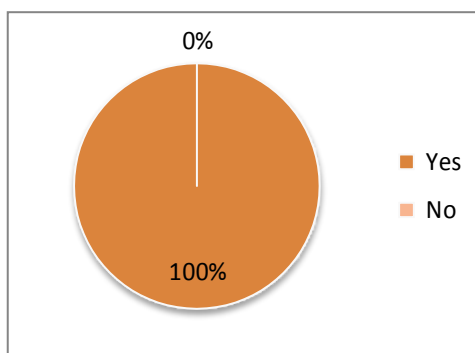
Author: Soledad Castillo

Source: Teacher¨s questionnaire

In graph 7, it is shown that 100% of the surveyed teachers mention they plan their lesson, which means that all the teachers develop a lesson plan for their classes.

Although all the teachers said they plan their lesson, it was observed that some teachers just followed the scheme of their books to teach. They asked students

to develop the activities that were in the book. Some others just improvised their classes. For instance, there was a teacher that used the book for some activities but also gave students instructions of activities he thought of at that moment such as a short quiz he actually asked students to develop without previous warning.

It is true that some teachers applied aspects of a lesson plan in their classes such as: timing, warm-up activities, introduction of a theme, feedback, assessment, etc.; nonetheless, not even one of them had and followed a complete lesson plan done by themselves.

Woodward (2001) suggested that planning is something we do to ensure our lessons and courses are good ones. So, it is very important to remind teachers that planning a lesson contributes to have successful lesson learning.

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

Graph 8
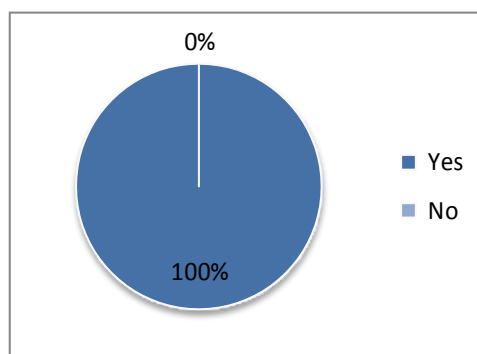
Author: Soledad Castillo

Source: Teacher"s questionnaire

According to the obtained results, Graph 8 shows that 100% of the surveyed teachers mention that they consider aspects such as discipline, timing, feedback, and instruction to teach their lessons.

The majority of the students that were surveyed claimed that their teachers control class discipline, assign time to develop the activities, give feedback, and give clear instructions. However, there were a few students who claimed that their teachers did not control time.

According to Alexander (2012), having a good time management can engage students in effective learning. The author suggests that it is important to plan the lesson before the class; to use every single minute in activities that promote learning; to use simple routines that are familiar to students so the teacher will not waste his/her time on the maintenance of the lesson.

It was observed that the majority of teachers consider time management; nevertheless, a couple of teachers wasted time doing activities that were long and not too interesting, so students did not have time to complete the task. For instance, there was a teacher that asked her students to write a story using the new vocabulary and grammar. The activity was too long and not all the students finished their stories. This activity would have been better as homework than as a class activity.

There were also some students who claimed that teachers did not give clear instructions. However, during my observations, all the teachers really gave clear instructions.

In addition, almost all the teachers considered aspects such as discipline, timing, feedback, and instruction to teach their lessons. There were just a few ones who had little problems when controlling discipline and timing.

Factors Concerning Students

Do teachers consider Students' needs to teach English successfully?

Graph 9
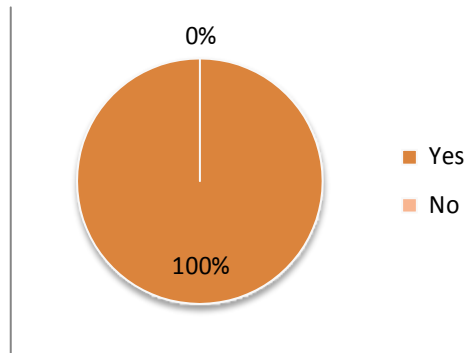
Author: Soledad Castillo

Source: Teacher''s questionnaire

In graph 9, it is shown that 100% of the surveyed teachers consider students''
needs to teach English successfully.

Even though students said they do not like to learn English, they agreed that
they like the way teachers teach English because they use interesting and dynamic
activities. The majority of students claimed that the class activities are easy to do. It
was also observed that most of them enjoyed English activities because they
participated actively and did their assignments enthusiastically. Students enjoyed
activities such as singing, working in groups, drawing on the board and guessing the
name of the picture, etc. However, the variety of English activities was poor. Just
few teachers were the ones who use audio, visual and realia activities such as using
pictures and flashcards for new vocabulary or a Cd with music to learn pronunciation
and vocabulary as well.

According to Lightbown & Spada (2006), there are perceptually-based
learning styles, which are, visual learners, who are the ones who learn something by
seeing it. There are also the aural learners, who learn something by hearing it. There
are the kinaesthetic leaners, who learn by physical action.

According to this statement, it is important that teachers consider students"

learning styles. However, during class observations, there were few teachers who

actually used pictures, objects, or music to teach English. Six teachers used pictures,

three teachers used music, and just two teachers used objects.

Do teachers consider Students' level to teach English successfully?

Graph 10
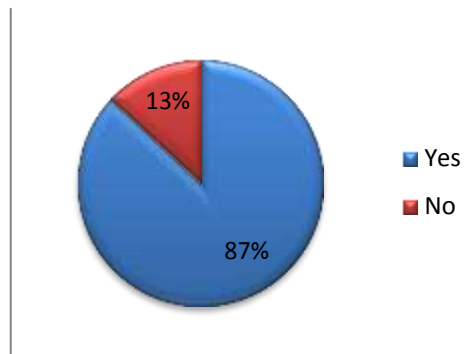
Author: Soledad Castillo

Source: Teacher"s questionnaire

Graph 10 shows that 87% of the surveyed teachers consider students" level to

teach English, the rest of teachers, which is 13%, do not.

There were just two teachers who said that they do not consider students"

level because they do not have the appropriate material to teach students with a

different level. They said they have just material for a basic level and there are

students with intermediate level but they cannot do anything about it because that is

how their institutions work.

It was observed that some students actually got bored with the activities they

did. It looked like the activities were too easy for them and needed more challenge.

Probably those students were not in a basic level but in an intermediate one;

however, that is not going to be proof until the institution develops a test to actually know the English level of each one of the students.

Which is the level of the students?

Graph 11
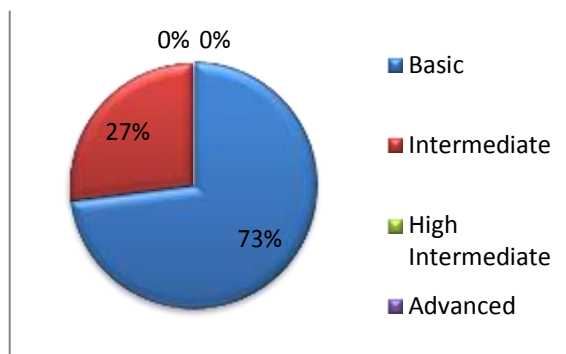
Author: Soledad Castillo

Source: Teacher‟s questionnaire

According to the obtained results, Graph 11 shows that 73% of surveyed teachers said that their students have a basic level, while 27% said that their students have an intermediate level.

Based on the material students and teachers were using, it was observed that students were in a basic level. Nonetheless, based on the knowledge students showed, some of them seemed to be in an intermediate level.

As it was mentioned before, some students found easy to do the activities. It was observed that the majority of them did not have problem when doing the activities. They developed the activities actively and enthusiastically. They did activities from the book such as completing a chart with their information; writing sentences using new vocabulary; completing worksheets, etc.

Factors Concerning Classrooms

How many students are there in the observed classes?

Graph 12
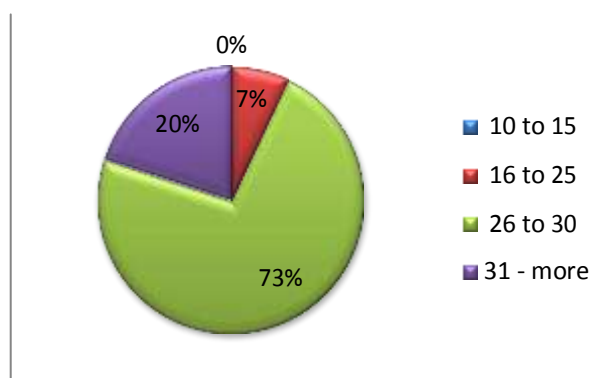
Author: Soledad Castillo

Source: Teacher"s questionnaire

In graph 12, it is shown that 73% of the surveyed teachers have 26 to 30 students in their classes; while 20% said they had 31 or more, and 7% had 16 to 25 students in their classrooms.

It was observed that there was a great number of students in the majority of classes, and certainly there were from 26 to 30 students in each class.

This is definitely a factor that affects the English language teaching-learning process in Ecuadorian public high schools because it is difficult for teachers to manage a big group of students.

According to Ehrenberg, Brewer, Gamoran & Willms (2001), the number of students in a class can affect students learning in different ways. It could affect the way students interact with each other. It contributes to have a more or less noise and disruptive behavior.

Woodward (2001) complements what the above authors said by stating that very large classes include noise, too many people and fixed objects in a restricted space, not enough materials for everyone, not being able to respond to differing

needs, the difficulty of organizing anything more than lockstep teaching and the lack of target language use if students speak common languages.

There was a class observation where a teacher had to deal with some students because they were undisciplined. They started talking in class in Spanish and got easily distracted; fortunately, the teacher knew how to control the discipline and students after two calls of attention stopped disrupting class.

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

Graph 13
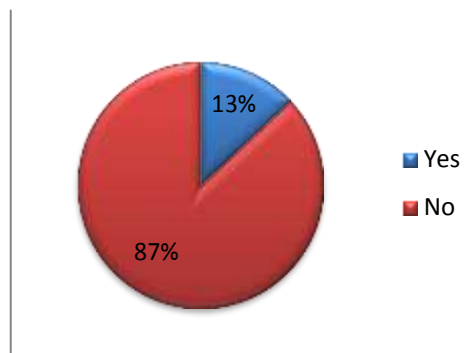
Author: Soledad Castillo

Source: Teacher''s questionnaire

Graph 13 shows that 87% of the surveyed teachers do not feel comfortable working with the number of students they have been assigned. The rest of teachers, which is 13%, do.
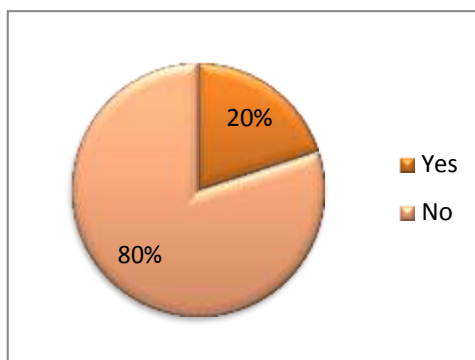
According to the students'' questionnaire, the majority of students do not consider that too many students help them to learn English in a better way. That is probably because they feel that their teachers are not paying attention on them or because they do not feel comfortable working with too much noise and distraction from their classmates.

It was observed that some teachers have problems with students" discipline. Some of them did not have time to check all students" work. So probably that is why students do not think that working with a big number of students help them to learn English in a better way.

Students also claimed that the classroom space does not let them work comfortably. During some class observations, it was evident that teachers and students did not have enough space to move around or do activities that require more classroom space. For instance, in one class, it was observed that it was difficult for the teacher to monitor students" group work because she could not move around the class comfortably and easily. She had to ask her students to let her pass through in order to get to the other group.

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

Graph 14

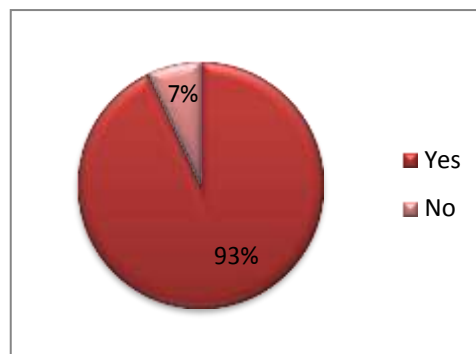Author: Soledad Castillo

Source: Teacher"s questionnaire

According to the obtained results, Graph 14 shows that 80% of the surveyed teachers do not have enough space to work with the group of students they have been assigned. Twenty percent have enough space to work with their students.

As it was mentioned in the last question, some students claimed that the classrooms" space does not let them work comfortably, and this was actually observed during the class when teachers asked their students to work in groups and participate in dynamic activities.

Wohnwill & Vliet (1985) state that students need ample space because crowding causes problems. For example, a high-density school influences achievement negatively. The consequences of high density conditions that involve either too many children or too little space are: excess levels of simulation; stress and arousal; a drain on resources available; considerable interference; reductions in desired privacy levels; and loss of control.

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

Graph 15

Author: Soledad Castillo

Source: Teacher"s questionnaire

In graph 15 is shown that 93% of the surveyed teachers arrange students" seats in relation to the activities planned for their classes. Only 7% do not.

It was observed that almost all the teachers made seating arrangements when doing group activities; however, it was really uncomfortable to make these arrangements because of the space that was not enough.

Gower, Phillips & Walters (1995, p. 23) state that "seating arrangement depends on the size of the class, the size of the groups, the types of activity and the style of the furniture".

In 33% of the classes, it was observed that seating arrangements was good even though the classroom space was short. In 67% of the classes, students were placed in rows so they face forward almost all the time.

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

Graph 16
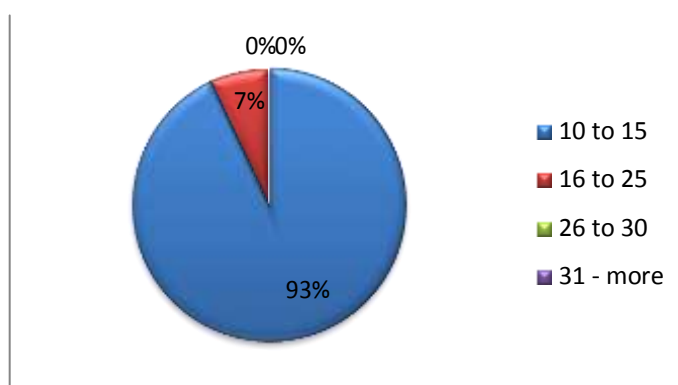
Author: Soledad Castillo

Source: Teacher"s questionnaire

Graph 16 shows that 93% of the surveyed teachers think that 10 to 15 students is the appropriate number of students to teach English. Seven percent think that 16 to 25 students is the most appropriate number. Nobody thinks that more that 25 is an appropriate number of students to work with.

Coyne (2011) suggests that the capacity of students in a classroom is 25. About 30 to 40 square feet should be used per student. When giving instructions and tutoring in small groups, the schools should have small classrooms as well.

Working with more than 25 students is too difficult, there is not enough space to work with that number of students; besides, teachers have more problems when checking and monitoring students" work.

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

Graph 17
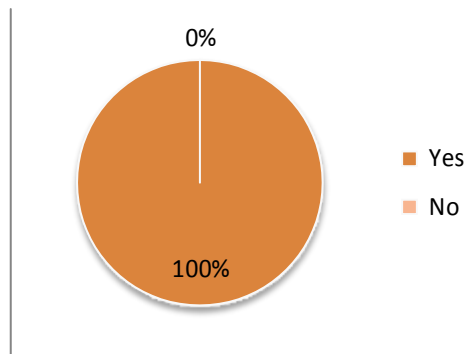
Author: Soledad Castillo

Source: Teacher"s questionnaire

In graph 17, it is shown that 100% of the surveyed teachers use teaching resources; however, all of them use only the Tape/Cd recorder and supplementary materials such as the white board, flashcards, pictures, and word cards.

The teacher who started the class singing a song with the students used a Cd recorder to play music. Another teacher used the Cd recorder to develop a listening activity from the book about completing a chart with the word they hear. One of the teachers used pictures to introduce new vocabulary about weather. Students had to match the pictures that were on the board with the correct meaning. Word cards were

used to learn vocabulary about food. Another teacher used flashcards to ask students to write sentences about what they see on the flashcards.

It was observed that all the teachers tend to use the board and a market to explain the class or the grammar part.

Do teachers consider appropriate the resources they have in class?

Graph 18
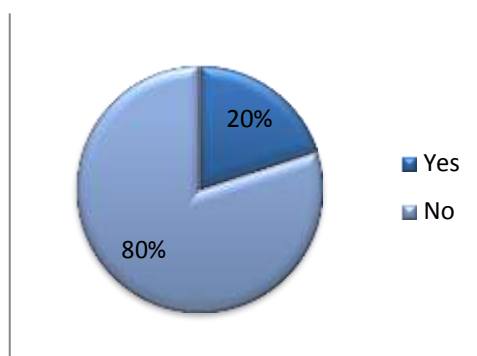
Author: Soledad Castillo

Source: Teacher"s questionnaire

According to the obtained results, Graph 18 shows that 80% of the surveyed teachers do not consider appropriate the resources they have in class; while, 20% of the teachers consider they are appropriate.

Even though some teachers said that the teaching resources they have in class are appropriate, that was not observed during the classes because there were situations and activities when students and teachers needed more than a Cd recorder. For instance, when presenting homework like a composition, it would be a better idea if students present their homework in a power point presentation instead of a paper. So the teacher and students would both have the opportunity to check and learn from others" mistakes.

Brinkley (2012) argues that multimedia uses websites, slide shows, computer-based training courses and TV as tools for communicating when there is a class with students with different learning styles. Videos, DVDs or videotapes, MP3 player, laptop, TV or CD player help students to understand better the lesson or a particular subject or idea.

It was observed that teachers used simple resources such as flashcards and pictures to teach a lesson; however, it would be much better if they had technological resources such as laptops, power point presentations, smartboards because by using these instruments, students would get more interested in learning and teachers would have different and interesting ways to explain, show, and teach a lesson.

Factors Concerning Educational Institution

Do the institutions review teachers' lesson plans?

Graph 19
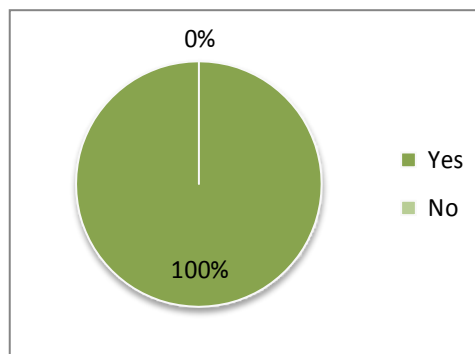
Author: Soledad Castillo

Source: Teacher"s questionnaire

In graph 19, it is shown that 100% of the surveyed teachers said that the institutions review their lesson plans. Some teachers said that the review of their lesson plans is every year and others said every month.

Some teachers said that they like when their lesson plans are reviewed because that helps them to improve and enhance their work for the next time.

Do the institutions monitor teachers' teaching?

Graph 20
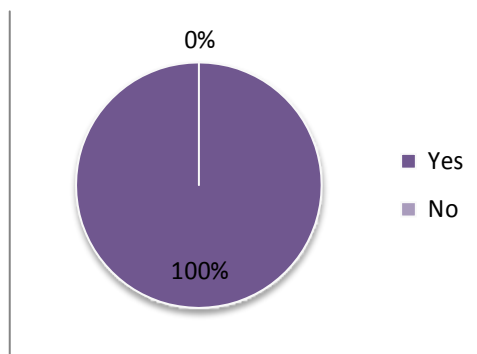
Author: Soledad Castillo

Source: Teacher"s questionnaire

Graph 20 shows that 100% of the surveyed teachers are monitored by the institutions they work for. The majority of teachers said that they are monitored every month.

Wilcox & Gray (1994) report that inspectors can monitor classroom performance and identify the problems and difficulties that teachers and students are facing.

Teachers" performance has a great impact in students learning. If teachers are performing well, then students will perform in the same way. If students have a great performance means that teachers are using skills and methods in a successful way.

The majority of teachers said that inspectors monitor their teaching every month. Others said that they are monitored every week; however, during the observations no one of the teachers was monitored.

Conclusions

o The number of students is definitely a factor that affects the English language teaching-learning process in Ecuadorian public high schools. The results show that the majority of public high schools have a big number of students. They go from 26 to 30 the most. The majority of teachers do not feel comfortable working with that number of students because it is a challenge that they have to face daily.

o The classrooms are not comfortable and appropriate for having too many students, so the classroom space became a problem during the teaching-learning process because there are not the pedagogic requirements for the students" intellectual, social, and academic development.

o The majority of teachers have an English bachelor"s degree; two of them have a high school diploma. And two more teachers have an English master"s degree.

o According to the teachers´ interview, teacher"s language proficiency is around B1 to B2 level. A teacher with a master´s degree has a C1 level.

o The results show that all the surveyed teachers use only a Cd recorder and supplementary material such as flashcards, pictures, handouts, and a white board. However, no one of them has resources such as computers, projectors or smartboards.

o According to the obtained results the majority of the surveyed teachers arrange students" seats in relation to the activities planned for their classes. However, during class observation, it was really uncomfortable to move the seats because of the space and just few teachers did it. The majority of them just left students facing forward almost all the time.

Recommendations

The number of students in public high schools should be reduced since working with a small group of students provides an environment where all students can participate actively in class, they could receive personalized attention from the teacher, and students would socialize and integrate more with their classmates as well.

Teachers should study to get an English master"s degree or at least an English bachelor"s degree. It is really important that our English teachers are prepared and know how to teach because they are the basic for students" success.

Because of the lack of resources to teach English in public high schools, the Government should provide educational institutions with a variety of teaching resources such as TV, computers, projectors, and smartboards.

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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 *(age, personality, attitude, aptitude, motivation, and learning styles)*	
YES ( )	NO ( )

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

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

4. Which is the level of your students?

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

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

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

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )	
Why? _____		

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

YES ( )	NO ( )

10. Do you plan your lessons?

YES ( )	NO ( )

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

YES ( )	NO ( )

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

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

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

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

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

YES ( )	NO ( )
Which ones? _____	

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

YES ( )	NO ( )
Why? _____	

19. Does the institution review your lesson plans?

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

20. Does the institution monitor your teaching?

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

Thanks for your cooperation!!!!!!

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

EDUCATIONAL INSTITUTION:	
DATE:	
YEAR:	

1. ¿Te gusta aprender Inglés?

YES ( )	NO ( )

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

YES ( )	NO ( )

3. Consideras que las actividades realizadas en clase son:

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

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

YES ( )	NO ( )

¿Por qué?
_____
_____

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

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

YES ( )	NO ( )

GRACIAS!!!!!

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 ( )